

AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242

Phone (562) 922-6128 Fax (562) 469-4399

Board Member Remote Participation:

TO LISTEN BY TELEPHONE: (669) 900-9128

Meeting ID: 822 2518 9839

Passcode: 241814

TO LISTEN TO THE AUDIO STREAM ONLINE: <https://tinyurl.com/LACOEBoardMeeting>

Meeting ID: 822 2518 9839

Passcode: 241814

No. 17: 2023-2024

The full Board agenda will only be accessible through the LACOE Board of Education website at the following link: <https://www.lacoe.edu/Board-of-Education>. Procedure for addressing the Board is posted on the LACOE Board of Education [website](#). To request a disability-related accommodation under the ADA, please call Ms. Beatrice Robles at 562 922-6128 at *least* 24 hours in advance.

Board Meeting January 9, 2024 2:30 p.m.

Ms. Garoupa

STUDY SESSION: LACOE Community Schools Initiative – 2:30 p.m.

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

Dr. Chan

A. Call to Order

Dr. Perez

B. Pledge of Allegiance

Dr. Duardo

C. Ordering of the Agenda

Dr. Chan

D. Approval of the Minutes

1. December 19, 2023

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / ASSOCIATIONS / HEAD START POLICY COUNCIL / PUBLIC

III. PRESENTATIONS (None)

IV. HEARINGS (None)

V. REPORTS / STUDY TOPICS

Dr. Ramirez

A. Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December 31, 2023

Dr. Ramirez

B. Local Control and Accountability Plan (LCAP) Parent Engagement Update

VI. CONSENT CALENDAR RECOMMENDATIONS

A. Acceptance of Gifts No. 11

B. Acceptance of Gifts No. 12

C. Approval of Nominees for the School Attendance Review Board (SARB)

D. Adoption of Board Resolution No. 26 to Recognize Religious Freedom Day on January 16, 2024

VII. RECOMMENDATIONS

Dr. Ramirez

A. Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools with Attached Staff Report (Enclosure)

VIII. INFORMATIONAL ITEMS

- Dr. Duardo
Dr. Duardo
- A. Governmental Relations
 - B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

- Dr. Chan
Dr. Chan
- A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure)
 - 1. Mia P. v. Compton USD (Spanish Interpreter)
 - 2. King H. v. ABCUSD
 - 3. Aaliyah A. v. Torrance USD
 - B. Los Angeles County Board of Education’s Decision on Expulsion Appeal (**Closed Session**) (Enclosure)
 - 1. 2324-0002 v. Westside Union School District

- Dr. Chan
- X. ADJOURNMENT**

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, December 19, 2023

A meeting of the Los Angeles County Board of Education was held on Tuesday, December 19, 2023 at the Los Angeles County Office of Education Board Room.

PRESENT: Dr. Yvonne Chan, Mr. James Cross, Mrs. Andrea Foggy-Paxton, Ms. Betty Forrester, Dr. Stanley L. Johnson, Jr, Dr. Theresa Montaña, and Dr. Monte E. Perez; Student Board Members: Ms. Jimena* and Ms. Jocelyn* (**remote*)

OTHERS PRESENT: Ms. Vibiana Andrade, General Counsel; Administrative Staff: Ms. Beatrice Robles, Principal Executive Assistant, Office of the Superintendent.

PRELIMINARY ACTIVITIES

CALL TO ORDER

Dr. Chan called the meeting to order at 3:04 p.m.

Dr. Chan read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Mrs. Foggy-Paxton lead the Pledge of Allegiance.

ORDERING OF THE AGENDA

Dr. Duardo indicated that there were no changes to the Board agenda.

It was **MOVED** by Dr. Johnson, **SECONDED** by Dr. Perez, and **CARRIED** to approve the Board agenda as presented.

Yes vote: Ms. Jimena, Ms. Jocelyn, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Johnson, Dr. Montaña, Dr. Perez, and Dr. Chan.

APPROVAL OF THE MINUTES -

- December 12, 2023 – *The minutes were approved as presented.*

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Johnson, and **CARRIED** to approve the December 12, 2023 minutes as presented.

Yes vote: Ms. Jimena, Ms. Jocelyn, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Johnson, Dr. Montaña, Dr. Perez, and Dr. Chan.

COMMUNICATIONS: BOARD / SUPERINTENDENT

Ms. Jimena said that tomorrow is LACHSA's last day of school before the holiday break and that she is looking forward to it.

Mr. Cross wished everyone a happy and safe holiday season.

Dr. Duardo provided the following highlights to the County Board:

Dr. Duardo said that LACOE has rented billboards to recruit LACHSA students. She said that LACHSA is targeting certain areas in order to provide opportunity for areas such as: Lincoln Heights, Pacoima, South Figueroa Corridor, South LA - Carson Avenue; Korea Town area.

Head Start and Early Learning

- Last week our Head Start and Early Learning team hosted the Santa Clara County Office of Education's Early Learning Services to share insights into our inclusion efforts, discussed funding, and were able to visit Para Los Niño's to see the work in action.
- The Santa Clara team was very appreciative of all that they learned.
- Thank you Mr. Bautista and the Head Start team for your collaboration with Santa Clara.

Keck Foundation Grant Award

- You are happy to announce that the Greater Los Angeles Education Foundation, in partnership with LACOE, received a grant award of \$475,000 to support the Mandated Supporter Initiative.
- This will help LACOE to continue our work with the County's Commission for Children and Families, in addressing disproportionate over reporting of general neglect to DCFS, causing significant disruption and trauma for children and families living in poverty.

Happy Holidays!

- The next time we meet will be in the New Year.
- Wish everyone Happy Holidays and a Happy New Year!

COMMUNICATIONS: PUBLIC

The following individuals addressed the County Board: Ms. Tina Sanipe; Ms. Tapa Osborne; Mr. David Olivares; Ms. Florence Avognon; Mr. Peter Ogudo; Mr. Frank Amezcua; Ms. Abimbola Ogbechie; and Ms. Sara Quintanar.

PRESENTATIONS

GRATITUDE PRESENTATION

Students from the Graphic Arts Program at Angeles Forest presented the County Board with a gift of gratitude they personally created for them in class.

The students in the Graphic Design Program undergo training in the field of visual communications, design, art history, design theory, techniques, and related computer systems and software. The semester-long Graphic Arts course is taught by a credentialed CTE instructor and prepares students for entry-level positions, such as graphic artist, layout artist, desktop publisher, or production artist, as well as for advanced studies at the post-secondary level. Furthermore, students obtain OSHA industry certification training in the program and can engage with business and industry leaders through Career Engagement Events.

Ms. Susan Sarrategui, Principal and Mr. Zachary Fua, Vocational Training Teacher addressed the County Board followed by both students L. S. and S. E. O., who presented the gifts to the County Board.

HEARINGS (None)

REPORTS / STUDY TOPICS

JUVENILE COURT SCHOOLS REPORT

Dr. Maricela Ramirez introduced Dr. Diana Velasquez, Executive Director of Educational Programs, who provided the report to the County Board. The report provided data regarding enrollment, transition and aftercare support, special education, and parent engagement. In addition, this report includes a summary of the November 2023 Department of Justice (DOJ) Student Attendance and Enrollment Reports (SAER) for Los Padrinos Juvenile Hall and Barry J. Nidorf SYTF facility.

The County Board had questions regarding this item.

The following individuals addressed the County Board: Mr. Brian Christian; Ms. Florence Avognon; Ms. Tina Sanipye; Mr. Francis Gordon; Mr. David Olivares; and Mr. Chris Obieje.

Ms. Montaña left the Board Room at 4:15 p.m.

CONSENT CALENDAR RECOMMENDATIONS

ADOPTION OF BOARD RESOLUTION NO. 23 TO RECOGNIZE JANUARY 15, 2024 AS DR. MARTIN LUTHER KING JR. DAY

The Superintendent recommended that the County Board approve Board Resolution No. 23.

ADOPTION OF BOARD RESOLUTION NO. 24 TO RECOGNIZE JANUARY 30, 2024 AS FRED KOREMATSU DAY OF CIVIL LIBERTIES AND THE CONSTITUTION (EDUCATION CODE 37222.15)

The Superintendent recommended that the County Board approve Board Resolution No. 24.

ADOPTION OF BOARD RESOLUTION NO. 25 TO RECOGNIZE JANUARY 2024 AS NATIONAL HUMAN TRAFFICKING MONTH

The Superintendent recommended that the County Board approve Board Resolution No. 25.

ACCEPTANCE OF PROJECT FUNDS NO. 59

The Superintendent recommended that the County Board approve the Acceptance of Gifts No. 59.

ACCEPTANCE OF PROJECT FUNDS NO. 60

The Superintendent recommended that the County Board approve the Acceptance of Gifts No. 60.

REQUEST TO APPROVE THE SUBMISSION OF A GRANT APPLICATION TO THE ENVIRONMENTAL PROTECTION AGENCY FOR THE 2023 CLEAN SCHOOL BUS REBATES PROGRAM FUNDING REQUEST APPLICATION

The Superintendent recommended that the County Board approve the Submission of a Grant Application to the Environmental Protection Agency for the 2023 Clean School Bus Rebates Program Funding Request Application.

The County Board did not have any questions regarding this item.

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Johnson, and **CARRIED** to approve the Submission of a Grant Application to the Environmental Protection Agency for the 2023 Clean School Bus Rebates Program Funding Request Application.

Ms. Forrester asked what kind of recognitions will happen with Board Resolution No. 24. Ms. Graswich responded to Ms. Forrester.

There were no public speakers on this item.

Yes vote: Ms. Jimena, Ms. Jocelyn, Mr. Cross, Ms. Foggy-Paxton, Ms. Forrester, Dr. Johnson, Dr. Perez, and Dr. Chan.

RECOMMENDATIONS

APPROVAL OF COST ADJUSTMENT TO COUNTY BOARD'S STIPEND IN ACCORDANCE WITH EDUCATION CODE SECTION 1090(G)

The Superintendent recommended that the County Board approve the Cost Adjustment to County Board's Stipend in Accordance with Education Code Section 1090(g).

It was **MOVED** by Ms. Forrester, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Cost Adjustment to County Board's Stipend.

The County Board had questions regarding this item.

There were no public speakers on this item.

Yes vote: Ms. Jimena, Ms. Jocelyn, Mr. Cross, Ms. Foggy-Paxton, Ms. Forrester, Dr. Johnson, Dr. Perez, and Dr. Chan.

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

Ms. Pamela Gibbs, Director of Governmental Relations provided an update to the County Board.

LOS ANGELES COUNTY BOARD OF EDUCATION MEETING SCHEDULE, ESTABLISHMENT OF MEETING TIMES, FUTURE AGENDA ITEMS, AND BOARD FOLLOW UP

Ms. Andrade indicated that the next Board meeting would be on January 9, 2024.

**LOS ANGELES COUNTY BOARD OF EDUCATION'S DECISION
ON INTERDISTRICT ATTENDANCE APPEALS (None)**

ADJOURNMENT

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Perez, and **CARRIED** to adjourn the Board meeting.

***Yes vote:** Ms. Jimena, Ms. Jocelyn, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Johnson, Dr. Perez, and Dr. Chan.*

The meeting adjourned at 4:56 p.m.

Board Meeting – January 9, 2024

Item. **Study Session**

A. LACOE Community Schools Initiative

The Division of Community Schools Initiative team will provide a Study Session regarding LACOE Community Schools Initiative. The presentation will include:

- Background of the LACOE Community Schools Initiative.
- Impact and Progress.
- Voices from the Field.

Attached Supplemental Materials



LACOE Community Schools Initiative

Board Study Session

January 9, 2024



Los Angeles County
Office of Education

AGENDA

1

Background of the LACOE Community Schools Initiative

2

Impact & Progress

3

Voices from the Field





Background of the LACOE Community Schools Initiative



The Los Angeles County of Education
Community Schools Initiative

TIMELINE



2019

LACOE Community Schools Initiative launched in 15 high schools in 15 districts; Division created



2021

Added a LACOE County Community school to the original pilot sites



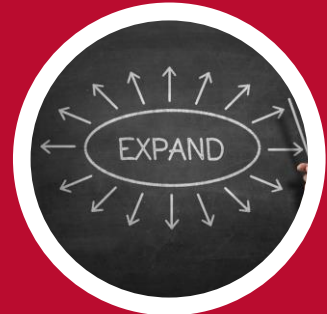
2020

Pandemic shifted focus to basic needs, supports, mental health



2022

Additional funding from CCSP as Implementation Grantee & Selected as Greater L.A. R-TAC



2023

Expansion to 11 schools & R-TAC Launch

LACOE COMMUNITY SCHOOLS INITIATIVE DISTRICTS, FUNDERS, AND PARTNERS

15 School Districts

Antelope Valley Union HSD	LACOE Schools
Azusa USD	Lynwood USD
Baldwin Park USD	Montebello USD
Bassett USD	Norwalk-La Mirada USD
Bellflower USD	Paramount USD
Compton USD	Pomona USD
Duarte USD	Santa Monica-Malibu USD
Inglewood USD	



L.A. County Departments and Community Partners

- Dept. of Mental Health (LACDMH)
- Dept. of Public Health
- Dept. of Public Social Services
- Baby2Baby
- Joe Torre Safe at Home Foundation
- LACDMH + UCLA Prevention Center of Excellence

Funders



Los Angeles County
Department of
Mental Health



Mental Health Student
Services Act (MHSSA)
Grant



California Community
Schools Partnership
Program (CCSPP)



The Greater LA Education
Foundation &
Philanthropic Partners



California
Department of Social
Services



LACOE COMMUNITY SCHOOLS INITIATIVE (CSI)



Our mission is to disrupt inequities and break the cycle of poverty by leveraging assets to transform schools into "hubs" of the community. With authentic collaborative leadership at the center, we believe students, staff, families, and communities are essential partners to ensure all are seen, valued, and supported.

CALIFORNIA COMMUNITY SCHOOLS FRAMEWORK



4 PILLARS

- Integrated student supports
- Family and community engagement
- Collaborative leadership and practices
- Extended learning time and opportunities

4 CORNERSTONE COMMITMENTS

- Assets driven and strengths-based
- Racially just and restorative school climates
- Powerful, culturally proficient and relevant instruction
- Shared decision making and participatory practices

4 KEY CONDITIONS OF LEARNING

- Supportive environmental conditions
- Productive instructional strategies
- Social and emotional learning (SEL)
- System of supports

4 PROVEN PRACTICES

- Community asset mapping and gap analysis
- Community school coordinator
- Site-based and LEA-based Advisory Councils
- Integrating and aligning with other relevant programs



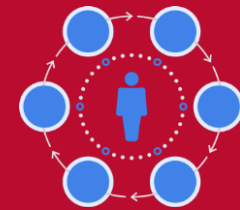
LACOE COMMUNITY SCHOOLS INITIATIVE SERVICES

Implementation of Community Schools



Through funding from the California Community Schools Partnership Program (CCSPP) and LA County Department of Mental Health (DMH), continue to implement the community schools framework within the 15 districts.

Support Services through CSI



Additional services are provided to some schools, such as mental health supports through the Mental Health Student Services Act (MHSSA) and newcomer students through the California Department of Social Services (CDSS).

Technical Assistance and Support



To provide technical support related to California Community Schools Partnership Program (CCSPP) to all districts across the county, LACOE was awarded the Regional Technical Assistance Center (R-TAC) grant and support from the Greater Los Angeles Education Foundation



Impact & Progress



PARTNERSHIPS & DISTRIBUTION OF GOODS



785

Total Partnerships

104,000

Goods Distributed



COMMUNITY SCHOOL COUNCIL MEETINGS

404

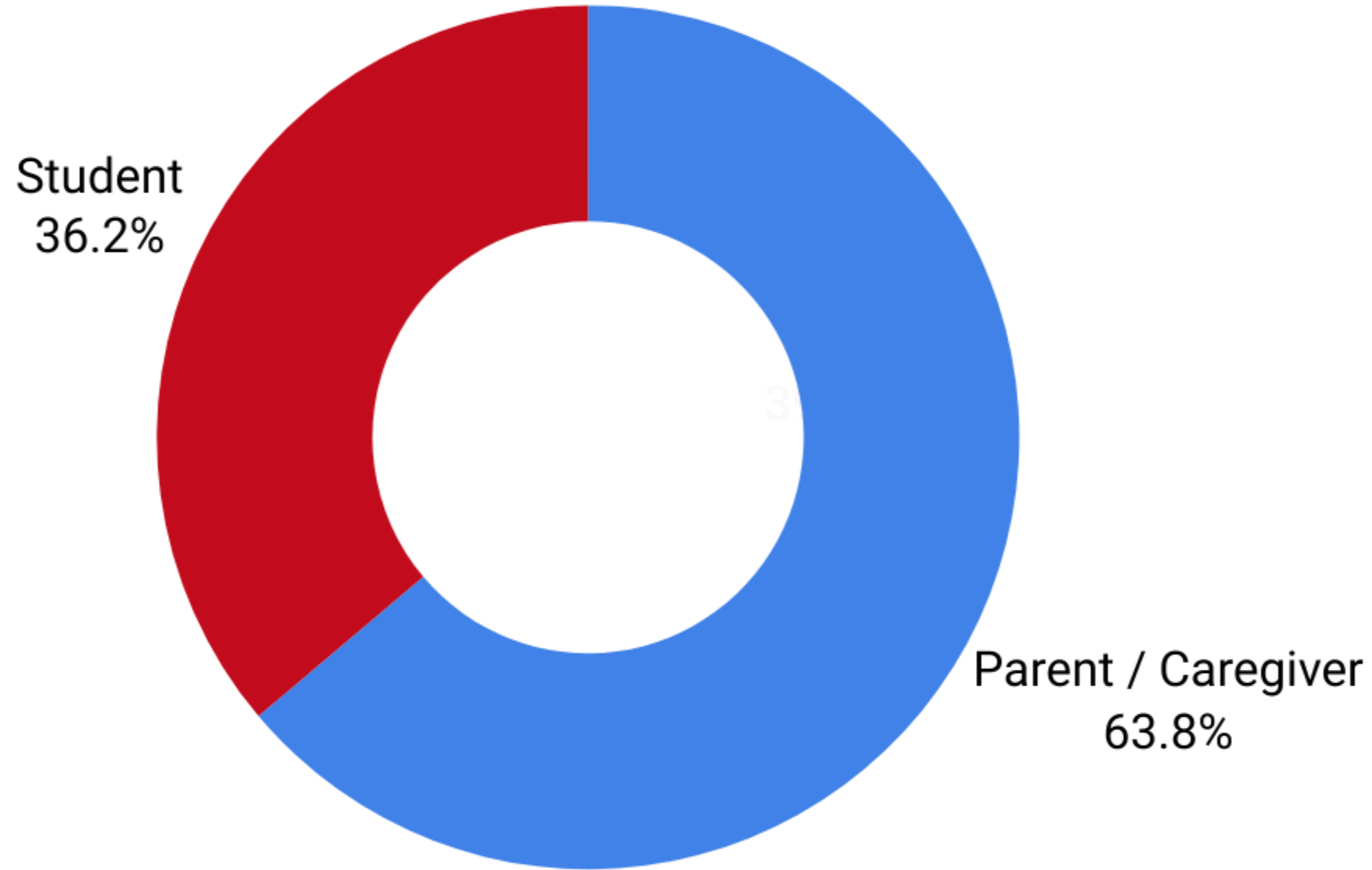
Council Meetings



COMMUNITY SCHOOL SITE EVENTS

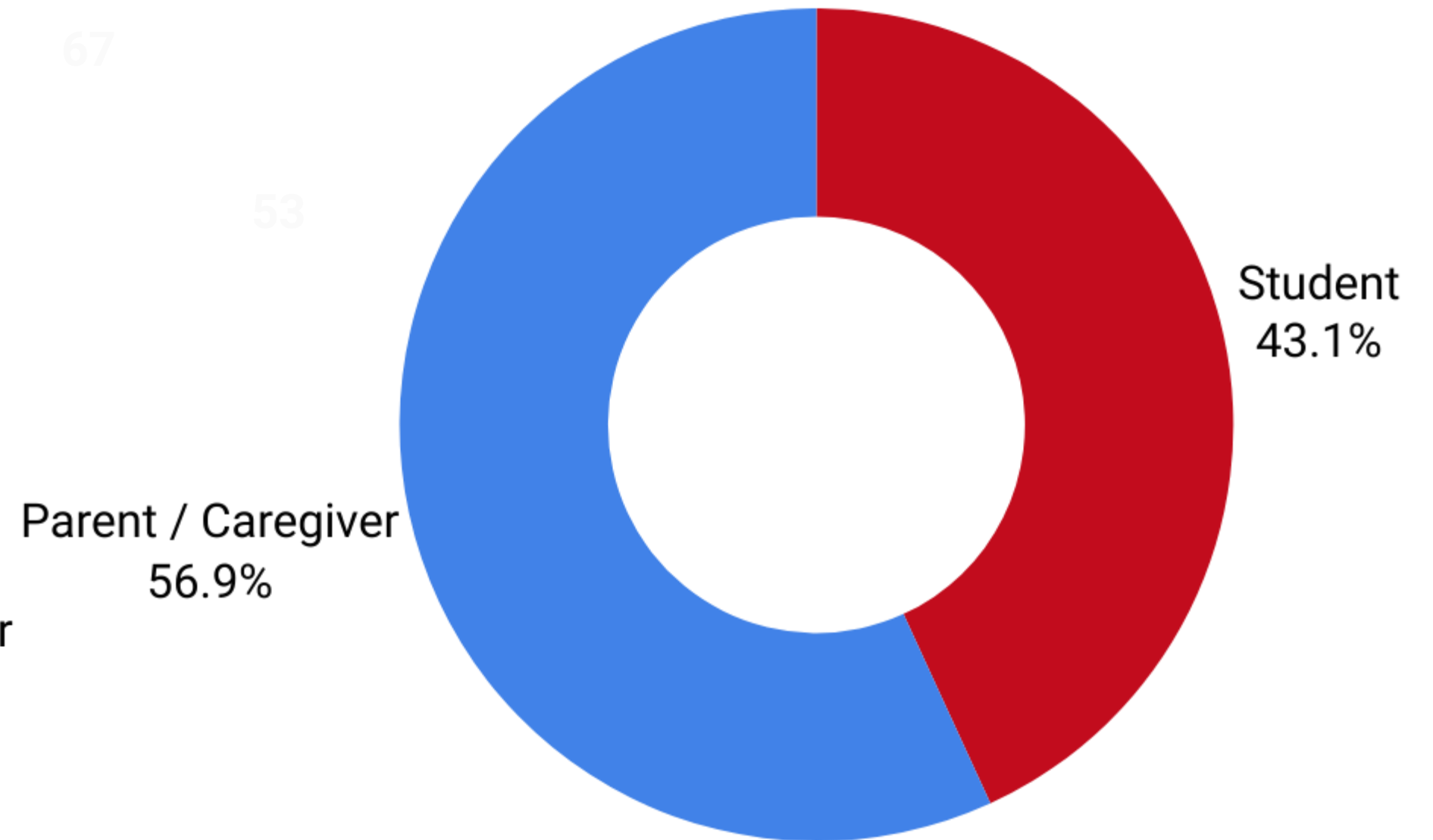
890

Workshops & Trainings



424

Informational Presentations

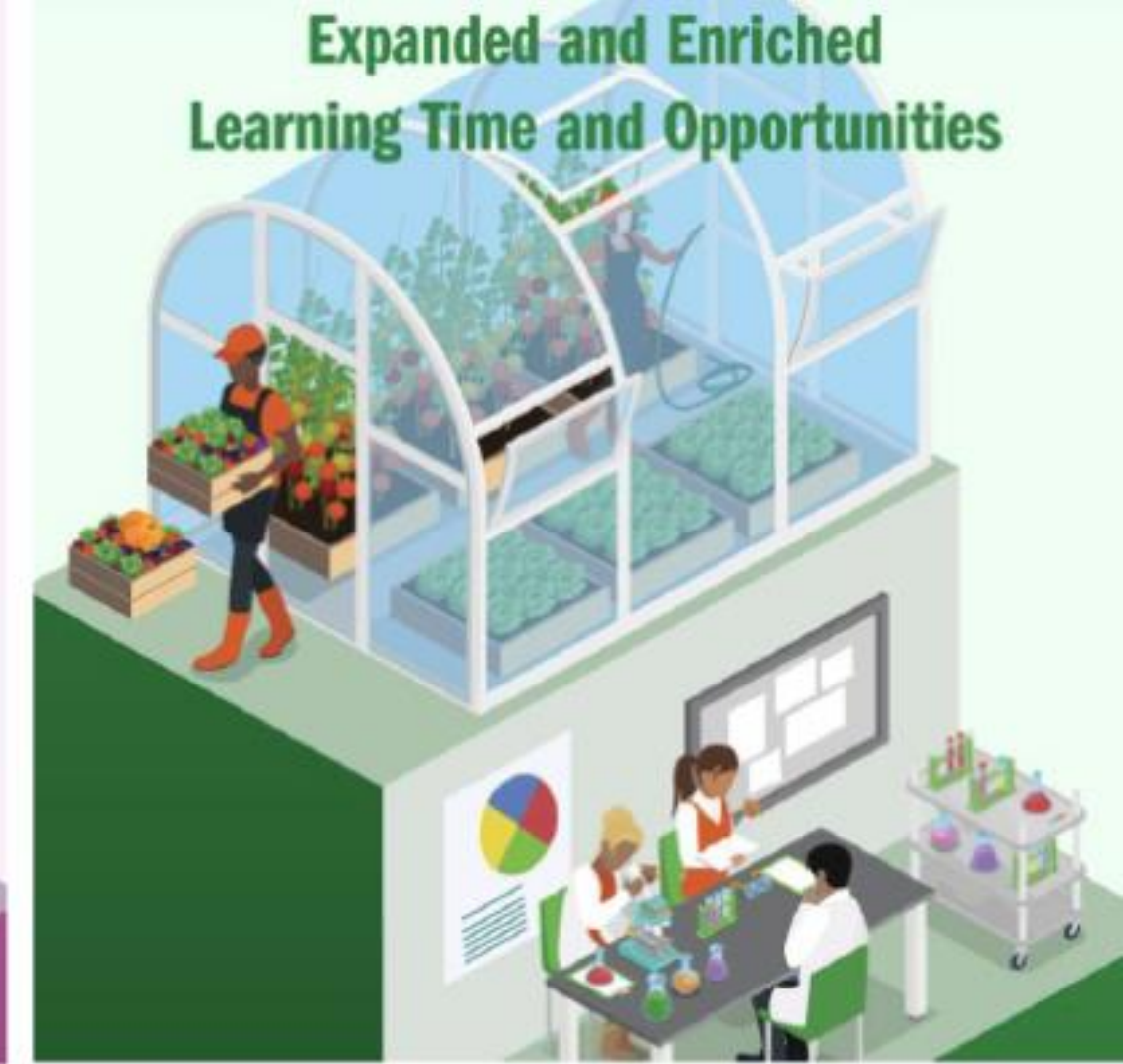


THE FOUR PILLARS IN ACTION

Integrated Student Supports



Expanded and Enriched Learning Time and Opportunities



Active Family and Community Engagement



Collaborative Leadership and Practices



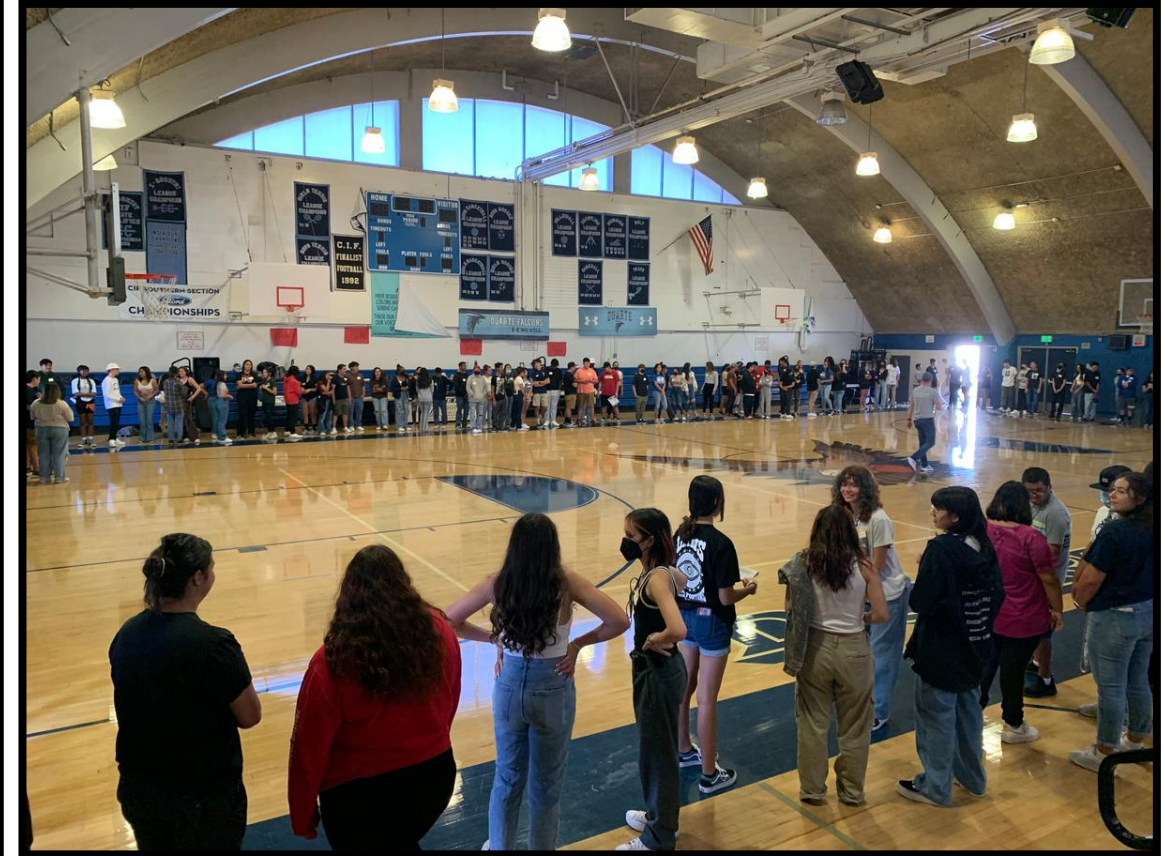
PILLAR: INTEGRATED STUDENT SUPPORTS



Morningside High School



Baldwin Park High School



Duarte High School

MENTAL HEALTH STUDENT SERVICES ACT (MHSSA)

Mental Health Prevention, Outreach, & Education Activities

- School-wide Campaigns
- Facilitate SEL and Suicide Prevention Curriculum and/or Workshops
- Parent Workshops

Suicide Prevention Activities

- Classroom Curriculum, Workshops
- Staff Professional Development
- Parent Education

Mental Health Services

- Early Intervention mental health services
- Screening and Triage
- Group Counseling
- Short Term Individual Counseling
- Mental Health Consultation to Staff

Crisis and Threat Assessment Team Member

Youth Peer Leadership Program Development, Training, and Activities



PILLAR: ACTIVE FAMILY AND COMMUNITY ENGAGEMENT



John H. Glenn High School



Paramount High School



Littlerock High School



Lynwood High School

PILLAR: COLLABORATIVE LEADERSHIP AND PRACTICES



STRENGTHS
Opportunities to build on the Assets of students and families



- ◆ **Staff feel supported**
Ganesha High school staff report positively about professional development, autonomy in implementing instruction, help with communicating to parents and having materials they need to do their job.
- ◆ **Staff feel a sense of belonging**
This school is a supportive and inviting place for staff to work, promotes personnel participation in decision-making that affects the school practices and policies.
- ◆ **Staff wellbeing is positive**
Strong Majority of staff do have little to no negative impact on wellbeing due to work
- ◆ **Staff believe they can influence student outcomes**
Staff believe they can reach their most difficult students, help manage student emotions, and redirect disruptive behavior
- ◆ **Staff report positive interactions with parents**
Majority of staff report that parents speak to them about to support their child and feeling respected by parents
- ◆ **Staff feel positively about safety and cleanliness of school facilities**

Ganesha High School

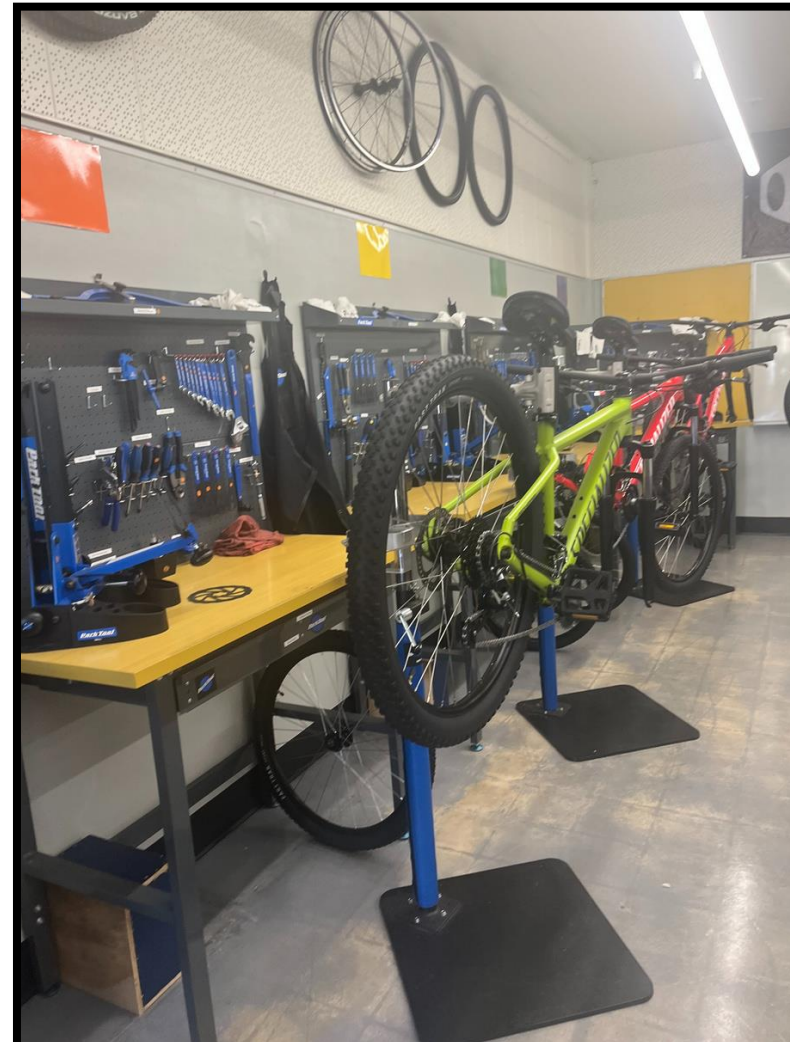


Bassett High School

PILLAR: EXPANDED AND ENRICHED LEARNING TIME AND OPPORTUNITIES



Renaissance County Community School



Montebello High School



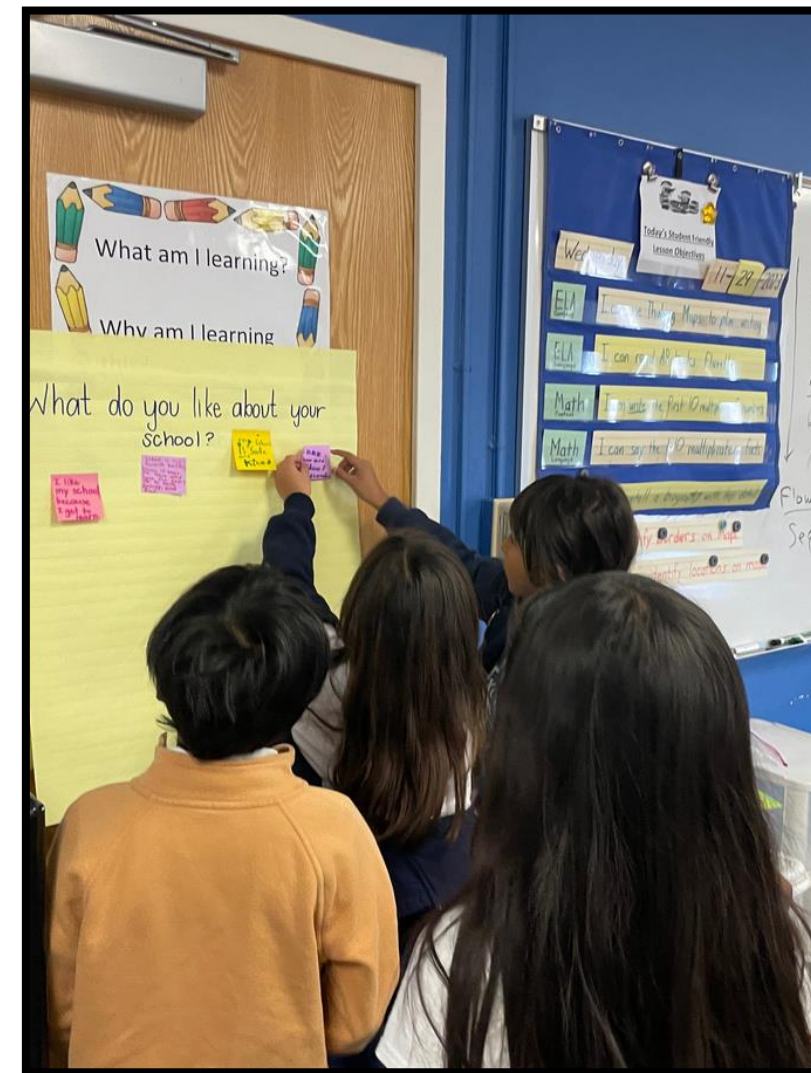
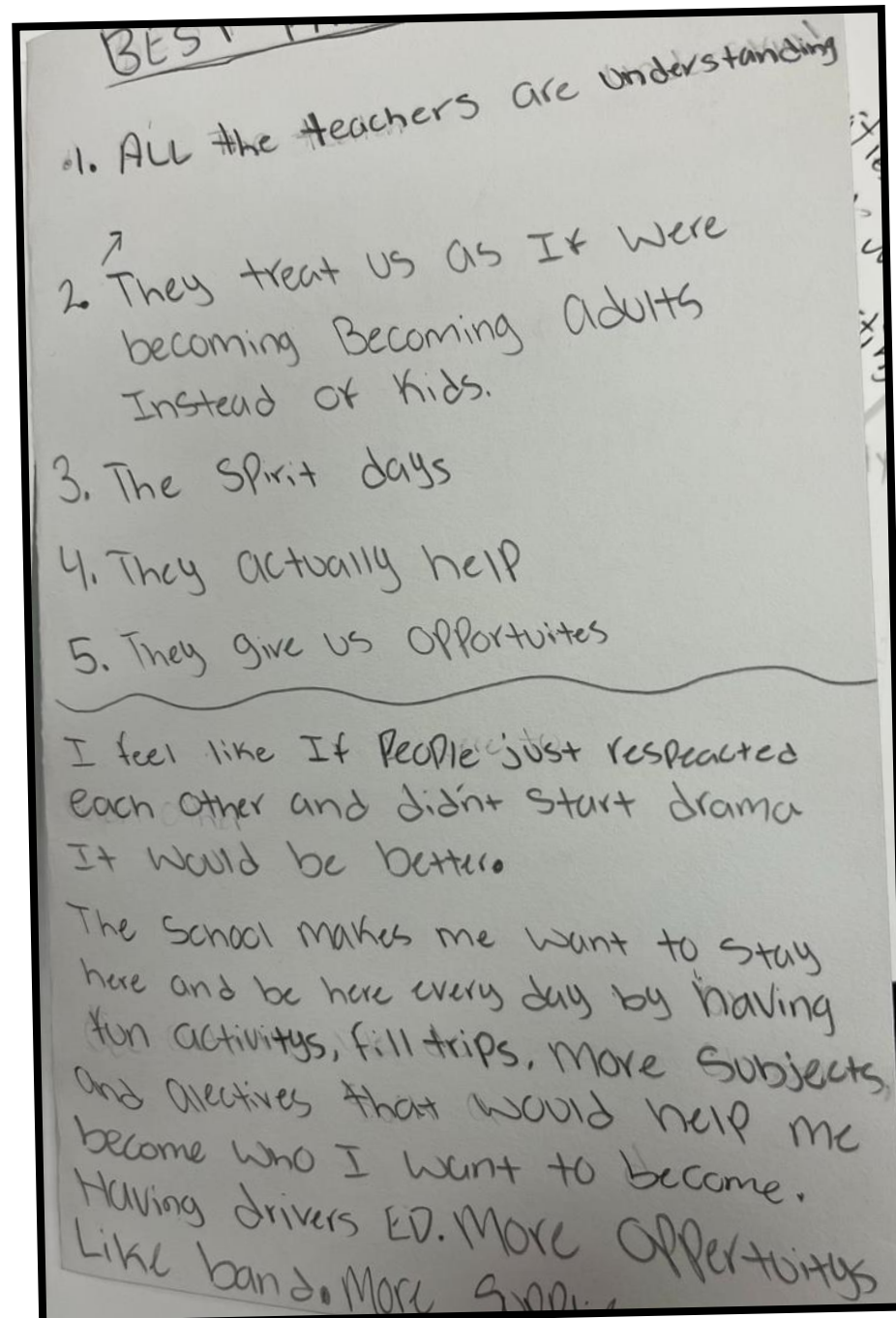
Bellflower High School



Santa Monica High School

THE WORK IN OUR EXPANSION SITES

- Antelope Valley High School
- Don Julian Elementary School
- Inglewood High School
- Mayfair High School
- McKinley Elementary School
- Sierra Continuation High School
- Sierra Vista High School
- Nettie L. Waite Middle School

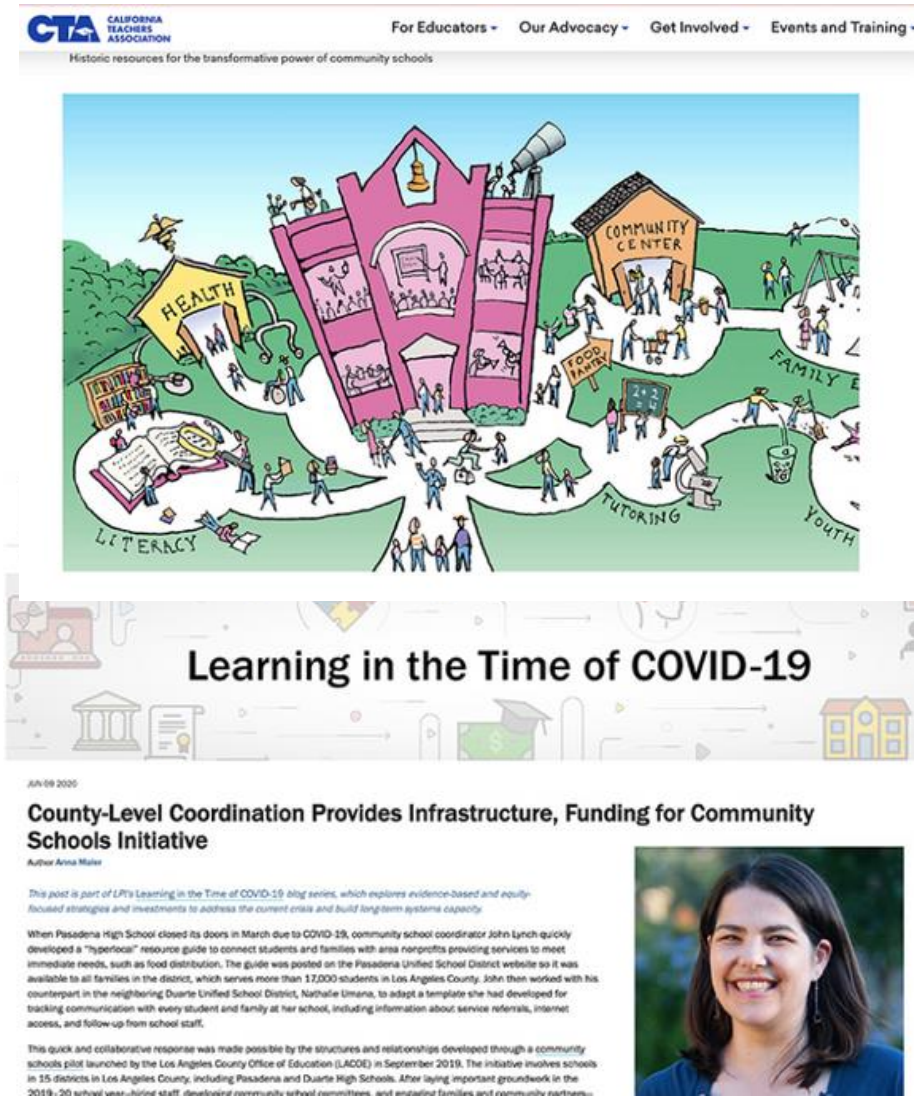


COMMUNITY SCHOOLING IN OUR JUVENILE COURT SCHOOLS

- Establish connections to a comprehensive range of services, including diversion programs and transitional support that facilitate successful reintegration into the community
- Enhance collaboration and training among diverse partners and agencies to optimize outcomes for youth engaged in the juvenile justice system
- Enhance referral protocols to ensure the effective linking of youth with available resources upon their release into the community
- Facilitate the connection of youth to programs aimed at reducing rates of recidivism, dropout, unemployment, and gang involvement



HIGHLIGHTS ABOUT OUR IMPLEMENTATION



CTA CALIFORNIA TEACHERS ASSOCIATION
For Educators - Our Advocacy - Get Involved - Events and Training -
Historic resources for the transformative power of community schools


Learning in the Time of COVID-19

JAN 08 2020
County-Level Coordination Provides Infrastructure, Funding for Community Schools Initiative
Author: Anna Malar

This post is part of LPI's Learning in the Time of COVID-19 blog series, which explores evidence-based and equity-focused strategies and investments to address the current crisis and build long-term systemic capacity.

When Pasadena High School closed its doors in March due to COVID-19, community school coordinator John Lynch quickly developed a "hyperlocal" resource guide to connect students and families with area nonprofits providing services to meet immediate needs, such as food distribution. The guide was posted on the Pasadena Unified School District website so it was available to all families in the district, which serves more than 17,000 students in Los Angeles County. John then worked with his counterpart in the neighboring Duarte Unified School District, Nathalie Limans, to adapt a template she had developed for tracking communication with every student and family at her school, including information about service referrals, internet access, and follow-up from school staff.

This quick and collaborative response was made possible by the structures and relationships developed through a community schools pilot launched by the Los Angeles County Office of Education (LACOE) in September 2019. The initiative involves schools in 15 districts in Los Angeles County, including Pasadena and Duarte High Schools. After laying important groundwork in the 2019-20 school year, school staff, district-level community school committees, and area nonprofits and community partners...



Presented at the CA Community Schools Empower Conference in Sacramento (2023)



Presented at the National Family Engagement & Community School Conference

Featured in a policy brief, articles, and reports by the Learning Policy Institute, La Opinion, ABC 7, Next City, & National Education Policy Center (2020)

COMMUNITY
SCHOOLS
Opportunity. Equity. Families.



Community School Council Implementation Plans 2023 - 2024

Community School Council Implementation Plan (CSCIP) Template for 2023 - 2024

Community School Council Implementation Plan (CSCIP) for 2023 – 2024

School Site Name:

Please note, the CSCIP is directly aligned to the end of year Annual Progress Report (APR). Completion of this document will facilitate completion of the APR at the end of the year. **OR** something to the effect of Part 1 is the CSCIP. Part 2 and highlighted portions ARE the APR.

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection <i>(To be completed at the end of the year)</i> Please Provide a brief overview
Shared Understanding and Commitment		
Collective Priorities: Setting Goals and Taking Action		
Collaborative Leadership		
Coherence: Policy and Initiative Alignment		
Staffing and Sustainability		
Strategic Community Partnerships		
Professional Learning		
Centering Community Based Learning		
Progress Monitoring and Possibility Thinking		





VOICES FROM THE FIELD

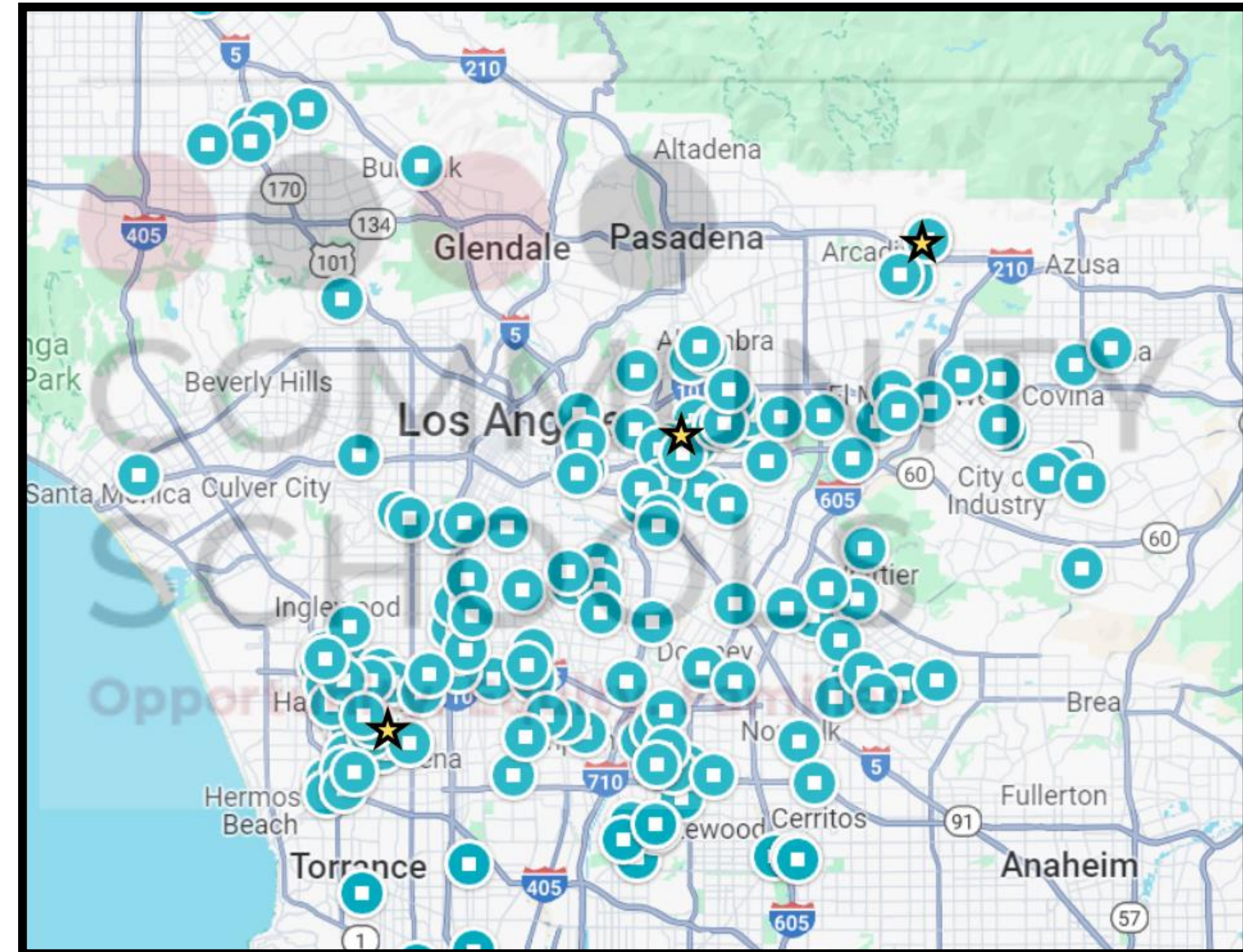
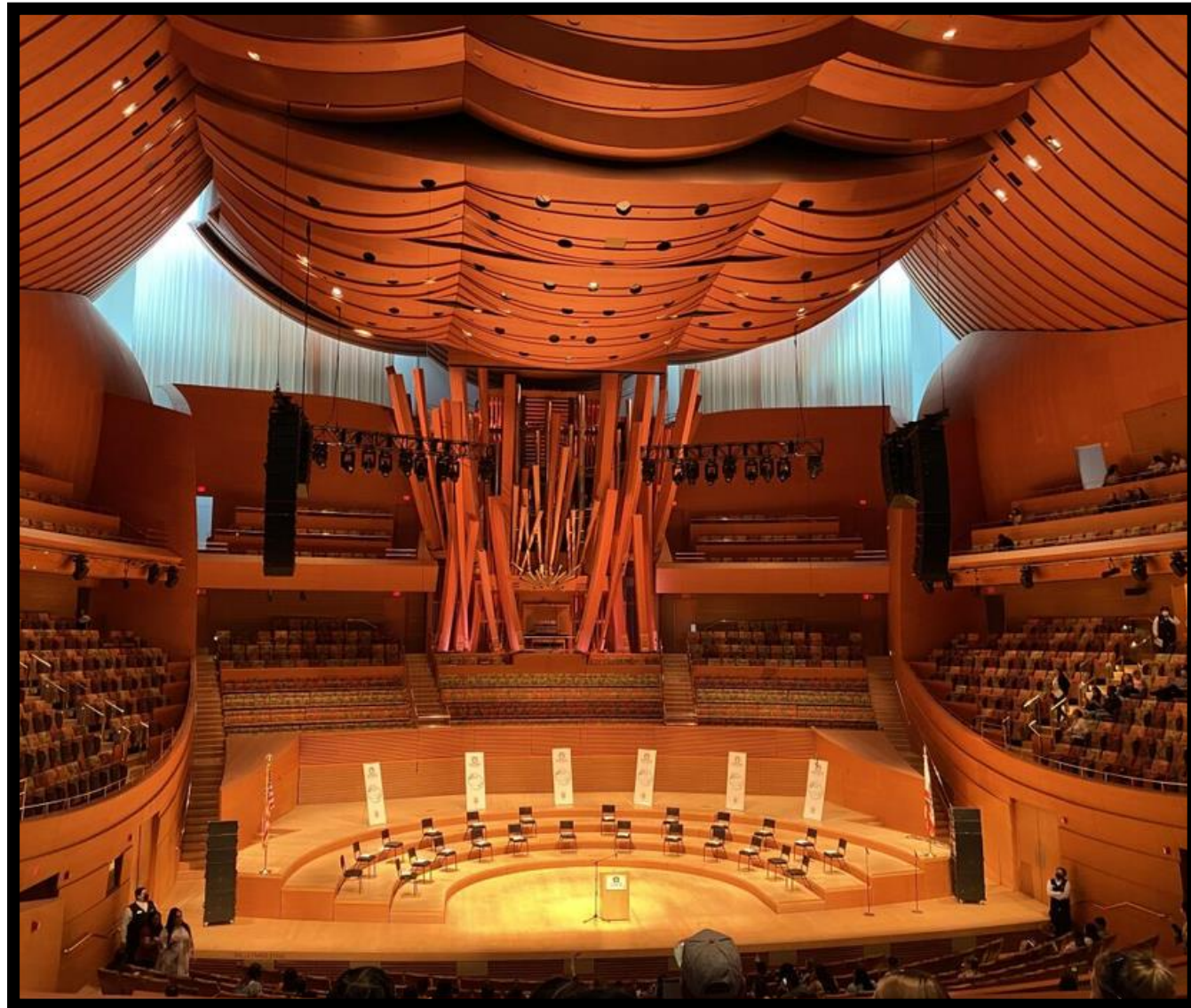


A photograph of a smiling female teacher with curly hair, wearing a light-colored button-down shirt and a lanyard, standing in a classroom. She is surrounded by students sitting at desks. The entire image is overlaid with a semi-transparent red filter.

Los Angeles County Office of Education Renaissance County Community School



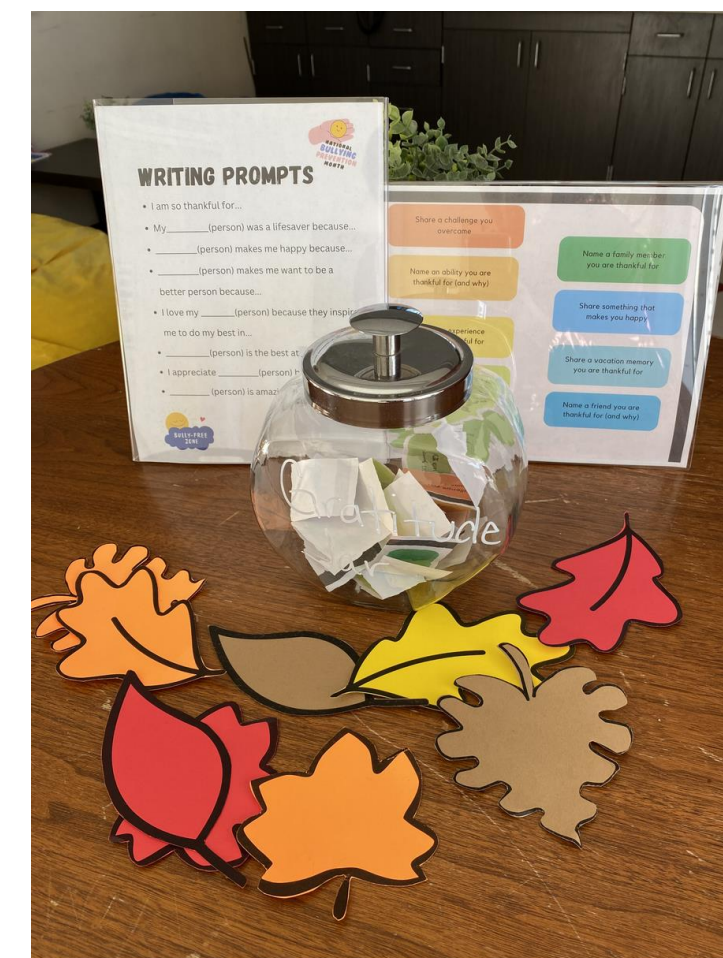
ADRIAN GONZALEZ, PRINCIPAL



BEATRICE ECHAVESTE, TEACHER



JOCELYN BURGOS, STUDENT



AURORA JIMENEZ, COMMUNITY SCHOOL SPECIALIST

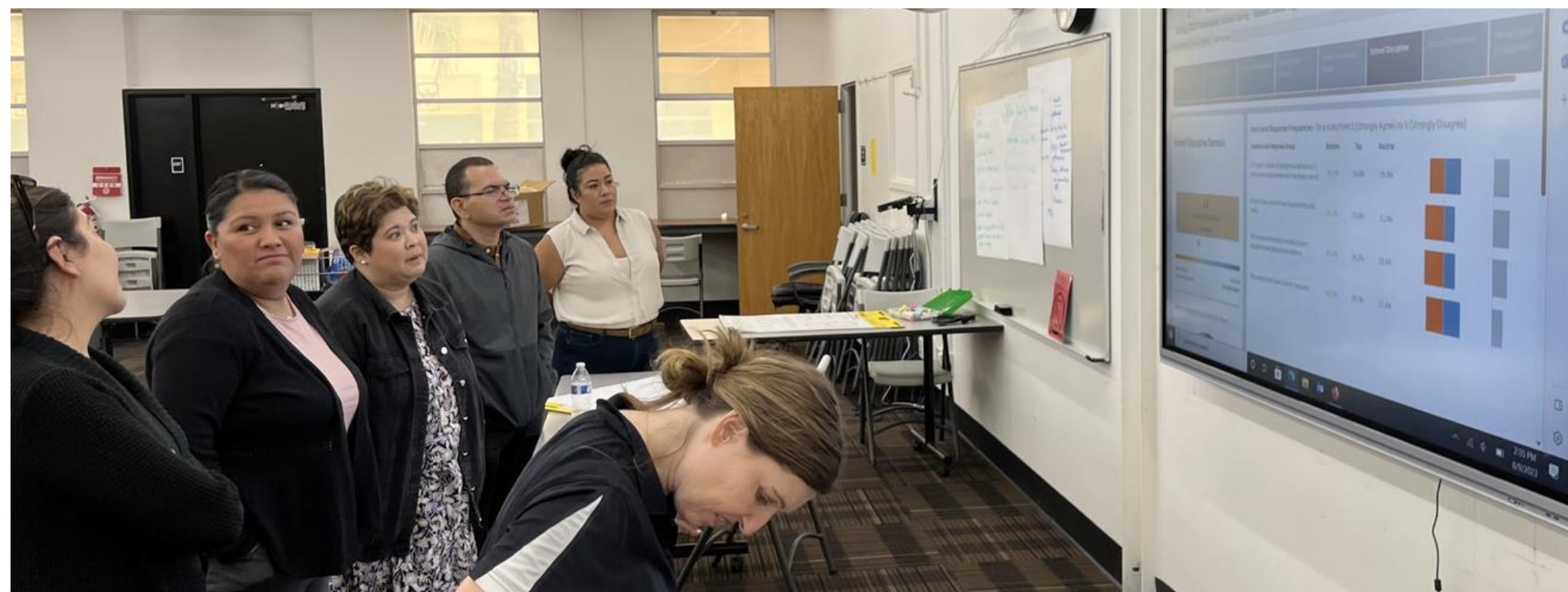
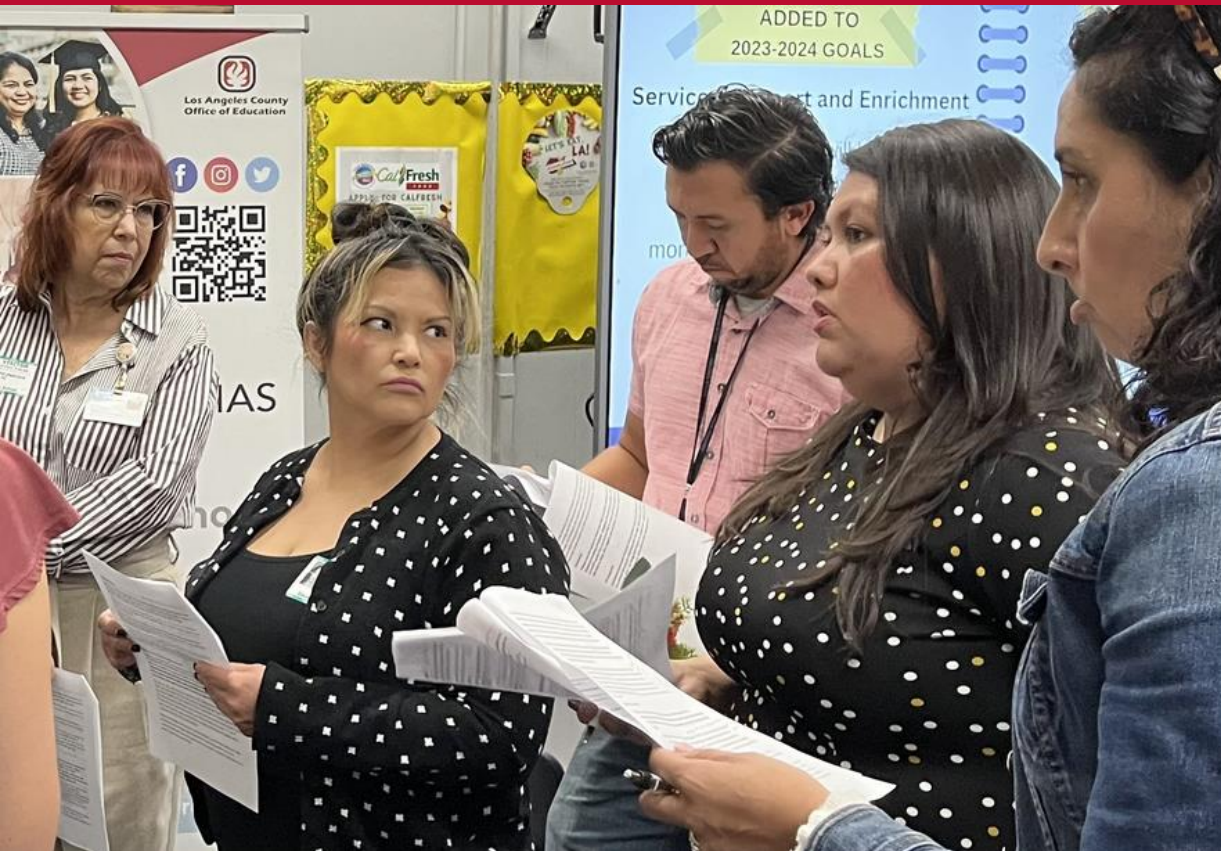


A photograph of a classroom scene, overlaid with a semi-transparent red filter. A female teacher with long, curly hair is standing at the front of the room, smiling warmly. She is wearing a light-colored, long-sleeved button-down shirt and dark pants. In the foreground, several students are seated at their desks, some looking towards the teacher. The desks are cluttered with papers and books. The background shows a chalkboard and a window with blinds.

Bassett Unified School District Bassett High School



DR. ELIZABETH MALDONADO, PRINCIPAL OMAR BARBARENA, MATHEMATICS TEACHER



YOLANDA MORALES, INSTRUCTIONAL AIDE

LILY LI, PARENT



NATALIE OSORIO, STUDENT (BRC BOUTIQUE INVENTORY MANAGER)

ESTELA PEREGRINA, FORMER CS SPECIALIST



GAMAL SALAMA, DIRECTOR OF STUDENT SERVICES



Thank you!

For more information, please contact us at communityschools@lacoed.edu

Website: <https://www.lacoed.edu/services/student-support/community-schools-initiative>





**Los Angeles County
Office of Education**

**Los Angeles County Office of Education
Community Schools Initiative**

Board Study Session

SUPPLEMENTAL MATERIALS

January 9, 2024

Los Angeles County Office of Education Community Schools Initiative (CSI)

Background: LACOE Community Schools Initiative (CSI) School-Based Implementation

In 2019, the Los Angeles County Office of Education (LACOE), in collaboration with the Los Angeles County Department of Mental Health (LACDMH) and other county partners and in partnership with identified school districts, selected fifteen high schools across Los Angeles County’s five Supervisorial Districts to pilot a community schools model. Schools were selected based on analysis of data presented in “A Portrait of Los Angeles County” and by the Los Angeles County Department of Public Health’s “Education and Health in Los Angeles County Report.” Relevant factors included education index, historically underrepresented students, high school graduation rates, percent of graduates meeting A-G requirements, suspension rates, chronic absenteeism, and violent crimes.

LACOE CSI is one of the first county-operated community school models in the nation. This county integrated effort enables collaboration with schools, county agencies, and community-based organizations, all working together to strengthen and support school communities. LACOE CSI has partnered closely with the LACDMH and UCLA Prevention Center of Excellence, numerous county agencies and community-based organizations, the 15 selected school districts, as well as LACOE’s own County Schools. LACOE provides staffing, fiscal and administrative oversight, as well as technical assistance support to each site.

Currently, the community schools initiative division is funded through a combination of federal, state, local and philanthropic dollars to provide both direct implementation of the work, in addition to the transformational technical assistance for grantees and potential grantees through the state’s California Community Schools Partnership Program (CCSPP).

Los Angeles County Departments and Community Partners

- Dept. of Mental Health (LACDMH)
- Dept. of Public Health
- Dept. of Public Social Services
- Baby2Baby
- Joe Torre Safe at Home Foundation
- LACDMH + UCLA Prevention Center of Excellence

Funders



Los Angeles County
Department of
Mental Health



Mental Health Student
Services Act (MHSSA)
Grant



California Community
Schools Partnership
Program (CCSPP)



The Greater LA Education
Foundation &
Philanthropic Partners



California
Department of Social
Services

Staffing Structure

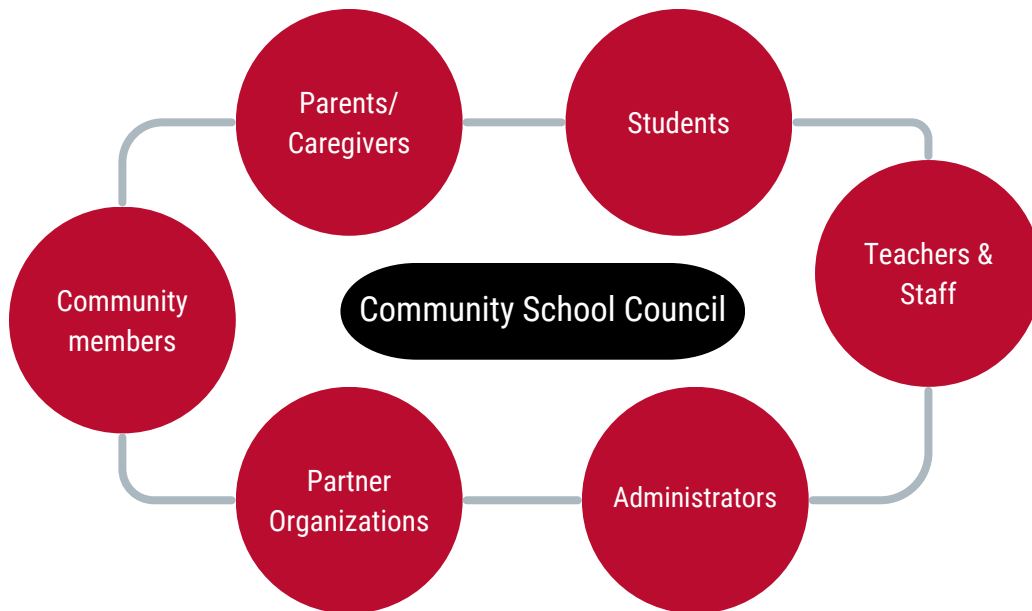
At each of school site, LACOE provides essential roles: the Community School Specialist, dedicated to fostering a collaborative environment for holistic student development across academic, social, emotional, and health needs; and the Education Community Worker, focused on enhancing parent and community engagement. Moreover, select school sites, funded through the Mental Health Student Services Act (MHSSA) benefit from the presence of School Social Workers, and masters and bachelors level social work interns across multiple school sites. School based staff are supervised and supported by LACOE coordinators and specialists.

Los Angeles County Office of Education Community Schools Initiative (CSI)



Community School Council

Each school site operates a Community School Council, which is a shared-decision making team with representation from multiple stakeholder groups across the school site and community, including parents/caregivers, students, teachers and staff, administrators, partner organizations, and community members. This collaborative group meets regularly and evaluates their school's progress on their community school goals on an ongoing basis through data analysis and continuous improvement.



Data-Driven Approach

Further enhancing this data-driven approach, LACOE CSI has developed a Community Schools data dashboard and Case Management System. The Community School data dashboard contains school specific data indicators and outcomes, along with the school's community level indicators. The Case Management System supports CSI staff and leadership with monitoring and evaluating community school activities and services. This system has been instrumental in streamlining data collection, organization, and analysis for community school initiatives, ensuring that resources and efforts are targeted effectively.

Los Angeles County Office of Education Community Schools Initiative (CSI)

2023-2024 School Sites

School District	School Name	Funding Source 2023 - 2024
Antelope Valley Union High School District	Antelope Valley High School	LACDMH
Antelope Valley Union High School District	Littlerock High School	CCSPP Cohort 1
Azusa Unified School District	Sierra Continuation High School	LACDMH
Baldwin Park Unified School District	Baldwin Park High School	CCSPP Cohort 1
Baldwin Park Unified School District	Sierra Vista High School	LACDMH
Bassett Unified School District	Bassett Senior High School	CCSPP Cohort 1
Bassett Unified School District	Don Julian Elementary School	LACDMH
Bellflower Unified School District	Bellflower High School	CCSPP Cohort 1
Bellflower Unified School District	Mayfair Middle/High School	LACDMH
Compton Unified School District	McKinley Elementary School	LACDMH
Duarte Unified School District	Duarte High School	LACDMH
Inglewood Unified School District	Inglewood High School	LACDMH
Inglewood Unified School District	Morningside High School	CCSPP Cohort 1
Los Angeles County Office of Education	Renaissance County Community School	CCSPP Cohort 1
Los Angeles County Office of Education	Central Juvenile Hall	CCSPP Cohort 2
Los Angeles County Office of Education	Kirby, Dorothy Camp	CCSPP Cohort 2
Los Angeles County Office of Education	Nidorf, Barry J.	CCSPP Cohort 2
Lynwood Unified School District	Lynwood High School	CCSPP Cohort 1
Montebello Unified School District	Montebello High School	LACDMH
Norwalk-La Mirada Unified School District	John H. Glenn High School	CCSPP Cohort 1
Norwalk-La Mirada Unified School District	Nettie L. Waite Middle School	LACDMH
Paramount Unified School District	Paramount High School	CCSPP Cohort 1
Pomona Unified School District	Ganesha High School	CCSPP Cohort 1
Santa Monica-Malibu Unified School District	Santa Monica High School	LACDMH



Los Angeles County
Office of Education

Serving Students • Supporting Communities • Leading Educators

COMMUNITY SCHOOLS

Opportunity. Equity. Families.

The Los Angeles County Office of Education and Los Angeles County Department of Mental Health have partnered to implement the Community Schools initiative in 15 school districts.



Los Angeles County Department of Mental Health and Mental Health Student Services Act (MHSSA)



L.A. County
Departments



Community
Partners



School
Districts



Philanthropic
Partners



Collaborative
Leadership &
Practices

Active Family &
Community
Engagement

Expanded &
Enriched Learning
Time &
Opportunities

Integrated Student
Supports

“Community Schools are our way of fighting poverty and addressing longstanding inequities. The goal is to ensure all students receive the services and resources they need to succeed, and that those services are accessible right at school where they feel safe.”

— Dr. Debra Duardo, Los Angeles County Superintendent of Schools



1 in **4** children attending school has been exposed to a traumatic event that can affect learning and/or behavior*

*Source: The National Child Traumatic Stress Network
https://www.nctsn.org/sites/default/files/resources/trauma_facts_for_educators.pdf

A Community School:

- Functions as a community hub by collaborating with community partners to offer a wide range of supports, services, and opportunities to children, families and neighborhoods.
- Employs a dedicated staff member who coordinates support programs to address out-of-school learning barriers for students and families.
- Offers mental and physical health services to support student success.
- Provides after-school, weekend and summer programs that provide academic instruction and individualized support.

- Features enrichment activities that emphasize real-world learning and community problem-solving.
- Brings together parents, students, teachers, administrators and community partners to build a culture of professional learning, collective trust and shared responsibility using strategies such as site-based leadership teams and teacher learning communities.

Our Partner Schools:

Districts were selected based on data from the Los Angeles County Department of Public Health and the report from Measure of America *A Portrait of Los Angeles County*. The following data was analyzed to determine the 15 pilot districts:

- **education index**
- **underrepresented students**
- **high school graduation rates**
- **graduates meeting A-G requirements**
- **student suspension rates**
- **chronic absenteeism**
- **violent crime rates**



LACOE's Community Schools Initiative school sites:

- Antelope Valley High School – Antelope Valley Union High
- Littlerock High School – Antelope Valley Union High
- Sierra Continuation High School – Azusa Unified
- Baldwin Park High School – Baldwin Park Unified
- Sierra Vista High School – Baldwin Park Unified
- Don Julian Elementary School – Bassett Unified
- Bassett High School – Bassett Unified
- Bellflower High School – Bellflower Unified
- Mayfair Middle/High School – Bellflower Unified
- McKinley Elementary School – Compton Unified
- Duarte High School – Duarte Unified
- Inglewood High School – Inglewood Unified
- Morningside High School – Inglewood Unified
- Lynwood High School – Lynwood Unified
- Montebello High School – Montebello Unified
- John H. Glenn High School – Norwalk-La Mirada Unified
- Nettie L. Waite Middle School – Norwalk-La Mirada Unified
- Paramount High School – Paramount Unified
- Ganesha High School – Pomona Unified
- Santa Monica High School – Santa Monica-Malibu Unified
- Renaissance County Community School, Central Juvenile Hall, Nidorf, Barry J., Kirby, Dorothy Camp – LACOE

For More Information Contact:

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[lacommunitysch.](https://twitter.com/lacommunitysch)



lcoe.edu/services/student-support/community-schools-initiative

School Mental Health Program

With the growing need for mental health support on school campuses, the Los Angeles County Office of Education (LACOE) Community Schools Initiative, in partnership with the Los Angeles County Department of Mental Health applied for and was awarded the Mental Health Student Services Act (MHSSA) grant through the Mental Health Services Oversight and Accountability Commission (MHSOAC).



"Our kids are facing a mental health crisis. Nationwide, our kids are more anxious and depressed. They feel isolated and lonely. Suicide rates are climbing." –Governor Newsom's Master Plan for Kids' Mental Health

Integrating School Mental Health in a Community School

MHSSA funds have been invested to enhance the LACOE Community Schools' vision of creating school communities which empower all students, families, and staff to thrive by promoting mental health and wellbeing through a multi-tiered approach. A school-based social worker has been assigned to qualifying LACOE Community Schools to provide prevention and early intervention services.

Goals



Suicide Prevention Week at Ganesha HS

REDUCE STIGMA TO ACCESSING MENTAL HEALTH SERVICES



CREATE SAFE SPACES BY IMPLEMENTING WELLNESS CENTERS



Baldwin Park HS Wellness Center



Bassett HS Wellness Round Table

IMPROVE ACCESS TO SERVICES THROUGH ENHANCED COORDINATION AND COLLABORATION WITH COMMUNITY MENTAL HEALTH PARTNERS



Multi-Tiered Systems of Support to Enhance Wellness and Address Mental Health Needs



Tier 1 - School wide Services/Interventions

- Facilitate professional development: Trauma-Informed Communication, Suicide Prevention and Safety Planning, Mental Health Awareness, Psychological First Aid, etc
- Parent workshops/psychoeducation to support socio-emotional development (e.g. relationship building, teen development, etc.)
- Mental Health Awareness presentations for students
- Anti-Bullying Campaign (e.g., Kindness Week, Compassion Games, Cyberbullying/Sexting Campaign: Now Matters Later)



Tier 2 - Targeted Services/Interventions

- Facilitate Suicide Prevention classroom interventions with targeted groups
- Facilitate Resilience Skills Curriculum with targeted groups
- Youth Peer Leadership Program Development, Training, Activities
- Provide group counseling for specific mental health concerns (trauma, anxiety, depression, coping with stress, anger management.)



Tier 3 - Individual/Family Focused Mental Health Services

- Provide Referral/Linkage to outside services
- Complete psycho-social assessments with students
- Provide mental health interventions for individual students
- Provide short term individual counseling



School District Partners:

Baldwin Park High School, Baldwin Park Unified School District

Bassett Senior High School, Bassett Unified School District

Centennial High School, Compton Unified School District

Ganessa High School, Pomona Unified School District

Littlerock High School, Antelope Valley Union High School District

Lynwood High School, Lynwood Unified School District

Montebello High School, Montebello Unified School District

Morningside High School, Inglewood Unified School District

For more information or questions regarding the LACOE Community Schools MHSSA program, email communityschools@lacoedu

For more information on the MHSSA grant visit <https://mhsoac.ca.gov/initiatives/school-mental-health/>





California Community Schools Framework

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This framework was adopted by the
State Board of Education on
January 2022

Community Schools: A California Definition

A community school is any school serving pre-Kindergarten through high school students using a “whole-child” approach, with “an integrated focus on academics, health and social services, youth and community development, and community engagement.”¹ As a school improvement strategy, community school initiatives enable the local education agency (LEA) and school to work closely with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community.

Community schools then design their own curricula and programs to support the whole child and partner with community-based organizations (CBO) and local government agencies to align community resources to realize a shared vision for success. They improve student outcomes by addressing students' academic, cognitive, physical, mental, and social-emotional needs. In addition to orchestrating governmental and community resources, community schools meet the needs of children and youth by building a positive school climate and trusting relationships, along with rich learning opportunities that prepare all students to succeed in college, career, and life.



¹ [Coalition for Community Schools](#)

Community Schools: A California Definition

In order to address student, family and community needs, some community schools are open beyond the hours of the traditional school day for after school activities which often include tutoring and enrichment activities for children, as well as workshops and community services. Many community schools operate year-round to serve both children and their families. Community schools are designed to intentionally and collaboratively address the economic and social barriers that are the underlying cause of the opportunity and achievement gaps.²

Recent events, such as the COVID-19 emergency, have forced districts and schools to rethink the direct connection between schools and families, and to examine the link between school and community services, including ways in which these links can be strengthened. Community school strategies can be an effective approach to mitigate the academic and social impacts of current events, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning.³

The California Community Schools Partnership Program (CCSPP) is an important opportunity for California to build a cohesive statewide approach that mitigates the disparate impacts of COVID-19 on student learning, cognitive and social development, and emotional well-being. This initiative is designed to accelerate efforts across the state to reimagine schools in ways that are aligned with the equity goals that support the hopes, dreams, and aspirations of California's families. To meet the current moment, it is important not to view community schools as one initiative among many that are currently being funded in California districts, but rather as an equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of state, school, and district initiatives. This includes large state investments in youth-focused behavioral health, nutrition, universal preschool, and expanded learning, as well as ongoing efforts involving Multi-Tiered System of Supports, social-emotional learning, college and career readiness, and ultimately, the Statewide System of Support for school improvement.

² [Learning Policy Institute, Community Schools: An Evidence-Based Strategy for Equitable School Improvement. June 2017](#)

³ [Policy Analysis for California Education: Community Schools, A COVID-19 Recovery Strategy](#)

The Four Pillars of Community Schools

In order to achieve these transformational outcomes, The CCSPF Framework leans heavily on the four established pillars of the community schools movement. Current statute regarding the CCSPF aligns well with the research. Specifically, community schools are defined in statute as public schools with “strong and intentional community partnerships ensuring pupil learning and whole child and family development,” including the following features:

Integrated student supports,

which can support student success by meeting their academic, physical, social-emotional, and mental health needs. Statute defines this as including the “coordination of trauma-informed health, mental health, and social services.” Effectively supporting students also requires that students be well known so that they can be well served.

Family and community engagement,

which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. Statute defines this as including “home visits, home-school collaboration, [and] culturally responsive community partnerships.” Learning opportunities for family members as well as structures and opportunities for shared leadership are other important elements of authentic family engagement.

Collaborative leadership and practices for educators and administrators

that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members. Statute defines This as including “professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, Social Emotional Learning [and] restorative justice.”

Extended learning time and opportunities

that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). Statute refers to these opportunities as both “extended learning” and “expanded learning” and defines them as including “before and after school care and summer programs.” Expanded learning opportunities can also include tutoring and other learning supports during school hours.



The Four Pillars of Community Schools

These four pillars have served as the basis for California's community schools investments in 2020 and 2021. As a comprehensive transformation strategy California's community schools will implement authentically developed and community driven strategies in all four pillar areas. Moreover, while direct services are critical, the California community schools model is far more than the delivery of integrated student and family supports. The CCSPF Framework also expands these definitional elements to specific strategies that will guide community schools' implementation. Every district and every school is different, and there will therefore be variation in design and practice, but to be a California Community School, each of the four pillars must be evidenced in implementation and practice.



The Four Key Conditions for Learning

As a critical part of the evolution of community schools, today's community schools are taking to heart an essential lesson learned—a good student support system cannot compensate for a weak core instructional program⁴ that is not responsive to individual student development and learning needs (including social, emotional, and cognitive).

To strengthen their core instructional programs and achieve school transformation, today's community schools are guided by the emerging consensus on the 'science of learning and development' (SoLD) which synthesizes a wide range of educational research findings regarding well-vetted strategies that support the kinds of relationships and learning opportunities needed to promote children's well-being, healthy development, and transferable learning into a developmental systems framework.⁵ These key conditions for learning provide the foundation for the four pillars described above.



⁴ [New York University: Twenty Years, Ten Lessons: Community Schools as an Equitable School Improvement Strategy. 2021](#)

⁵ [Linda Darling-Hammond, Lisa Flook, Channa Cook-Harvey, Brigid Barron & David Osher \(2020\) Implications for educational practice of the science of learning and development, Applied Developmental Science, 24:2, 97-140](#)

The Four Key Conditions for Learning

The SoLD framework posits that the following are necessary for student learning and development:



Supportive environmental conditions that foster strong relationships and community. These include positive sustained relationships that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose.



Productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.



Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior. These include self-regulation, executive function, intrapersonal awareness and interpersonal skills, a growth mindset, and a sense of agency that supports resilience and productive action.



System of supports that enable healthy development, respond to student needs, and address learning barriers. These include a multi-tiered system of academic, health, and social supports that provide personalized resources within and beyond the classroom to address and prevent developmental detours, including conditions of trauma and adversity.

Critical among these strategies are relationship-centered student, family, and community engagement, as foundational to community school development and all its other elements and strategies as well as a related commitment to building positive, nurturing school environments that build in restorative practices, opportunities for SEL and the professional development and coaching required to deliver these.

The Four Cornerstone Commitments

While recognizing and appreciating the vast diversity of our state in every way, the CCSPP is an explicitly equity driven initiative in statute, principle, and practice. As such this Framework also identifies the following four commitments as essential components to all California community schools. These commitments are aligned with consistent themes expressed in the initial phase of our community engagement process.



A Commitment to Assets-Driven and Strength-Based Practice:

California's community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture. California community schools view the language of students and family members as a vital asset to be uplifted. California's community schools understand language to be family, history, culture, and community. Community schools focus on building an embracing culture of individual and communal wellness. An essential component to this assets-based lens towards sustaining wellness is ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.



A Commitment to Racially Just and Restorative School Climates:

California's community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions. This commitment extends not only onto the playground and cafeteria but into every classroom and office. The commitment explicitly expects the presence of restorative practice rather than punitive, exclusionary discipline that detaches students from school and from needed supports, too often activating a school to prison pipeline. Such punitive disciplinary practices are inconsistent with this commitment and run counter to the spirit and intent of the CCSPP Framework.

The Four Cornerstone Commitments



A Commitment to Powerful, Culturally Proficient and Relevant Instruction:

California's community schools commit to be driven by teaching and learning that relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities. This culturally rooted instructional practice should be inspiring, inquiry-oriented, project-based, multi-modal, collaborative, interactive and informed by the ideals of co-learning. Community schools prioritize experiential learning that deepens connection to and engagement with the community. By expanding learning beyond the school walls and the school day, Community schools redefine traditional constructs who teaches, where we learn and how we build understanding.



A Commitment to Shared Decision Making and Participatory Practices:

California's community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. All school interest holders including students, families, staff, and community members must have genuine engagement in decision making about school climate, curriculum, and services. Shared decision-making practices must also prioritize transparency and shared accountability to ensuring information is both available and accessible, so that all interest holders can fully participate. This commitment to authentic power sharing at both the school site and within the LEA should also be evidenced through demonstrated support from all interest holders at each step of a school's community school implementation plan.

The Four Proven Practices

As school districts and school sites have implemented versions of community school approaches across the nation, there are an array of approaches and practices that have been successful in diverse communities and school sites⁶. California community schools should both attend to research and listen to interest holder voices to confirm appropriate best practices rooted in the ethos of the specific school community. There are a small set of proven practices that all California community schools should adopt and adapt to meet the needs of their school:



Community Asset Mapping and Gap Analysis:

An essential element for successful community school efforts are strategies to engage school and community interest holders in a coherent process of identifying and curating assets and wisdoms throughout the community. This process should also allow for school and community members to identify gaps in programs, services and resources that inhibit student achievement and community coherence.



The Community School Coordinator:

There are many models for staffing community schools for success. All of these models include a coordinator who is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. While districts and schools will approach budgeting and staffing differently, the essential practice is that a discreet position is a threshold for community school success.

⁶Oakes, J., Maier, A., & Daniel, J. (2017). Community Schools: An Evidence-Based Strategy for Equitable School Improvement. Palo Alto, CA: Learning Policy Institute.

The Four Proven Practices



Site-Based and LEA-Based Advisory Councils:

Authentic shared decision making is a hallmark of the California community schools approach. Similar to the school coordinator position, LEA's and school sites may design shared decision-making models differently in terms of their composition and scope, but both school site-based and LEA-based shared decision-making councils is also a threshold mechanism for implementing the California community schools model. The threshold practice will engage interest holders including students, staff, families, and community members in determining the focus and direction of the community school effort.



Integrating and Aligning with other relevant Programs:

The community schools movement in California is intentionally situated in a suite of initiatives that stand to transform public education at schools throughout the State. Specifically, the work to expand restorative practices and racially just schools, multi-tiered systems of support, statewide systems of support, mental health services for students and families, expanded learning time, universal TK, and the state-wide literacy initiative are all initiatives that can be aligned to and integrated with the community schools movement. Proven positive practice will also align, integrate and cross stitch with other education justice and equity initiatives at the district and school site level.

Key Roles

While community school grants are typically made for 'eligible' school sites, LEAs have a critical role to play in building a community-wide community schools initiative. Individual community schools are more likely to be successful and sustained when there is strong support and infrastructure in place for collaboration at the district and/or county level.

In addition, to ensure that community school development in California is transformational, technical assistance will play a critical role and include a wide range of capacity building support, from professional development and coaching to support for strategic planning and community engagement, as well as partnership development that brings meaningful resources to schools (e.g., direct staffing, service provision, and funding). Technical assistance will be provided at the school site, district and/or county level.

LEA

The LEA has a key role to play in building a coherent, comprehensive, and sustainable community school effort across the district / community. To ensure the approach is responsive and focuses on serving high need populations, the LEA can establish a collaborative LEA team that is representative of all interested voices (including students and families, as well as community partners, educators, and administrators) to share in making decisions about how to implement the community schools initiative across multiple sites. To ensure capacity building, LEAs can put staff members in place to provide training and technical assistance to community school sites (e.g., onboarding community school coordinators, training school staff, and convening a learning community to share best practices and address common problems across school sites).

The LEA has a key role to play in organizing resources to ensure that supports and services are efficiently and effectively provided. Rather than each school trying to coordinate all of the elements on its own, the LEA should help to vet and formalize partnerships with community-based organizations and local government agencies on behalf of their schools. The LEA can also assist in aligning initiatives and building systems to support continuous improvement. County offices of education (COE) may best play this role in leading and managing a full community-wide initiative in rural settings and on behalf of small school districts.

COEs as Service Coordinators

Even when they are not applying for funding on behalf of their schools, COEs can play an important role in convening local government service agencies to support community school initiatives on behalf of all the school districts in the county. COEs playing this role could support more efficient programs, systems, and resource allocation changes as it would avoid the complication of each school district negotiating its own partnership with county agencies. For example, county-level staff can also play an important role in helping to make county health department or social services resources available.

Regional Technical Assistance Centers

A state-wide central Technical Assistance Center (TAC) Hub will be selected to design technical assistance content, develop technical assistance delivery models and organize a set of Regional TACs. These Regional TACs will be tasked with providing professional development, models of practice, coaching, and related supports to LEAs and schools for the following functions:

- Conducting comprehensive school and community needs and asset assessments
- Improving and empowering authentic family and community engagement in the languages spoken in the community
- Developing designs and strategies for relationship-centered schools that can sustain a positive climate and inclusive, restorative practices;
- Strengthening instruction so that it provides inclusive, engaging, and effective learning experiences designed to meet students' needs
- Developing expanded learning models that use school and community resources to enrich students' learning opportunities and remove obstacles to learning
- Establishing shared decision-making structures, processes and protocols that ensure students, families, educators and community members collaborate on the decisions that most affect the conditions for powerful teaching and learning.

Key Roles

- Developing models of service provision that integrate MTSS systems with health, mental health, social service, and expanded learning resources to efficiently and effectively serve the needs of children and youth;
- Collecting data about student experiences and outcomes that inform a process of continuous improvement.
- Creating community partnerships
- Developing sustainable funding sources by accessing and combining funding for services from multiple revenue sources
- Coordinating services across child-serving agencies and schools

California Department of Education (CDE)

The CDE's role is critical to setting up a coherent and effective statewide community schools initiative. Areas of essential state leadership include:

- Gathering program evaluation data and reporting annually.
- Building a robust community input and feedback process and infrastructure.
- Utilizing the community input process to build a central framework (California's Community School Framework). This framework will guide grantee visioning, planning, and implementation processes (via RFA development) and provide a foundation for the technical assistance content and infrastructure.
- Building an effective technical assistance infrastructure. Given the complexities of community schools planning, implementation, and sustainability, and the intention to build an initiative that delivers on school transformation, it will be important to consider the capacity of technical assistance providers to support schools across this broad developmental arc and will likely need to involve LEAs partnering with CBOs, institutions of higher education, and other technical assistance providers.
- Monitoring the work of the central and regional technical assistance centers and ensuring continuous improvement and responsiveness in the technical assistance infrastructure.
- Engaging in statewide initiatives to increase or improve services for youth, to support improvement efforts and ensure alignment with the community schools initiative.



**Los Angeles County
Office of Education**

Los Angeles County Office of Education Community Schools Initiative

**Year 3 Evaluation Report School Year 2021 - 2022
Executive Summary**



LOS ANGELES COUNTY OFFICE OF EDUCATION COMMUNITY SCHOOLS INITIATIVE

YEAR 3 EVALUATION REPORT SCHOOL YEAR 2021-2022



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Executive Summary

In Year 3 of the LACOE Community School Initiative (CSI), 15 Community School (CS) sites in Los Angeles County returned to in-person learning and were faced with addressing new and ongoing needs of students, families, and staff who were still dealing with the effects of the COVID-19 pandemic. CSI staff continued to cultivate trusting relationships with students, families, school staff, and community partners; deepen their understanding of school-specific needs; and provide much-needed services and resources for students, families, and staff. Overall, CS sites continued to strengthen supports and activities across all four community school pillars: Collaborative Leadership and Practice, Family and Community Engagement, Integrated Student Supports, and Expanded Learning Time and Opportunities.

This evaluation report describes LACOE CSI activities in Year 3 and assesses student- and school-level outcomes as aligned with LACOE CSI objectives. Year 3 activities, successes, and recommendations for improvement are summarized for the overall CSI and for each community school pillar.

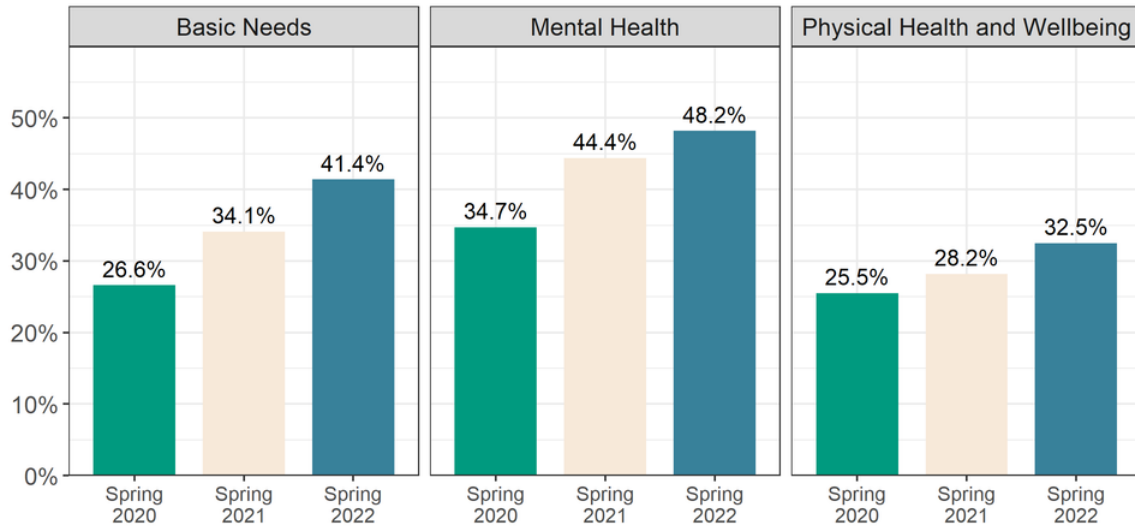
Overall Successes in Year 3

- Staff viewed the trainings they attended as being positive and impactful.



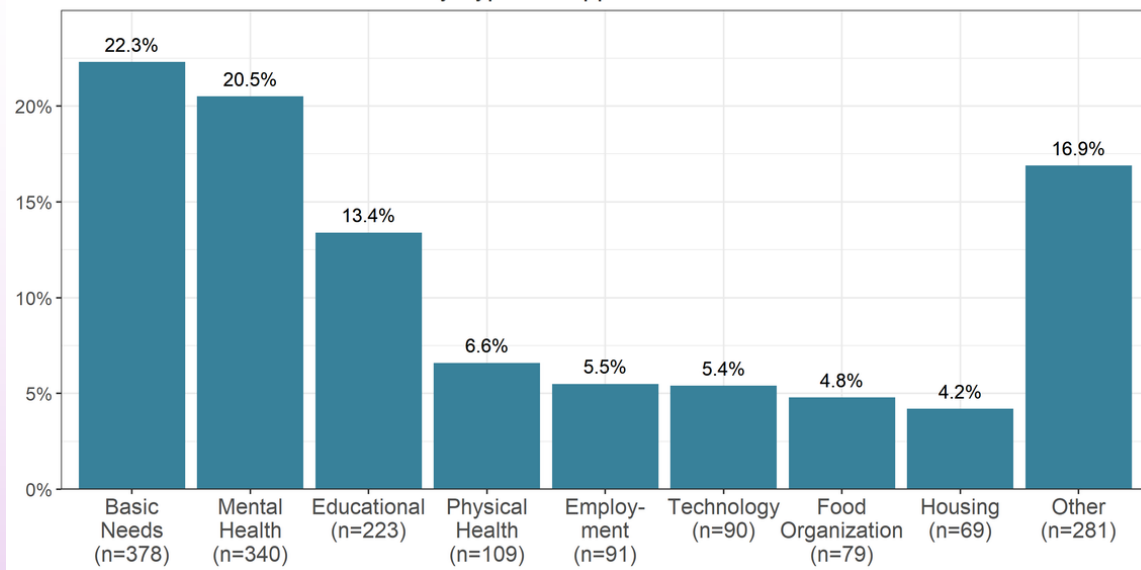
- Parent resilience was significantly higher in Years 2 and 3 relative to Year 1.
- Parent and student awareness of CSI and several school supports increased steadily across the three years.

Student Responses: Supports Currently Offered to Students and their Families



- A large and diverse set of services were delivered to students and families.

Year 3: Distribution of Referrals by Type of Support



1. Collaborative Leadership & Practice

Successes: This pillar continued to serve as the foundation of the LACOE CSI, resulting in (a) increased Advisory Council and Student Advisory Council activities, (b) increased professional learning through staff trainings and trauma-informed supports, (c) increased staff knowledge of trauma- and resilience-informed practices, (d) overall positive staff perception of school climate and teaching effectiveness, and (e) improvements in overall awareness of the CSI.

- **Recommendation 1.1.** Among collaborative practices, staff perception was lowest for shared decision-making at their school. The LACOE CSI should support administrators with increasing staff participation in collaborative leadership practices (including advisory councils).
- **Recommendation 1.2.** Almost half of staff indicated that the knowledge gained from their school's professional development trainings did not adequately address their students' needs. The LACOE CSI should work with the UCLA COE and other trainers to provide school-specific trainings based on staff-identified needs.
- **Recommendation 1.3.** Teacher engagement as reported by both parents and students declined in Year 3, as did staff attitudes related to trauma-informed care and perceived efficacy in helping their students. The LACOE CSI should support teachers and staff in addressing any barriers to effective trauma-informed care and instruction for students.



2. Family & Community Engagement

Successes: CS sites strengthened parent engagement efforts and facilitated parent involvement through workshops/trainings, presentations/informational sessions, and targeted communication and outreach strategies. These engagement efforts resulted in (a) increased parent knowledge and satisfaction with workshops, (b) increased parent perception of community support and parent resilience, and (c) increased parent feedback to inform programming decisions.

- **Recommendation 2.1.** While parent engagement efforts did increase, students and staff indicated that parent involvement (e.g., attending parent-teacher conferences or student activities) remained low at many CS sites, and parents reported decreased connectedness with teachers and school staff in Year 3. The LACOE CSI should support administrators and staff in addressing barriers (e.g., parent work schedules) and promoting in-person and virtual opportunities for parent involvement (e.g., organizing school supplies, recruiting additional volunteers, calling organizations about partnerships or donations).
- **Recommendation 2.2.** To increase parent involvement, CS specialists and ECWs identified the importance of increasing their understanding of family and community needs. The LACOE CSI should support CS specialists and ECWs with dedicated time for conducting school-specific needs assessments and identifying strategies for meeting family and community needs.
- **Recommendation 2.3.** Less than half of parents reported feeling comfortable speaking to teachers about their child, and less than a third of parents reported that they asked teachers questions about their child. Similarly, less than half of staff reported that parents talk to them about helping their child learn. The LACOE CSI should support staff and administrators in developing strategies to build trust and authentic engagement with parents and increase parents' comfort level with having meaningful conversations with teachers (e.g., collaborating with teachers to design parent workshops on how to engage with teachers).

3. Integrated Student Supports

Successes: CS sites continued to address student, family, and staff needs by (a) strengthening and developing community partnerships; (b) improving service delivery and mental health support through successful referrals and direct services; (c) increasing outreach, events, and distribution of goods; and (d) improving overall awareness of several types of supports.

- **Recommendation 3.1.** Administrators and CS specialists indicated that establishing formal MOUs was often delayed by slow and complicated bureaucratic processes. The LACOE CSI should provide additional clarity and assistance with the MOU process, including working with the LACOE CSI administrative team and partner districts to address these delays at the district level and allow CS specialists to dedicate more time to their school sites.
- **Recommendation 3.2.** While student, parent, and staff awareness of certain supports did increase in Year 3, their awareness of other supports have either decreased (e.g., enrichment/intervention) or remained low (e.g., financial services) across all three years. The LACOE CSI should continue to increase student, parent, and staff awareness of available supports, particularly for those that would benefit specific groups of students (e.g., newcomers, LGBTQ+ students, and foster youth). As recommended by advisory council members, CS sites should disseminate more consistent advertisements of resources and opportunities through various channels, including social media, classrooms, and community resource fairs. CSI staff should also assess and identify (e.g., through focus groups or training evaluation surveys) the most effective strategies for advertising at their school sites.
- **Recommendation 3.3.** Student, parent, and staff perceptions of school discipline, safety, and trauma-informed instruction (ISS characteristics) declined in Year 3; notably, student perception of teacher engagement declined across all three years. The LACOE CSI should continue to evaluate and identify the most effective strategies for improving school climate; increasing and embedding trauma-informed practices both in and outside of the classroom; and building trusting relationships between students, parents, and teachers.

4. Expanded Learning Time & Opportunities

Successes: CS sites promoted student learning and positive learning environments by providing (a) classroom enrichment activities, (b) physical health and wellbeing supports, and (c) opportunities for students to volunteer or get work experience with local community organizations.

- **Recommendation 4.1.** The percentage of students who perceived their school as a supportive and inviting learning environment decreased in Year 3, as did the percentage of students who indicated that their teachers believe in their academic abilities. Only half of staff indicated that their school sets high standards for students' academic performance. The LACOE CSI should determine what types of resources and opportunities could increase a positive learning environment and support teachers and administrators with setting higher expectations for all students. The LACOE CSI should also connect schools and students with additional educational supports and learning opportunities (e.g., tutoring, internships, and recreational activities).
- **Recommendation 4.2.** The percentages of students who indicated that getting an education is important and that they have opportunities to develop useful skills in school decreased in Year 3. The LACOE CSI should facilitate opportunities (e.g., listening sessions) for students to share their needs and recommendations for improving their academic experience.



5. Overall Recommendations for Improving CSI Implementation

Listening session and SMART Goal session participants shared concrete recommendations for improving CSI implementation.

- **Recommendation 5.1.** Provide greater clarity on the roles of CS specialists and ECWs, MOU processes, and funding availability.
- **Recommendation 5.2.** Create a meeting space where CSI staff can discuss successes and challenges at each school site, share resources, and build partnerships.
- **Recommendation 5.3.** Provide dedicated work time for CSI staff to complete administrative tasks, and provide dedicated PD time for CSI-related trainings and collaboration.
- **Recommendation 5.4.** Clarify the types of data that CS sites are expected to collect and report.
- **Recommendation 5.5.** Continue supporting CS sites with individual needs assessments and customized resources for CSI staff at sites with unique barriers to programmatic success.
- **Recommendation 5.6.** Support administrators with increasing their involvement in CSI implementation and integration at their CS sites.





**Los Angeles County
Office of Education**

**Los Angeles County Office of Education
Community Schools Initiative
Community School Council Implementation Plans (CSCIP)
for CCSPF funded schools (Cohort 1)
2023-24**

Baldwin Park High School

Bassett Senior High School

Bellflower High School

Ganesha High School

John H. Glenn High School

Littlerock High School

Lynwood High School

Morningside High School

Paramount High School

Renaissance County Community School

Community School Council Implementation Plan (CSCIP)
for 2023 - 2024

BALDWIN PARK HIGH SCHOOL

In Progress

Community School Council Implementation Plan (CSCIP)
for 2023 - 2024

BASSETT SENIOR HIGH SCHOOL

In Progress

Community School Council Implementation Plan (CSCIP)
for 2023 - 2024

BELLFLOWER HIGH SCHOOL

Community School Council Implementation Plan (CSCIP) for 2023 – 2024

School Site Name: Bellflower High School

*Please note, the CSCIP is directly aligned to the end of year Annual Progress Report (APR). Completion of this document will facilitate completion of the APR at the end of the year. **OR** something to the effect of Part 1 is the CSCIP. Part 2 and highlighted portions ARE the APR.*

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection (To be completed at the end of the year) Please Provide a brief overview
Shared Understanding and Commitment	In the process of Bellflower Middle/High School's (BMHS) transformation into a community school, a number of outreach materials such as a 1-pager, banners, flyers, and the BMHS website have been employed to share the community school framework and the coordination of services provided by the Community Schools Specialist and Educational Community Worker. Additionally, surveys created by the LACOE Community Schools initiative, the California Healthy Kids Survey, and the Panorama Survey are utilized to glean information from parent partners and students.	
Collective Priorities: Setting Goals and Taking Action	During the 2022-23 school year BMHS completed a WASC study that was informed through staff, student, and parent focus groups that encouraged reflection on current practices and goal development.	
Collaborative Leadership	BMHS engages several teams to foster collaborative leadership including the School Site Council, PTSA, Site Leadership Team, ELAC, Professional Learning Communities (PLC), the Community School Advisory Council, Staff and Student Climate and Culture Teams, and the Wellness Team. These teams meet at least monthly to discuss academic,	

	social-emotional, and behavioral needs in alignment with the SPSA.	
Coherence: Policy and Initiative Alignment	PLCs have become a relevant and useful tool for teachers of similar content and grade levels to consistently analyze and update their curriculum. Many PLCs have worked to create common pacing guides, assessments, and grading policies to standardize content in alignment with school wide instructional foci.	
Staffing and Sustainability	The Community Schools Specialist and the Educational Community Worker are funded through the LACOE initiative until 2027-28.	
Strategic Community Partnerships	The Community Schools Specialist initiated three MOUs for the 2023-24 SY with the following agencies/organizations: Avance Latino: financial literacy workshops for students and parents; Rainbow Services: a domestic violence agency; and Helpline Youth Counseling: Mental Health, Substance Use, and Life Skills training. Additionally, a 50K grant was awarded to BMHS from Kaiser Permanente to support student and staff wellbeing initiatives.	
Professional Learning	Professional Development (PD) opportunities are available to all teachers in the areas of Strategic Interactive Instruction (SII), Thinking Maps, and other strategies (Google Classroom Certification, Growth Mindset, etc.). AVID PD opportunities have been provided to all staff during the summer and throughout the school year. PD has been made available to teachers based on their requests to the principal, specifically for conferences/trainings that pertain to their subject matter or professional growth.	
Centering Community Based Learning	This is an area in need of growth and improvement at BMHS. While some PLCs are incorporating this approach, there is a need for more cohesion across all curricula.	
Progress Monitoring and Possibility Thinking	The Community Schools Advisory Council, School Site Leadership Team, SCC, and ELAC regularly review data for partner input and goal development.	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school's needs and assets assessment process and how were they engaged?

Stakeholder Group	Engaged during the needs and assets assessment process		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	€ Yes € No	€ Yes € No	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums € Other: (Write in)	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums € Other: (Write in)
Educators	€ Yes € No	€ Yes € No	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums € Other: (Write in)	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums € Other: (Write in)
Classified staff	€ Yes € No	€ Yes € No	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums € Other: (Write in)	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums € Other: (Write in)
Students	€ Yes € No	€ Yes € No	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums € Other: (Write in)	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums € Other: (Write in)
Family members	€ Yes € No	€ Yes € No	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums € Other: (Write in)	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums € Other: (Write in)
Community members	€ Yes € No	€ Yes € No	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums	€ Surveys € One-on-one interviews € Focus groups € Visioning exercises € Meetings and forums

			€ Other: (Write in)	€ Other: (Write in)
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How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
<p>The Family Resource Center which is staffed by the Community Schools Specialist and the Educational Community Worker, assists historically marginalized families with housing and basic needs resources through linkage to community-based agencies and the Buc Bargains Thrift store, a student-led clothing store created through collaborative leadership with the Community Schools Specialist and students from the Key Club. Also, during the holidays students experiencing homelessness and foster care are provided with gifts and basic needs items through the BMHS Annual Giving Tree program that collects gift donations from BMHS staff members. Furthermore, the Wellness Team was established to create a decision-making process that best supports students' social/emotional and basic needs. The team has created a Wellness Support Form, which is a universal referral form for staff to complete on the school's website that refers students to a variety of mental, social emotional, behavioral, and basic needs support systems that we have in place. The team meets monthly to go over data, upcoming events, plans for the future, and to discuss items and concerns that arise along the way. The team consists of administrators, teachers, counselors, outside agencies, and Community School staff. Additionally, Caring Connections, a nonprofit organization through Bellflower Unified School District, employs an onsite case manager at BMHS. The case manager helps facilitate the Wellness Support referrals by providing students and their families with food assistance, transportation vouchers, and referrals to mental health, substance use, dental, vision, and tutoring services. Caring Connections is also supported by the City of Bellflower Rotary Club and Bellflower Noon Lions Club. Through the generous donations of these organizations, students are provided with school supplies, clothes, and shoes throughout the year. Lastly, BMHS plans to expand support in the 2023-24 school year for unhoused, foster, and newcomer students by increasing the number of check-ins with graduate social work interns for linkage and support for academic and social emotional needs. Additionally, another area of focus is to improve college, career, and enrichment opportunities for African American students through the Young Black Scholars Club.</p>	<p>Please provide a brief overview</p>

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Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools’ pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified.

Please describe the top 3-5 goals for your community schools’ initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
1. Increase the number of parent engagement versus parent involvement activities from 0 to 4 by May 31, 2024.	This goal is needed to create activities and events beyond Back to School Night and educational parent workshops. We are looking for ways to engage parents to build relationships and trust.
2. By May 2024, meet with students in specialized populations (foster, unhoused, newcomer) at least 1x/per semester to assess needs and offer resources and support to improve academic outcomes.	This goal is needed because students in our specialized populations have been consistently underperforming in ELA and Math.
3. By May 2024, implement a peer counseling program, consisting of up to 10 trained student counselors, to provide support in conflict resolution, restorative practices, and grounding techniques in the Wellness Center for at least 25 students.	This goal is needed to decrease peer conflict and increase student sense of belonging at school.
4.	
5.	

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Number of events	Feedback from participants	This is a new goal for 2023-24 SY		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Review parent survey data, collaborate with parent groups (PTSA, SSC, ELAC) to brainstorm and develop events; collaborate with CSI Advisory Council	Visioning exercises	Community Schools Specialist, ECW	August - May 2024

SMART Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Number of student meetings and referrals for services	Student Screener Forms	This is a new goal for 2023-24 SY		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Collaborate with CSI MSW interns to create a screener for student check-in meetings.	Meet with students to complete screenings and referrals for services when appropriate.	CS Specialist, CSI Interns	September - April 2024

SMART Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
Number of students trained; number of mediations/student support sessions.	pre-post tests	This is a new goal for 2023-24 SY		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Coordinate contract and services for student training.	Work with BMHS & BUSD budget department to complete contracts for services. Coordinate training dates and logistics for student trainings.	CS Specialist	October - May 2024

SMART Goal 4

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		

SMART Goal 5

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline

Briefly describe the action here	Describe the action		

Community School Council Implementation Plan (CSCIP)
for 2023 - 2024

GANESHA HIGH SCHOOL

Community School Council Implementation Plan (CSCIP) for 2023 – 2024

School Site Name: Ganesha High School

Please note, the CSCIP is directly aligned to the end of year Annual Progress Report (APR). Completion of this document will facilitate completion of the APR at the end of the year. **OR** something to the effect of Part 1 is the CSCIP. Part 2 and highlighted portions ARE the APR.

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection <i>(To be completed at the end of the year)</i> Please Provide a brief overview
Shared Understanding and Commitment	<p>Engaging: We had an opportunity to present to administration and staff during a PD day.</p> <p>Students: During registration days, Classroom presentations, House of Representatives</p> <p>Parents: registration days, Coffee with School Leaders, SAC/ELAC meetings</p>	
Collective Priorities: Setting Goals and Taking Action	<p>Engaging: At the beginning of the school year, a needs and assets assessment was pushed out to staff, students, and parents to include their voice in this process. A climate survey will be pushed out towards the end of the school year to staff, students, and parents.</p>	
Collaborative Leadership	<p>Engaging: The Community School Council meetings will continue this school year. It includes school staff, admin, students, and community partners. The council will meet on a monthly basis to assess the needs and assets of the school, review data (i.e., school profile, climate survey, needs and assets assessment), and develop goals to meet the needs of the school. To be inclusive of our Spanish-speaking parents, the community school team will present to parents and</p>	

	receive their feedback during the following meetings: Coffee with School Leaders, School Advisory Committee, English Learner Advisory Committee, Parent Workshops	
Coherence: Policy and Initiative Alignment	Engaging: The community school team and the School Social Worker will work together to align the community school strategy with the Mental Health Student Services Act (MHSSA) and other mental health supports on site. The Coordination of Services Team (COST) will continue to assess the school culture and student support systems and integrate various learning supports and resources for students. Through the Giant Shield Recognition Campaign, we will aim to encourage, reinforce, and recognize students exhibiting pro social behaviors.	
Staffing and Sustainability	Transformative: Full time Community School Specialist, Educational Community Worker, School Social Worker	
Strategic Community Partnerships	Engaging: The school has partnerships on site to support the academic, college and career readiness, and social-emotional wellbeing of students (The Movement, Bright Prospects, Upward Bound, Mt San Antonio College, Cal Poly Pomona, Children Youth and Family Collaborative, Just Us 4 Youth, Brothers Forum, Pomona Pride Center, School Social Worker, and Pacific Clinics).	
Professional Learning	Engaging: Opportunities to learn about the CCSPP Framework will continue to be provided through the Los Angeles County Office of Education for the community school team and administration (Fall Convening, Principals meetings, monthly staff meetings). The community school team will also continue to attend the Pomona Unified Districts' Community Schools Professional Learning Community.	
Centering Community Based Learning	Visioning: This is an area that as a school we need to develop and review this school year.	

Progress Monitoring and Possibility Thinking	Engaging: The data that will continue to be reviewed and analyzed includes the school profile, the results of the needs and assets assessment, community school climate survey and the California Healthy Kids Survey. We review this data two times a year, or as needed.	
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Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school's needs and assets assessment process and how were they engaged? [Administrators, staff, students, and parents are engaged through our needs and assets survey.](#) [Our community school partners are invited to participate in our Community Schools Council to also provide feedback in this process.](#)

Stakeholder Group	Engaged during the needs and assets assessment process		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Educators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Classified staff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews

			<input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: Registration Days, Classroom Presentations	<input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Family members	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Community members	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: Presentations, Community Resource Fairs	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)

How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
<p>Please provide a brief overview: The following are resources and supports available to our students on campus and through the school district.</p> <ul style="list-style-type: none"> ● The Ganesha Food Pantry and Clothing Closet: All students and their families now have immediate access to basic essentials (food, clothes, hygiene products, school supplies) at the school site. ● The Community Center and Counseling Offices: A safe space for students and their families to get connected to school, district, and/or community services. ● The Wellness Center, School Social Worker, School Mental Health and Interns: A safe space for student to access mental health support ● SST, IEP, and 504 Teams, Special Education Case Carriers and School Psychologist to support our Special Education Students or any other student needing the additional educational supports ● District Support: Family Support and Resource Center, School Mental Health, Newcomer Social Worker, and McKinney-Vento Social Worker 	<p>Please provide a brief overview:</p>

<ul style="list-style-type: none"> ● Presentations in the classroom or video recordings for students to learn about the supports and resources available to them (In English and Spanish) ● Presentations to Parents (English and Spanish) 	
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Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools’ pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified.

Please describe the top 3-5 goals for your community schools’ initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals. Specific, Measurable, Achievable, Relevant, Time-based*

Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
1. By June 2024, Ganesha HS will decrease its chronic absence rate by 3% by implementing tiered strategies to address student attendance needs.	Ganesha’s chronic absence rate since the pandemic has been at its highest. During the 2021-2022 school year it was 40.5%. Last school year, it went down to 29.8%. We want to continue to address barriers preventing students from learning at high levels and offer the support needed to succeed in school and in life.
2. By June 2024, support will be provided to 200 families to address their identified needs.	Ganesha High School had a 7.5% increase in students identified as homeless, approximately 19.6% of all students enrolled. We will continue to support student and families by connecting them to resources to address their identified need. <ul style="list-style-type: none"> ● Provide Basic Needs Support (food, clothes, hygiene, school supplies) ● Linkage to school, district, and community resources. Promote resources so that students and families are aware of services available to them

	<ul style="list-style-type: none"> Parent Education/Engagement – to provide parents with educational opportunities to gain skills to support and to advocate for their children (Parent meeting/workshops)
3. By June 2024, Ganesha High School with the collaboration of our support staff and community partners, will implement 2 Wellness activities per month.	<p>Ganesha’s 2023 mental health indicators show that 37% of 9th grade students and 35% of 11th grade students experienced chronic sadness last school year, 6% of 9th grade students and 5% of 11th grade students report that they seriously considered attempting suicide. We also had 24% of 9th grade students and 29% of 11th grade students report experiencing Social Emotional Distress (hard time relaxing, felt sad and own, easily irritated, had a hard time coping or getting excited about anything).</p> <ul style="list-style-type: none"> In our Needs and Assets Assessment, students, parents, and staff indicated that Social Emotional/Mental Health Support was needed at the school site.
4. By June 2024, Ganesha HS will strengthen communication and collaboration among the service providers and support staff by hosting 5 meetings to discuss data (service provided, data collection, trends, etc.).	<p>This school year, Ganesha has several new service providers on campus and new support staff. In an effort to improve student outcomes and ensure that students’ needs are addressed, Ganesha’s service providers and support staff will work together to provide a more comprehensive and well-coordinated support. This includes sharing information, expertise, services provided, etc.</p>

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Students will be attending school.	Student Information System: Attendance Data Reports by grade level Chronic Absence Data	29.8% (297)		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Tiered Attendance Plan: <ul style="list-style-type: none"> Universal Strategies 	A plan that is clear and easy to understand.	Administrator Attendance Team CS Specialist	August - May

<ul style="list-style-type: none"> Selected Tier II Intensive – Tier III 	<ul style="list-style-type: none"> Some examples of universal strategies include student presentations, reviewing monthly data, Giant Shield Recognition, Announcements and celebrations Attendance letters, parent meetings or conferences, Coordination of Services Team, Student support services, classroom presentations IEP, SST, 540 Plans as needed, Mental Health Services, SART and SARB meetings 	<p>Educational Community Worker School Social Worker School Support Staff</p>	
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SMART Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Students and families will be connected to services.	<ul style="list-style-type: none"> Utilization of services Number of students/families served 	243		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
<ul style="list-style-type: none"> Clothing Closet and Food Pantry Community Center Donations Parent Ambassador Program 	<ul style="list-style-type: none"> Students/families will have immediate access to basic essentials (clothes, hygiene products, Students/families can be connected to services or 	<p>Community Schools Team Social Work Interns Student volunteers (clothing closet)</p>	July 2023 – June 2024

	supports (school, district, and community) <ul style="list-style-type: none"> • Seek out donations for the clothing closet/food pantry and for the targeted distributions • Parent Ambassadors program supports parent engagement. 		
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SMART Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
Number of students participating	<ul style="list-style-type: none"> • Participation of students 			

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Implementation of Wellness Events and Activities for students. <ul style="list-style-type: none"> • National Suicide Prevention • Red Ribbon Week • Wellness Wednesdays • Stress less Express • Presentation in the classroom 	The team will develop a calendar of activities and events based on themes identified. This will include school wide resource fairs, lunch activities, targeted classroom presentations.	Community Schools Team School Social Worker Counselors Wellness Center Clinician School Mental Health Staff Community Partners	September 2023 – June 2024

SMART Goal 4

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Meeting with support staff and community partners 5 times as scheduled.	Number of participants	0		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
<p>Schedule meetings with community partners and support staff.</p> <ul style="list-style-type: none"> • Create agendas with pre-identified topics to discuss • Gather information and data from community partners 	<p>These meetings will include school supports staff and on-site service providers to discuss services available to students/families, access, how services are being promoted to students, trends, etc. Topics to discuss will be identified by school administrator and support team.</p>	<p>School Administrator Community Schools Team School Social Worker Counselors Community Partners that provide services on-site</p>	<p>January 2024 – June 2024</p>

Community School Council Implementation Plan (CSCIP)
for 2023 - 2024

JOHN H. GLENN HIGH SCHOOL

Community School Council Implementation Plan (CSCIP) for 2023 – 2024

School Site Name: John H. Glenn High School

*Please note, the CSCIP is directly aligned to the end of year Annual Progress Report (APR). Completion of this document will facilitate completion of the APR at the end of the year. **OR** something to the effect of Part 1 is the CSCIP. Part 2 and highlighted portions ARE the APR.*

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection (<i>To be completed at the end of the year</i>) Please Provide a brief overview
Shared Understanding and Commitment	In our community school, the cornerstone of our success lies in cultivating a shared understanding and unwavering commitment among all stakeholders. We have developed outreach materials, surveys, focus groups, interviews, and presentations to ensure that everyone is on the same page regarding the values, mission, and objectives of our school.	
Collective Priorities: Setting Goals and Taking Action	We have worked hard at engaging all stakeholders by means such as conducting needs and asset assessments, interviews, and leadership team meetings.	
Collaborative Leadership	Our emphasis on collaborative leadership has transformed decision-making processes, fostering a culture of inclusivity and shared responsibility. The implementation of tailored student support services has addressed individual learning needs to improve	

	<p>student well-being. JGHS/SEA via Site leadership, Curriculum Council, ELAC, Coffee with the Principal, Site Intervention team, Community School Council, ASB & Eagle Xchange club meet regularly to provide spaces for meaningful dialogue, exchange of ideas, and perspectives are considered.</p>	
Coherence: Policy and Initiative Alignment	<p>JGHS/SEA Staff engage in professional development, release time and collaboration opportunities to review effective instructional and assessment strategies and to analyze formative and summative assessments in the English language arts classroom setting.</p>	
Staffing and Sustainability	<p>The Community Schools Specialist and the Educational Community Worker are funded through the LACOE initiative until 2027-28.</p>	
Strategic Community Partnerships	<p>The Community Schools Specialist initiated one MOU for the 22-23 school year with Soles 4Souls. Additionally, collaborated closely with existing partners such as Margaret's Place, Pacific Clinics, & DPH to establish referral protocols and data collection.</p>	
Professional Learning	<p>Opportunities for Staff members are available to attend professional training courses and conferences to increase the number of students eligible to go to college. (ie. UC/Cal State, CUE, AVID Summer Institute & Path Training, College Board Advanced Placement Trainings, PLTW.)</p> <p>Teachers provide release days to meet and collaborate within departments, PLC teams, AVID teams, Pathways and other groups for analyzing student achievement data and planning rigorous units of instruction.</p>	
Centering Community Based Learning	<p>This is an area in need of growth and improvement for JGHS/SA. There is an Ethnic Studies course offered for students however there is a need for curriculum</p>	
Progress Monitoring and Possibility Thinking	<p>The Community Schools Council, Site Leadership Team, Site Intervention team, SSC, and ELAC regularly review data for input and goal development.</p>	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school's needs and assets assessment process and how were they engaged?

Stakeholder Group	Engaged during the needs and assets assessment process		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Surveys <input checked="" type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Educators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Surveys <input checked="" type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Classified staff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input checked="" type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in) class present	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Family members	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Surveys	<input type="checkbox"/> Surveys

	<input type="checkbox"/> No	<input type="checkbox"/> No	<input checked="" type="checkbox"/> One-on-one interviews <input checked="" type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Community members	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input checked="" type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)

How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
<p>Ensuring the inclusion of marginalized students and families is a cornerstone of our community school's commitment to fostering equity within our school community. To accomplish this, we prioritize culturally sensitive communication, delivering newsletters, events, and workshops in both English and Spanish, aligning with the diverse needs of our community. Our dedication extends to supporting low-income students and families through established initiatives such as transportation services, tutoring assistance, and resource sharing, all aimed at overcoming barriers to academic success. Additionally, we provide tailored support for English learners and newcomers by offering in-class presentations, essential school supplies, and creating an environment that fosters a strong sense of belonging, smoothing their transition into our school community.</p> <p>Additionally, recognizing the challenges faced by students experiencing homelessness or in foster care, we have implemented support systems to ensure their educational success and physical and emotional well-being. These efforts involve close collaboration with our community partners to provide a warm handoff for essential resources and to</p>	<p>Please provide a brief overview</p>

provide a supportive network. Our engagement efforts are designed to create a bridge between the school and marginalized communities, ensuring that there is a clear line of communication, understanding, and collaboration. By proactively involving these groups in decision-making processes and seeking their input, we strive to create a school culture that is not only responsive but also actively works to dismantle systemic barriers and promote equity for all.

To enhance targeted engagement at our community school in the upcoming year, it is essential to understand the unique needs and interests in our community. We will utilize focus groups to help gather valuable insights into the preferences and concerns of students, parents, and other stakeholders. By leveraging the power of social media and technology, we aim to create customized communication channels that can be established to reach specific demographics effectively. Establishing a centralized hub, such as a dedicated website or newsletter, for sharing relevant information and updates ensures that the community remains consistently informed.

Establishing regular feedback loops through meetings or suggestion opportunities encourages open dialogue and demonstrates a commitment to listening. Moreover, organizing inclusive events, workshops, or forums that address the specific concerns of various groups within our community fosters a sense of belonging and active participation. By consistently evaluating the effectiveness of engagement initiatives and adapting our approach based on feedback, we can cultivate a more connected and responsive community school environment.

Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools' pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified.

Please describe the top 3-5 goals for your community schools' initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
<p>1.</p> <p>To empower parents/guardians to be part of their children's education, create a school-wide initiative to raise parental involvement by March 2024. The initiative will involve providing training, workshops and activities for parents to better support their children.</p>	<p>This goal was developed based on a needs assessment process. Parent engagement for our school community is low.</p>
<p>2. By June 2024, we will see an increase in students and staff level of connectedness.</p>	<p>As a result of the pandemic, we have seen the impacts on students academic and emotional wellbeing.</p>
<p>3. By October 2024, we will see an increase in enrollment of 3% for JGHS and SEA.</p>	<p>Student enrollment has been on a downward decline for the past few years.</p>
<p>4.</p>	
<p>5.</p>	

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
<ul style="list-style-type: none"> • 10% increase in parent attendance at workshops • 5 parent ambassador contracts • 125 service hours logged • Increase the number of parents in attendance at parent workshops by 3% annually to a total of 13% of our total student population. 	<ul style="list-style-type: none"> • Sign in sheets • Hours logged by parent ambassadors • # of completed contracts by parent ambassadors 	<p>The number of parents in attendance at parent workshops is about 10% of our total student population.</p>		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Outreach and recruitment	The Parent Ambassador Program will support the school community in order to meet the needs of our families and students. Parent Ambassadors will gain knowledge of the education system to ensure their student is college and career ready for the 21st century.	CS Specialist, ECW	August- May 2024
Create materials and set up meetings and events			

Facilitate meetings and build understanding within the school and community stakeholders.			
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SMART Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
<p>Student sense of belonging, 55%</p> <p>John Glenn High School and Southeast Academy High School will increase the attendance rate of all students by 5% to 95.16%</p> <p>Increased attendance at school-related activities</p>	<p>Panorama Data</p> <p>NLMUSD monthly attendance report</p>	<p>ELA</p> <p>57.9 points below standard</p> <p>Math</p> <p>123.9 points below standard</p> <p>42% making progress towards English language proficiency</p> <p>Panorama Data</p> <p>Student sense of belonging 52%</p>		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Focus groups with students and staff	Collect data to inform actions needed	CS Specialist	September- May 2024
Identify students who are not connected and connect them to activity/resources			

SMART Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
<p>1,136 students enrolled</p> <p>John Glenn High School and Southeast Academy High school will decrease the</p>	<p>CA Dashboard</p> <p>Powerschool (SIS)</p>	<p>CA Dashboard</p> <p>1103 students enrolled</p> <p>5.3 suspension rate</p> <p>88.9 graduation rate</p>		

suspension rate of all students by 1% to 4.8%.				
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Identify opportunities to promote JGHS/SEA	Collect data to inform actions. We need to work with feeder schools and establish a positive presence in community.		
Work with Dean of students to engage in PBIS			
Focus groups with parents			

SMART Goal 4

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		

SMART Goal 5

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		

Community School Council Implementation Plan (CSCIP)
for 2023 - 2024

LITTLE ROCK HIGH SCHOOL

Community School Council Implementation Plan (CSCIP) for 2023 – 2024

School Site Name: Littlerock High School

*Please note, the CSCIP is directly aligned to the end of year Annual Progress Report (APR). Completion of this document will facilitate completion of the APR at the end of the year. **OR** something to the effect of Part 1 is the CSCIP. Part 2 and highlighted portions ARE the APR.*

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection <i>(To be completed at the end of the year)</i> Please Provide a brief overview
Shared Understanding and Commitment	Outreach via school website and social media	
Collective Priorities: Setting Goals and Taking Action	Reaching out to community resources/ survey to staff	
Collaborative Leadership	Team agendas	
Coherence: Policy and Initiative Alignment	Professional learning plans	
Staffing and Sustainability	Community school-aligned job descriptions	
Strategic Community Partnerships	Increased reports of student and family wellbeing	
Professional Learning	Instructional foci and professional learning plans	
Centering Community Based Learning	A framework aligned rubric for reflection (PBIS)	
Progress Monitoring and Possibility Thinking	SPSA aligns with the basic needs of the school	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school's needs and assets assessment process and how were they engaged?

Stakeholder Group	Engaged during the needs and assets assessment process		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)

Educators	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Classified staff	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Students	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Family members	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Community members	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)

How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Beginning of year reflection	End of Year Reflection (To be completed at the end of the year)
Basic Needs contributions (shampoo, bodywash, toothpaste, clothing) to both students and parents have been distributed. Enrollment of Medical/Calfresh services have been provided. On-site laundry services are available for use in the school's resource center. Parent workshops on Narcan.	Please provide a brief overview

Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools' pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified.

Please describe the top 3-5 goals for your community schools' initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
1. Academics/ Attendance	While analyzing the school data, academic performance is decreasing, and poor attendance is increasing.
2. Mental Health: Behavioral Defiance, Crisis	Increase of suicidal risk assessment referrals
3. Mental Health: Substance abuse prevention	Suspension and Referrals numbers are increasing.
4. Basic Needs	Based on the data from student receiving free or reduce lunch, the food and security of the community
5.	

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Increase awareness to the importance of attendance to improve academics	A map cluster of family distance from and to school will be analyzed, and barriers pertaining to mental health will be accessed to work collaboratively to address student needs.	Gather data by special population by race/ethnicity		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Look at chronic absenteeism rates compare those that ride bus or do not	Work with school personnel eg., CAW, school social worker, staff, and admin to review data and identify needs and resources.	Community School Specialist	On-going

SMART Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Decrease rates of suspension and referrals for behavioral defiance by 3%	Identify disparities in demographics / referral	Data from in-house suspension		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Establish supports and resources	Providing mental health support and advocacy	Social Worker	On-going

SMART Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
Decrease number of referrals and suspension for substance abuse by 2%.	Increase preventative programs and resources for students and families around drug prevention.	Number of referrals for substance abuse		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Outreach to community-based agencies for support	Provide drug prevention workshops for parents, Provide psycho-education/groups for students	Community School Specialist	On-going

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SMART Goal 4

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Follow up with students and parents if basic needs have been met.	Results from survey sent out to parents and students	Approximately, 400 students and 50 parents are served monthly.		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Clothing and goods distribution for Students and the community	Donations from School Staff and community members	Educational Community Worker	Twice a month throughout the school year

SMART Goal 5

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
N/A				

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		

Community School Council Implementation Plan (CSCIP)
for 2023 - 2024

LYNWOOD HIGH SCHOOL

Community School Council Implementation Plan (CSCIP) for 2023 – 2024

School Site Name: Lynwood High School

*Please note, the CSCIP is directly aligned to the end of year Annual Progress Report (APR). Completion of this document will facilitate completion of the APR at the end of the year. **OR** something to the effect of Part 1 is the CSCIP. Part 2 and highlighted portions ARE the APR.*

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection (To be completed at the end of the year) Please Provide a brief overview
Shared Understanding and Commitment	Our current phase of growth is visioning. Our team at Lynwood high has engaged in outreach through various avenues which includes social media, flyers, and presentations. The goal of our outreach is to disseminate information on community schools and their support.	
Collective Priorities: Setting Goals and Taking Action	Our current phase of growth is visioning. At our Community Schools Council, we gathered as a team to look at data and discuss community schools' goals. We also align Positive Behavior Interventions and Supports (PBIS) and the Community Schools framework to best support our students.	
Collaborative Leadership	Our current phase of growth is visioning. We utilize resources and partnerships to attain the Community Schools' goals. We hold formal agreements with our partnerships.	
Coherence: Policy and Initiative Alignment	Our current phase of growth is engaging. Part of our CSI goal is to increase Social Emotional Learning (SEL) school-wide. Through CSI we were able to move forward and implement an SEL curriculum called School Connect. Aligned with our SPSA goals, our commitment is addressing the diverse needs of our students and families and enhancing parent	

	participation and student’s academic success. We do this by offering students on campus social emotional wellbeing activities, increasing awareness of preventative behavioral interventions and supports for students, and offering professional development opportunities for educators.	
Staffing and Sustainability	Our current phase of growth is engaging. The Community Schools Specialist position and the Educational Community Worker position is dedicated to building sustainability.	
Strategic Community Partnerships	Our current phase of growth is engaging. We have had the opportunity to develop community partnerships to meet the needs of our students and families. Several partnerships include LA CADA, NAMI, UCLA, and School Connect (SEL) and many more. We utilize these resources and partnerships to attain the Community Schools’ goals.	
Professional Learning	Our current phase of growth is visioning. Through CSI we were able to move forward and implement an SEL curriculum called School Connect. Training was provided to school staff implementing the curriculum. We are also aware of the opioid epidemic and the increase in drug abuse therefore we also offered our staff Opioid & Narcan training by LA CADA.	
Centering Community Based Learning	Our current phase of growth is visioning. To create a more inclusive environment, we strive to communicate with our students and families in their native language. Additionally, we organize a range of events, workshops, and trainings tailored to the community’s needs.	
Progress Monitoring and Possibility Thinking	Our current phase of growth is visioning. We implement SMART goals and will continue to have data discussions and review data to meet our CSI goals.	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school’s needs and assets assessment process and how were they engaged?

Stakeholder Group	Engaged during the needs and assets assessment process	Process by which they were engaged
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	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	<input type="checkbox"/> Yes X <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums X <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Educators	<input type="checkbox"/> Yes X <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums X <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Classified staff	<input type="checkbox"/> Yes <input type="checkbox"/> No X	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Students	<input type="checkbox"/> Yes <input type="checkbox"/> No X	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Family members	<input type="checkbox"/> Yes <input type="checkbox"/> No X	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Community members	<input type="checkbox"/> Yes <input type="checkbox"/> No X	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ol style="list-style-type: none"> 1. Surveys 2. One-on-one interviews 3. Focus groups 4. Visioning exercises 5. Meetings and forums 6. Other: (Write in) 	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)

How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
<p>As a community school, we strive to engage all students to provide a sense of inclusion and support. At Lynwood High School, 94% of our student body identifies as Hispanic, while 5.3% African American (California School Dashboard, 2022). Moreover, 94.7% face socioeconomic disadvantages, 20% are English Learners (EL), and 14.4% are students with disabilities (California School Dashboard, 2022).</p> <p>To create a more inclusive environment, we strive to communicate with our students and families in their native language. Additionally, we organize a range of events, workshops, and trainings' tailored to the community's needs. These initiatives are made possible through collaborations with community organizations, ensuring accessibility and visibility to parents, students, and the wider community.</p> <p>We focus on providing targeted support to our marginalized students. For example, for our ELL students and newcomers, we partnered with Wesley Clinic to host informative workshops on dental care, insurance, and medical services. We also conducted yoga sessions for our students inviting our foster students and our students in the Special Education programs which supported their wellness and enhanced their coping skills.</p> <p>We actively gather donations and offer resources to our low-income students and families, including essentials like diapers, formula, strollers, and food donations. Clothing and other basic necessities are generously provided by donors such as Foster of Love. Furthermore, we established a prom boutique to ensure that interested students, who might face financial constraints, can participate in this important event.</p>	<p>Please provide a brief overview</p>

We actively outreach to our Queer Student Union, providing them with relevant information and specific LGBTQ resources. In the future, we will focus on analyzing data to identify areas of need and the specific type of support required to further enhance our engagement with marginalized students.

Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools' pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified.

Please describe the top 3-5 goals for your community schools' initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
<p>1. Parent Education and Engagement</p> <p>GOAL: By June 2024, our Community School will increase parent education at Lynwood High School by hosting a minimum of 35 parent workshops, events, and or classes in collaboration with outside agencies.</p>	<p>Rationale: According to the 2022 California School Dashboard, student population at Lynwood High School 94.7% of students are socioeconomically disadvantaged and 20% are English Learners. California School Dashboard 2022 5.1% suspension Rate (5.1% of students are suspended at least one day).</p>
<p>2. Academic Support/ Enrichment</p> <p>Goal: By June 2024, our Community School will support student's academic progress by increasing awareness and access to resources, specifically targeting our subgroups evidenced by an improvement in academic performance and grades.</p>	<p>According to California School Dashboard 2022, students are 6.4 points below grade level standards on the English Language Arts Assessment (based on 404 students). English Learners are 89.4 below grade level standards on the English Language Arts Assessment (based on 103 students). Students are 140.8 points below grade level standards on the mathematics assessment (based on 400 students). English Learners</p>

	are 197.8 points below grade level stands on the mathematics assessment (based on 106 students)
3. Physical & Social Emotional Wellbeing Goal 3: By June 2024, will provide expanded and enriched learning opportunities by hosting a minimum of 30 activities which includes; workshops, events or host wellness activities which will lead to an increase in awareness and support on physical and social emotional well-being. This in turn will increase in student engagement. (i.e. yoga, self-defense classes, SEL, mindfulness studio, healthy eating, Health Fair, wellness school wide activity)	Rationale: Behavioral referrals & Discipline referrals. According to California School Dashboard 2022 5.1% Suspension rate (5.1% of students were suspended at least one day. Data Quest: SY 2021-2022 Suspension Rate of 5.1% at Lynwood High School. Data Quest 2021-2022 Chronic Absenteeism Rate at Lynwood High School 38.5%.
4.	
5.	

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data (2022-2023)	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Host a minimum of 35 parent workshops, events, and or classes in collaboration with outside agencies.	Suspension rate	California School Dashboard 2022 5.1% suspension Rate (5.1% of		

		students are suspended at least one day).		
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Host NAMI Parent Classes	Two Series of classes	Lesley	March 2023
Support with Parent Involvement Day	LA CADA presentation, Yoga session, and Lunch In	Lesley/ Veronica	Nov 2023
Identified workshops for parents for this school year. Ex: NAMI Bases y Fundamentos, De Familia a familia, Computer classes, Yoga Sessions, etc	NAMI Bases y Fundamentos, De Familia a familia, Computer classes, etc	Lesley /Veronica	June 2024
Connect for Schools App (Wellbeing tools and resources directory for students, parents, and staff)	Provide outreach and promote the connectd for schools App for Lynwood High School parents	Lesley/ Veronica	June 2024

SMART Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Increase in English Language arts assessment data Increase in Mathematics assessment data	English Language Arts Assessment data Mathematics assessment data	According to California School Dashboard 2022, students are 6.4 points below grade level standards on the English Language Arts Assessment (based on 404 students). English Learners are 89.4 below grade level standards on the English Language Arts Assessment (based on 103 students). Students are 140.8 points below grade level standards on the mathematics assessment (based on 400 students).		

		English Learners are 197.8 points below grade level stands on the mathematics assessment (based on 106 students)		
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Host a resource fair for the EL/ ELD students/newcomers.	Invite providers to participate in the resource fair. Providers such as the Wesley Clinic, Immigrant Relations Coordinator, Wesley Dental, and YWCA.	Veronica Cohen & Lesley	December 2023
Create a schedule to provide more individualized support for the EL/ ELD/ Newcomers	Meet with the CSI team to plan and identify students for individualized supports. Create a wraparound team to target students who may need more supports. Identify staff and resources needed to support students.	Veronica Cohen & Lesley	In progress/End of Year
Host workshops in native language to support ELD/Newcomer Students	Host workshops in Spanish for our ELD students.	Veronica Cohen & Lesley	In progress/End of the Year

SMART Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
A decrease in behavioral referrals and discipline referrals	Behavioral referrals & Discipline referrals.	Behavioral referrals & Discipline referrals. According to California School Dashboard 2022 5.1% Suspension rate (5.1% of students were suspended at least one day. Data Quest: SY 2021-2022 Suspension Rate of 5.1% at Lynwood High School. Data Quest 2021-		

		2022 Chronic Absenteeism Rate at Lynwood High School 38.5%.		
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Connect for Schools App (Wellbeing tools and resources directory for students and parents and staff)	Get approval from administration to launch application for the school site. Set up a meeting to meet with the UCLA team. Identify a plan on promoting the app school wide. Promote the app to students and teachers.	Veronica & Lesley	In progress/ End of Year
Mindfulness Studio: Mindfulness space for students to attend during lunch	Create a calming/relaxing space for students to enjoy during lunch time. Promote by conducting presentations, flyers, and google classroom. Host informational sessions for students and teachers.	Veronica & Lesley	In progress/ End of Year
Yoga sessions for students, staff, and parents.	Provide Yoga sessions for the students, staff, and parents. Plan yoga sessions for the school year.	Veronica & Lesley	In progress/ End of Year
Host a “No Hate Tour X” for Lynwood High School Site	Get approval from administration to host the event for students. Select a date for event and coordinate activity.	Veronica & Lesley	February 2024

SMART Goal 4

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		

SMART Goal 5

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		

Community School Council Implementation Plan (CSCIP)
for 2023 - 2024

MORNINGSIDE HIGH SCHOOL

Community School Council Implementation Plan (CSCIP) for 2023 – 2024

School Site Name: Morningside High School

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PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection (To be completed at the end of the year) Please Provide a brief overview
Shared Understanding and Commitment	Visioning -We are in a state of continued discussions about the purpose and strategy of the Community Schools initiative. We engage in activities that build our knowledge and understanding of the CS framework.	
Collective Priorities: Setting Goals and Taking Action	Visioning -We are working at utilizing needs assessment strategies that give an actual depiction of the needs of our collective school as well as various sub-groups.	
Collaborative Leadership	Visioning -The team regularly seeks out the input and inclusion of the many decision-making groups that are involved in school governance.	
Coherence: Policy and Initiative Alignment	Visioning -We continually work with existing structures and systems of the school (and District) in order to align CS priorities with ‘like’ school policies and procedures.	
Staffing and Sustainability	Engaging -Upon the start of the CS initiative in this district, leadership worked with District staff to clearly outline the role and function of CS staff positions.	
Strategic Community Partnerships	Engaging -Based on the data obtained from surveys, informal interviews, etc., staff regularly seeks to build and leverage relationships with community entities in order to meet the needs of the school community.	

Professional Learning	Visioning -Professional development continues to be an area of challenge. Often times, the school has District-required topics and activities that are conducted during scheduled professional development time. CS staff continue to offer available professional development opportunities including asynchronous options.	
Centering Community Based Learning	Visioning -CS staff regularly seeks family/community input when planning events to serve the school community. Every effort is made to develop and connect activities and initiatives to the cultural sensitivities of the members of the school community.	
Progress Monitoring and Possibility Thinking	Visioning -The leadership structures of the school (and District) regularly assess and measure improvement in the many data metrics that are connected to student and school success.	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school's needs and assets assessment process and how were they engaged?

Stakeholder Group	Engaged during the needs and assets assessment process		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: Advisory	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Educators	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Classified staff	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Surveys	<input type="checkbox"/> Surveys

	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Students	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Family members	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Community members	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)

How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
<p>California Department of Education (CDE) dashboard data indicates that 84.1% of the 2022 enrollment (573) at Morningside High School is classified as socio-economically disadvantaged. The decision to launch a Community School transformation at this site has ushered in a wealth of resources to the site. As a result of the Community Schools initiative, staff have brought in several community partnerships to support the students, staff and school community. In order to meet the needs of this diverse population, staff are poised to re-new focus on assessing the distinct needs of the sub-groups. Community School staff regularly seeks out ‘student voice’ in its goal to make the school the ‘hub’ for academic as well as social-emotional and physical health improvement. Community School staff initiate a variety of programs and activities that foster student connectedness to the school. Special focus has been placed on meeting the distinct needs of the school’s English Learner (EL) population (23.4%) including immigration and health-related resources</p>	<p>Please provide a brief overview</p>

Students are regularly sought out to participate in the Community School Advisory which is a strategy that centralizes the collection and evaluation of data used to secure and allocate resources for the school community.

Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools' pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified.

Please describe the top 3-5 goals for your community schools' initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
1. By June 14, 2024, at least 75% of Morningside HS students will be exposed to activities, content and or resources meant to strengthen their ability to demonstrate self-care and well-being practices as measured by their response(s) on a program survey	This goal was selected in an effort to continue the development of a school-wide culture that acknowledges the need for mental health supports. Students, staff and parents will have the opportunity to engage in activities and education on identifying and meeting basic mental health needs and supports.
2. By June 14, 2024, Community School staff will document the delivery of at least 250 basic needs items (donated good, gift cards and other items) to Morningside HS staff, students and community as indicated in data gathered from the LACOE EPS Community Schools Portal.	This goal was developed (and prioritized) after the realization of the need for basic needs items by students, staff and families. The creation and expansion of the Morningside Closet continues to be a center point for the Community School efforts at Morningside High School.
3. By June 14, 2024, Community School staff will document the delivery of at least 100 parent engagement encounters with Morningside (and community) parents as evidenced by the collection of sign-in sheets and/or meeting/event documentation.	The home is an essential element to an effective Community School effort. This goal was developed in an effort to develop the skills of student family members as they support their student(s).
4. By June 14, 2024, Community School staff will facilitate the development of student support systems at Morningside HS as evidenced by system/procedure documentation (i.e. meeting agendas, referral forms, check-in forms, etc.)	At Morningside High School, there are several 'islands of excellence'. However, the use of efficient systems of support is lacking. This goal was developed to ensure that the individual and corporate needs of students are identified and addressed. Central to this goal is the development of a viable

	Coordination of Services Team (COST). This multidisciplinary team identifies multi-tiered systems of support (MTSS) in the areas of academics, behavior and social emotional development.
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Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Proof of student attendance and/or participation in Community School activities geared toward mental health (75% of current enrollment)	Sign-In sheets Exit Tickets Survey(s)	SY 22-23 57% of students		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
<ul style="list-style-type: none"> Grade Level Presentations Senior Meeting Series Mental Health Awareness Month Dating Violence Seminar Peer Ambassador Program Red Ribbon Week Dia de los Muertos 	These activities were selected to increase student awareness of mental health concepts and the importance of learning and utilizing self-care practices	CS Specialist School Social Worker	August 2023-June 2024

SMART Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Proof of at least 250 (tangible) items distributed to students, staff and/or families	Weekly EPS documentation of MHS Closet items distributed	SY 22-23 192 items		
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
<ul style="list-style-type: none"> Establish Prom Closet Secure shelf-stable food donations Receive community donations of goods Disburse needed items 	Staff work to meet some of the basic needs of students, staff and families that may get in the way of their ability to be effective in the classroom	CS Specialist School Social Worker	August 2023-June 2024

SMART Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
The documentation of at least 100 parent interactions with Community School staff	Sign-In sheets EPS Data reports Surveys	<i>New Goal-No prior data</i>		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
<ul style="list-style-type: none"> Hispanic Heritage Program Trunk or Treat Event Inglewood Public Library Presentation Parenting Partners Training 	Community Schools staff created opportunities for parents to work, learn and contribute to the Morningside community.	CS Specialist School Social Worker	August 2023-June 2024

SMART Goal 4

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Evidence of COST meetings, procedures, active and closed student referrals and data detailing number and type of supports provided	Meeting Agendas Referral Forms Developed COST docs	<i>New Goal-No prior data</i>		
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Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Implement a COST Resource Guide Post Hospitalization Re-entry guide System Check-In calls home Wellness Center Use	Create systems to identify areas of need for MHS students, staff and families. Staff leverages community and agency relationships to provide needed resources.	CS Specialist School Social Worker	August 2023-June 2024

Community School Council Implementation Plan (CSCIP)
for 2023 - 2024

PARAMOUNT HIGH SCHOOL

Community School Council Implementation Plan (CSCIP) for 2023 – 2024

School Site Name: Paramount High School

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PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection <i>(To be completed at the end of the year)</i> Please Provide a brief overview
Shared Understanding and Commitment	We are in the engagement phase. Sharing understanding via continuous outreach and presentations. The Pirate Community Center and school events serve as opportunities to share understanding and commitments.	
Collective Priorities: Setting Goals and Taking Action	We are in the engagement phase. The Collective Priorities strategy can be observed via the Community School Council. Stakeholders come together to identify needs, goals and priorities. A Community School Plan with goals and objectives is developed to help drive the transformation.	
Collaborative Leadership	We are in the engagement phase. Collaborative leadership can be observed via the Community School Council meetings as well as the Community School Student Advisory Council.	
Coherence: Policy and Initiative Alignment	We are in the engagement phase. We are currently working on coherence and aligning the community school goals with MTSS, PBIS as well as with WASC goals.	
Staffing and Sustainability	We are in the engagement phase. The focus on maintaining full-time Community Schools Specialist and Educational Community Worker positions are necessary to sustain continuous progress and improvement.	
Strategic Community Partnerships	We are in the engagement phase. Our community school is also working on building strategic community partnerships. Our current partners include mental health agencies,	

	colleges and universities. Our partners also include businesses and organizations that address basic needs.	
Professional Learning	We are in the engagement phase. Our faculty has PLC meetings every Monday in order to enhance collaboration and strengthen capacity of school staff.	
Centering Community Based Learning	We are in the engagement phase. This can be observed via the CTE pathways offered at PHS. PHS offers 11 pathways for example: Design, Video and Media Arts, Biomedical Science, Patient Care and Entrepreneurship. These pathways connect students to real-life projects, internships and opportunities.	
Progress Monitoring and Possibility Thinking	We are in the engagement phase. This can be observed via the WASC process where data is analyzed and priorities are identified. This can also be observed via the Community School Council meetings where assets and needs are identified and best practices are adapted.	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school’s needs and assets assessment process and how were they engaged?

Stakeholder Group	Engaged during the needs and assets assessment process		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input checked="" type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Educators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input checked="" type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)

Classified staff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input checked="" type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input checked="" type="checkbox"/> One-on-one interviews <input checked="" type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Family members	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Surveys <input checked="" type="checkbox"/> One-on-one interviews <input checked="" type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input checked="" type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Community members	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input checked="" type="checkbox"/> One-on-one interviews <input checked="" type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)

How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
<p>Our community school has worked diligently to engage historically marginalized student and family groups. Our community school has engaged our low-income families, English learners, newcomers, students experiencing homelessness, foster youth and students with disabilities. Our families are invited to participate in school site meetings such as ELAC meetings, Coffee Corners and School Site Council. Families are also invited to parent workshops and cultural events. Special student and family events are strategically implemented to reach our historically marginalized groups such as health care enrollment fairs, resource fairs, prom boutique, Holiday</p>	

Sponsor a Family Program, food, blanket and toy distributions. Targeted presentations have been conducted in our English learner classes to provide students with support and resources. School clubs provide peer mentoring to students with disabilities and engage families in school activities. In addition, the Pirate Community Center serves as a hub for basic need support, it houses a clothing closet, school supplies, and toiletries for all families. The Community School team provides direct referrals to social services, food banks, housing, and other community organizations. We plan to intentionally engage our African American families. Our African American families are underrepresented in the majority of family events and meetings. Proving to be a group that is underrepresented in our community school. We hope to assess needs and reasons for low engagement for this group. We hope to interview parents and students. Our plan is to leverage the athletic department, Black Student Union and other school groups to begin this work. We also plan to engage families via culturally relevant activities.

Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools’ pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified.

Please describe the top 3-5 goals for your community schools’ initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
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1. By June 2024, basic need partnerships that support family cases will increase by 15%.	Basic needs (i.e., food insecurity, clothing, transportation, hygiene items, affordable housing, low-cost utilities, health insurance) have demonstrated to be prominent amongst PHS students and families. 95.9% of Paramount High School students are low-income (caschoolsdashboard.org). Our goal attempts to increase partnerships that address basic needs.
2. By June 2024, there will be an increase of 15% in supports and resources (i.e., Wellness Wednesdays, MH events, resource fairs, calming room, YWEC, yoga, SEL) addressing wellness for students.	This goal was developed out of high numbers of students experiencing anxiety and depression. It was also developed out of a need for Tier 1 and Tier 2 supports.
3. By June 2024, there will be an increase of 10% in parent workshop offerings (i.e., financial literacy, MH awareness, coping skills, cyber bullying, importance of attendance) that are aligned with parent interests.	Family engagement continues to be a need. Parent workshop offerings and events that are aligned with parent/family interests is a need. This goal was developed out of the need for parent workshops and diverse topics preferred by the community.
4.	
5.	

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
# of enhanced and new partnerships	LACOE Education Passport System (EPS)	In 2022-2023 6 existing and 10 new partnerships addressed basic needs.		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
<ul style="list-style-type: none"> Make contact with new businesses and community organizations 	<ul style="list-style-type: none"> Conduct resource mapping of basic need organizations 	Community School Specialist, ECW and Interns	August-May 2024
<ul style="list-style-type: none"> Contact current partners to enhance/continue partnership Create a basic need pamphlet Update online resources-PHS website 	<ul style="list-style-type: none"> To make contact via email/phone and in-person. Development of pamphlet Update resources 	Community School Specialist, ECW and Interns	August-May 2024

SMART Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
# of events/activities that address wellness and mental health	EPS	In 2022-2023, 36 events/activities were implemented focused on mental health and wellness.		
#of student that utilize the calming room and check-in and check-out data	Google Check-In and Check-Out	New goal for 2023-2024		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
<ul style="list-style-type: none"> Implementing a calming room Ongoing review of data and program 	<ul style="list-style-type: none"> Provide a safe space for students experiencing stress, anxiety 	Community Schools Specialist, ECW, Interns and School Counseling Team	October-May 2024
<ul style="list-style-type: none"> Wellness Wednesday Coordinate Individual/group counseling Coordinate mental health events-YWEC and mental health awareness month activities 	<ul style="list-style-type: none"> Mental health awareness via lunch activities Provide individual and group counseling/check-ins 	Community Schools Specialist, ECW, Interns, School Social Workers Community Schools Specialist, Interns School Counseling Team and CSI team	August-May 2024 August-May 2024

SMART Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
# of parent workshops	Attendance logs and EPS	In 2022-2023, 38 parent workshops were offered.		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
<ul style="list-style-type: none"> Parent workshop interest survey Schedule presentations Help coordinate parent coffee corners 	<ul style="list-style-type: none"> Create a survey Make contact with parents 	ECW, Community Schools Specialist	August-May 2024

SMART Goal 4

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		

SMART Goal 5

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline

Briefly describe the action here	Describe the action		

Community School Council Implementation Plan (CSCIP)
for 2023 - 2024

RENAISSANCE COUNTY COMMUNITY SCHOOL

Community School Council Implementation Plan (CSCIP) for 2023 – 2024

School Site Name: Renaissance County Community School

*Please note, the CSCIP is directly aligned to the end of year Annual Progress Report (APR). Completion of this document will facilitate completion of the APR at the end of the year. **OR** something to the effect of Part 1 is the CSCIP. Part 2 and highlighted portions ARE the APR.*

PART 1: COMPLETE AT THE BEGINNING OF THE YEAR

Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection (To be completed at the end of the year) Please Provide a brief overview
Shared Understanding and Commitment	We are in the Visioning stage. Despite smaller overall numbers, the diverse sites required robust Collaborative Leadership, including two Community Schools Specialists, to bridge regional distances and establish a cohesive foundation in Shared Understanding and Commitment.	
Collective Priorities: Setting Goals and Taking Action	We are in the Visioning stage. Collective Priorities and goals were established through data analysis, aligning goals with policies SPSA, WASC and LCAP initiatives.	
Collaborative Leadership	We are in the Visioning stage. Monthly collaborative meetings with administration and with the community school's council committee have become a cornerstone, introducing the Community Schools Initiative's mission and how it aligns to the school's mission and vision, fostering a shared commitment.	
Coherence: Policy and Initiative Alignment	We are in the Visioning stage. We aim to accomplish our vision, mission, and while emphasizing high achievement for all students in line with school-wide learner outcomes, and academic standards. We embrace continuous improvement and accountability through data analysis, evaluating program effectiveness against ACS WASC criteria, and	

	aligning findings with a comprehensive school-wide action plan and SPSA integrated with LCAP goals.	
Staffing and Sustainability	We also in the visioning stage. Our staffing continues to fluctuate. We acquired a new principal at the end of the last school year 2022-2023, which left a vacancy for an AP. Additionally, we lost our PBIS and Behavior Specialists. At the beginning of the year, we finally had a complete CSI team with two Specialist and an ECW, however, one of the specialists was reassigned in October, leaving a vacancy. With the consolidation of our sites, staff sustainability has been the hardest capacity to grow in.	
Strategic Community Partnerships	We are in the visioning stage. Strategic Community Partnerships were leveraged to enhance our Community-based Curriculum, with local partnerships contributing to school gardens and nutritional cooking classes.	
Professional Learning	We are in the visioning stage. Our partnership with UCLA strengthened staff Professional Learning, focusing on trauma-informed classroom practices.	
Centering Community Based Learning	We are in the visioning stage. Community outreach efforts involved partnerships with CORE Center, Birdie Light, and Healing Urban Barrios, providing substance use prevention presentations and gang prevention outreach. Collaboration with LA Metro addressed student transportation needs through free metro GoPasses. Donations for clothing, food, hygiene, baby items, and gift cards were secured, culminating in our inaugural Health and Wellness Fair.	
Progress Monitoring and Possibility Thinking	We are in the visioning stage. Progress Monitoring initiatives included a Coordination of Services Team addressing student and family support.	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school’s needs and assets assessment process and how were they engaged?

Stakeholder Group	Engaged during the needs and assets assessment process	Process by which they were engaged
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	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
Administrator	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Educators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Classified staff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Family members	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)
Community members	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)	<input type="checkbox"/> Surveys <input type="checkbox"/> One-on-one interviews <input type="checkbox"/> Focus groups <input type="checkbox"/> Visioning exercises <input type="checkbox"/> Meetings and forums <input type="checkbox"/> Other: (Write in)

How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Beginning of year reflection	End of Year Reflection <i>(To be completed at the end of the year)</i>
<p>Renaissance PAU, an alternative education institution with a rich history of serving historically marginalized students and families, demonstrated a steadfast commitment to holistic support during the 2022-2023 academic year. Data from the California Dashboard revealed that over 81 percent of our students faced socioeconomic disadvantages, including 15 percent as English Learners and over 10 percent identified as Foster Youth. Approximately 9 percent of our students were actively parenting. To address these diverse needs, we employed various strategies, including anonymous surveys, one-on-one inquiries, and town-hall meetings, and visioning exercises at our council meetings, all fostering community engagement and input. Initiatives such as clothing drives, hygiene item distributions, and food boxes, sourced through partnerships like God’s Pantry, provided essential support. For parenting students, we collaborated with the Baby-2-Baby organization. Our efforts extended to identifying and addressing transportation, drug use, and gang prevention needs through partnerships with community-based organizations. The Health and Wellness Fair served as a culmination, bringing vital services and information to our families.</p>	<p>Please provide a brief overview</p>

Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools’ pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified.

Please describe the top 3-5 goals for your community schools’ initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
1. STUDENT SUCCESS: Increase college going rates	According to CA Dashboard data Graduation Rates appear seemingly low but many of our students transfer back to their traditional sites and graduate from high school. Using Data Quest to track graduation rates of students even after they have transferred out of Renaissance PAU to better inform our college & career pathway.
2. PARTNERSHIPS: Increase the number of formal and informal partnerships	Teachers requested opportunities to expand learning through community partnerships, while data gathering informed a need to partner with additional community health and wellness support organizations.
3. SURVEY DATA: Analyze survey data to inform priorities	Utilizing a formal data gathering system is crucial to establishing collective priorities and goals as part of our shared decision-making process
4.	
5.	

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

SMART Goal 1

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

To increase HS completers enrolled in college by 10% from 2021-2022	Gathering and analyzing multiple data points Data quest & CA dashboard	HS Completers enrolled in college in 20-21: 11/71, 15.50% No data currently available for 2021-2022 and 2022-2023 school year		
---------------------------------------------------------------------	------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	--	--

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Enhancing College and Career Pathway: -At least 2 Field Trips -Spring: At least 1 career presentation per month	While leveraging state-provided information through DataQuest and internal tracking system, develop a comprehensive college and career pathway	Community Schools Council members, Community Schools Specialist, ECW	August 2023- June 2024

SMART Goal 2

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
To increase number of partnerships by 5% from 2022-2023	Number of partnerships entered in Los Angeles Educational Passport System (EPS) data	2022/2023 school year: New Partnerships 14 Total:19		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
-Utilize data gathered to identify needs of the community -Assets mapping of organizations within school sites' vicinity -Establish formal MOU	As a council we will decide on data sources to identify the needs of the school. CSS and ECW will conduct an asset map of organizations that meet the identified needs. CSS will meet with organizations and establish	Community Schools Council members, Community Schools Specialist, ECW	August 2023- June 2024

	formal MOU partnerships delineating services.		
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SMART Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
To increase students' feeling of belonging by 5% from 2022-2023 results. To increase parents' feeling like they are a part of the school by 5% from 2021-2022 results.	Survey Data collected multiple times of the year.	Student Survey: 60% of students felt like they belonged at school. Parent Survey: unavailable		

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Tailored Surveys for Community Insight	developed internal, targeted, and specific surveys. These surveys are meticulously designed to identify community-specific information, allowing us to gain a deeper understanding of the unique needs of our student body. This shift ensures that our data collection efforts remain tailored to the dynamics of our specific community	Community Schools Council members, Community Schools Specialist, ECW, Research and Evaluation Coordinator Community Schools	August 2023- June 2024

SMART Goal 4

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		

SMART Goal 5

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		

January 9, 2024

APPROVED: DD:br

Board Meeting – January 9, 2024

Item V. Reports / Study Topics

- A. Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December 31, 2023

The report is provided in compliance with Education Code section 35186 (d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
Leading Educators

Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2023-2024

District Name: _____

Date: _____

Person completing this form: _____

Title: _____

Quarter covered by this report (Check One Below):

- | | | |
|----------------------------------|--------------------------|-----------------------|
| <input type="checkbox"/> 1st QTR | July 1 to September 30 | Due: October 13, 2023 |
| <input type="checkbox"/> 2nd QTR | October 1 to December 31 | Due: January 12, 2024 |
| <input type="checkbox"/> 3rd QTR | January 1 to March 31 | Due: April 12, 2024 |
| <input type="checkbox"/> 4th QTR | April 1 to June 30 | Due: July 12, 2024 |

Date for information to be reported publicly at governing board meeting: _____

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints:

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials			
Facilities			
Teacher Vacancy and Misassignment			
TOTAL			

Print Name of District Superintendent _____

Signature of District Superintendent _____ Date 1/9/24

Submit the **Quarterly Summary** using Canvas Account:
<https://lacoepd.instructure.com/courses/715>

or mail to:

Los Angeles County Office of Education
c/o Francisco Jimenez, Williams Instructional Materials
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8382
FAX: (562) 803-8325
E-Mail: Jimenez_Francisco@lacoed.edu

Board Meeting – January 9, 2024

Item V. Reports / Study Topics

B. Local Control and Accountability Plan (LCAP) Parent Engagement Update

Every school district's Local Control and Accountability Plan (LCAP) must address Parent Involvement as a state priority and legislation requires LEAs to report on their meaningful Family Engagement efforts as part of the Local Control Funding Formula (LCFF).

An update on LCAP Parent Engagement will be provided to the County Board.

Educational Programs Parent & Family Engagement

Title I Parent & Family Education and Consultation Program (PFECP)

An asset-based approach to family engagement in Juvenile Court Schools and County Community Schools

January 9, 2024



Local Control Accountability Plan Goal 2

LCAP Goal 2:

Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.

**LACOE Educational Programs
Local Control and Accountability Plan (LCAP)**

**California Department of Education
Local Control Funding Formula,
LCFF Priority 3 Family Engagement**

Title I, Part A Parent and Family Engagement



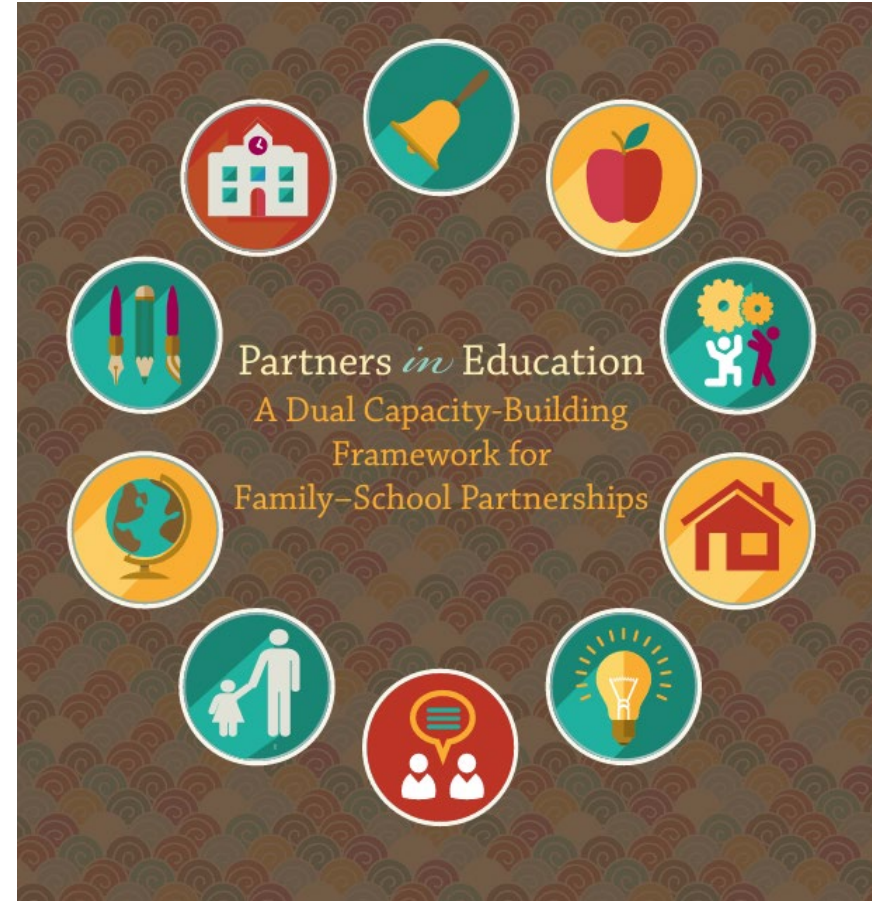
Evidence & Research-Based Practices for a Liberatory Approach to Family Engagement

Process Conditions

- Relational: Built on Mutual Trust
- Linked to Learning and Development
- Asset-Based
- Culturally Responsive and Respectful
- Collaborative
- Interactive

Organizational Conditions

- Systemic: Embraced by Leadership Across the Organization
- Integrated: Embedded in All Strategies
- Sustained: With Resources and Infrastructure



Karen L. Mapp, Eyal Bergman, Toward a More Liberatory Approach to Family Engagement, Carnegie Corporation for New York, June 2021

Building Relationships Between Staff and Families



- Outreach and capacity building for decision making councils
- In person outreach during parent visitation



- Virtual town hall meetings
- Social Media
- Weekly check-in calls








- RTSA Exhibitions
- Learning opportunities
- Parenting classes



- Support navigating systems and accessing resources
- Resources Corners
- Needs assessments



Learning Opportunities 2022-23

				
Mental Health, Self-Care and Motivation	Academic Program and Transitions	Family Dynamics	Resources and Information	Supporting and Understanding Youth
26	42	57	27	15

**167 Learning Opportunities
2,264 PFCECP Participation**



Parent and Family Education and Consultation Program



- **Responsive to needs and interests of families**
- **Weekly virtual learning opportunities**
- **Convenient to families**
- **In English with Spanish interpretation**
- **Parenting classes offered in English and Spanish**
- **4 Session Academies**
- **RTSA Exhibitions**
- **Town hall meetings**



Seeking Input for Decision Making

- **Evaluations**
- **Consultation Meetings**
 - Parent Advisory Committee (PAC)
 - District English Learner Advisory Committee (DELAC)
 - School Site Councils
- **California School Parent Survey**



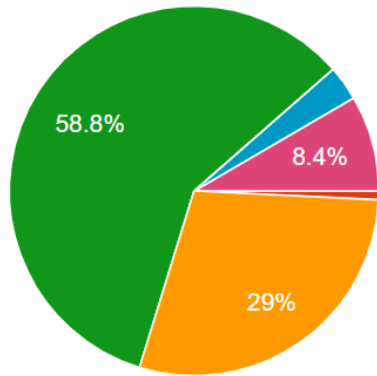
Parent and Family Education and Consultation Program

Race/Ethnicity Data

2022-23 School Year

What is your race/ethnicity (optional)?/¿Cuál es su raza/etnia? (Es opcional)

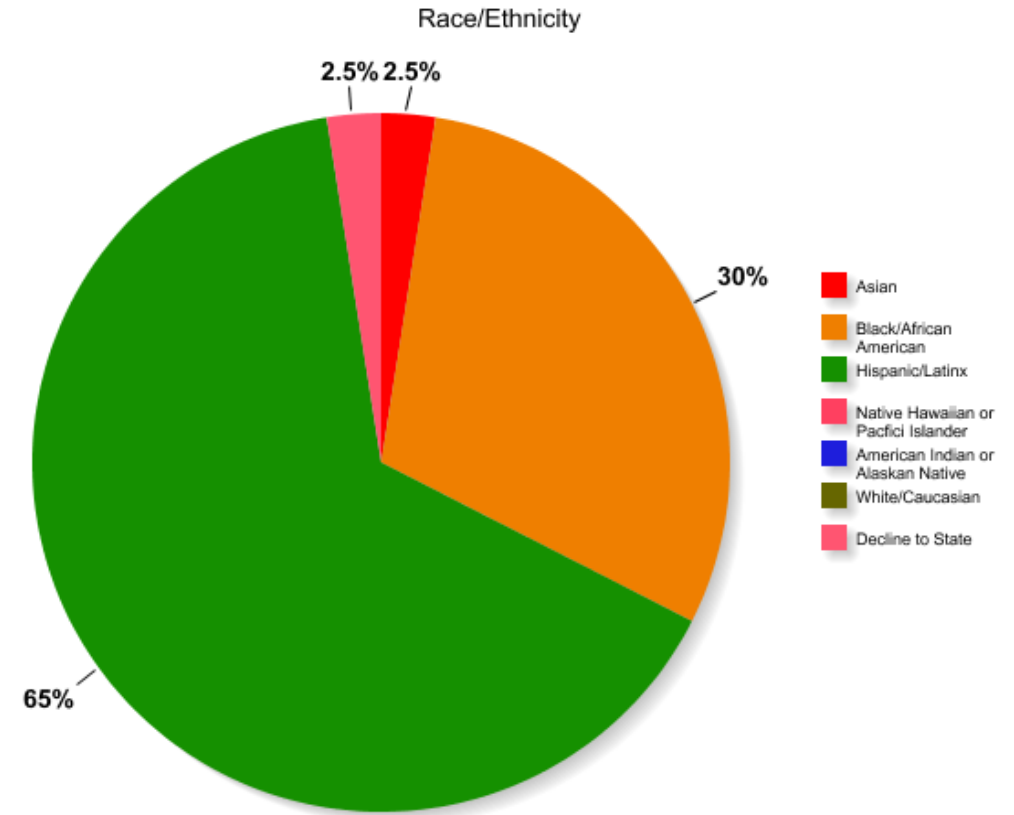
131 responses



- American Indian or Alaska Native/Indígena Americano o Nativo de Alaska
- Asian/Asiatico
- Black or African American/Afro Americano
- Hispanic or Latino/Hispano o Latino
- Native Hawaiian or Pacific Islander/Nativo de Hawaii o de las Islas del Pa...
- White/Blanco
- Decline to state/No quiero responder

2023-24 School Year YTD

40 responses



- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian or Pacific Islander
- American Indian or Alaskan Native
- White/Caucasian
- Decline to State



Building Partnerships for Positive Student Outcomes



Addressing Needs

n. noun
Equity

- **Equity** is characterized by what is fair, just, reasonable and right to support people's life opportunities.
- In an **equitable** environment, each individual receives the supports that are needed and right for the individual.

San Diego County Office of Education

Dr. Bryant Marks

Jael Ovalle

Tosin Balogun

shevon shofner

shevon shofner

C Lee

Kiesha

Ms. Walker

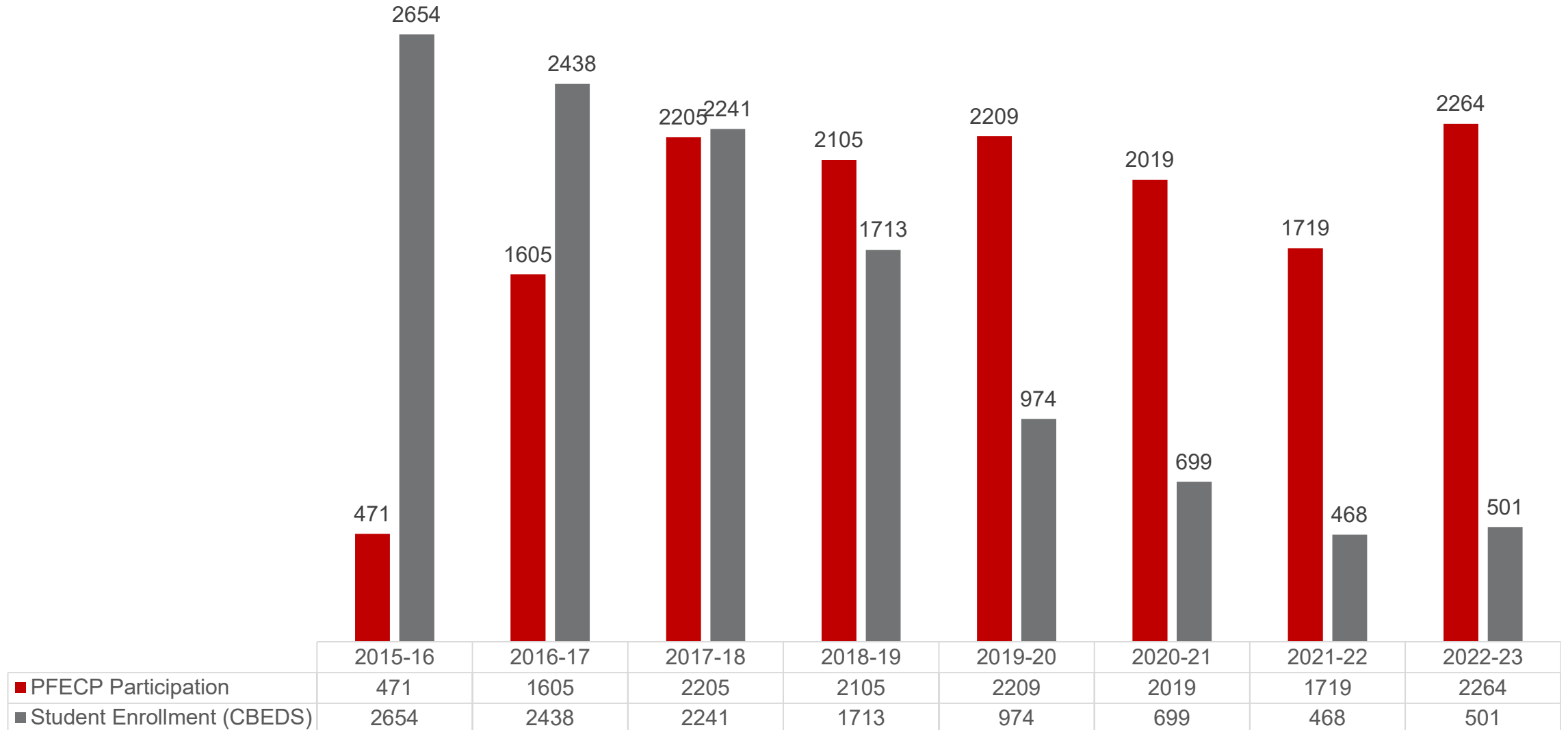
C Lee

Kiesha

Ms. Walker

- March 2023 - Townhall meeting with Black/African American families with Dr. Bryant Marks
- April 2023 - Implicit Bias training for families facilitated by Dr. Bryant Marks
- Four session PFCEP Academies – Technology, Social Emotional Learning, Special Education, Implicit Bias

PFECP Participation vs Student Enrollment

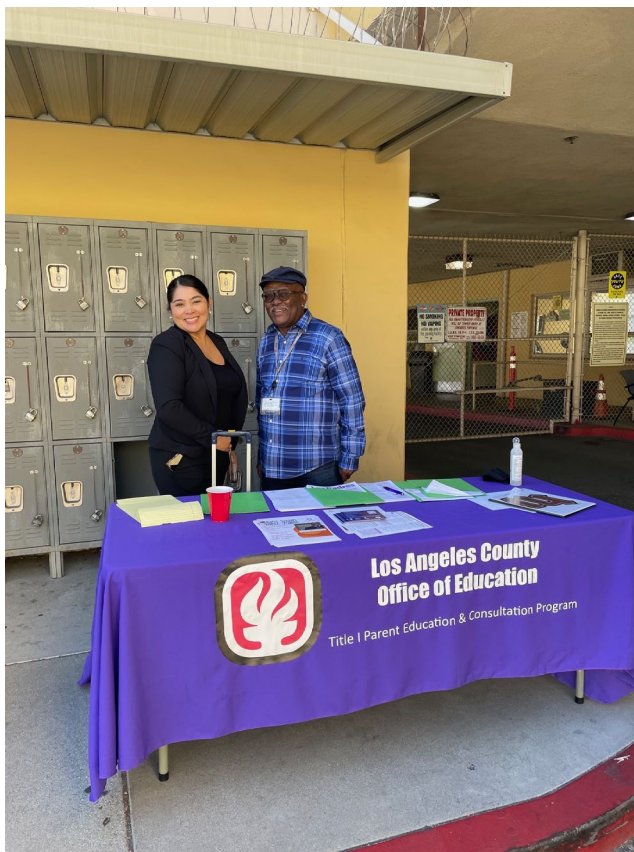


Parent/Family Voice

Ms. Joy Biagas – Juvenile Court School Site 1

Ms. Luz Marquez – Juvenile Court School Site 2





Thank you

Tosin Balogun, Interim Program Manager

213-434-2939

Balogun_Tosin@lacoed.edu

Instagram: @lacoed_pfecp



**Los Angeles County
Office of Education**

Board Meeting – January 9, 2024

Item VI. Consent Calendar Recommendations

A. Acceptance of Gifts No. 11

The Superintendent recommends that the County Board accept a donation from Hanan Retirement Strategies to LACOE's Curriculum and Instructional Services (CIS) - Reading /Language Arts Unit worth **\$450 in gift cards**. The gift cards will be presented at the Reading/Language Arts Literacy Lifts Conference on February 2, 2024, at Almansor Court Banquet and Conference Center in Alhambra as follows:

- Four \$50 gift cards to be awarded to student winners of the It's My Write Poetry and Essay contest.
- One \$250 gift card to the educator recipient of the Beth Dalton Memorial Literacy Leadership Award

Accepting these gift card donations allows us to celebrate deserving students and teachers at the conference without impacting LACOE's budget.

Board Meeting – January 9, 2024

Item VI. Consent Calendar Recommendations

B. Acceptance of Gifts No. 12

The Superintendent recommends that the County Board accept a donation from Lexia Learning to LACOE's Curriculum and Instructional Services (CIS) - Reading /Language Arts Unit worth **\$2,734.20** to sponsor the cost of breakfast served at the Reading/Language Arts Literacy Lifts Conference on February 2, 2024, at Almansor Court Banquet and Conference Center in Alhambra for educators and administrators.

Board Meeting – January 9, 2024

Item VI. Consent Calendar Recommendations

C. Approval of Nominees for the School Attendance Review Board (SARB)

Administrative Regulation (AR) 5113.1 authorizes the County Board to appoint the members of the County School Attendance Review Board (SARB).

The Superintendent recommends that the County Board appoint the members of the County SARB as nominated.

On the following page are the nominees for service on the County SARB, from a variety of organizations, as established in Education Code Section 48321. The local district SARBs hear cases of students who are lacking attendance at school. The County SARB meets on a monthly basis to discuss strategies to support the work of the fifty local SARBs in Los Angeles County, in addressing truancy and chronic absenteeism.

The County SARB and the Division of Student Support Services host two SARB Certification Symposiums during the year to provide certification for local SARB members, plus offer the same training online. County SARB members visit local SARBs to provide technical assistance and share best practices.

Any representatives who are either on leave or are participating as a retiree, their names are noted with a single asterisk (*).

School district representatives are nominated by their respective school district governing boards and appointed by the county superintendent, and their names are included for the Board's information as noted by a double asterisk (**).

LOS ANGELES COUNTY SCHOOL ATTENDANCE REVIEW BOARD 2023-2024

Name	SARB Representation	Organization
Consuelo Ayala	County Welfare	Department of Public Social Services
Dr. Rachelle Touzard	SSS Director II	Department of Mental Health
Susan Chaides	Project Director III, Health Care	Los Angeles County Office of Education (LACOE)
Vacant	County SARB Chair	Los Angeles County Office of Education (LACOE)
Will Cochrane	County Welfare	Department of Children & Family Services
Elizabeth Iniguez	SARB Support	Los Angeles County Office of Education -CWA
Jewel Forbes	School Guidance	Los Angeles County Office of Education (LACOE)
Lee Orquiola	Law Enforcement	Los Angeles County District Attorney's Office
Gena Gaston*	County Probation	Department of Probation
Traci Gray	Foster Youth Coordinator	Los Angeles County Office of Education – FYSCP
Troy Hilliard	Law Enforcement	Los Angeles County Sheriff's Department
Jennifer Kottke	Project Director II, Homeless Ed	Los Angeles County Office of Education (LACOE)
Bulmaro Magallon**	School District	Garvey School District
Francine McGilvery-Hill	County Welfare	Department of Public Social Services
Melissa Schoonmaker	Project Director III, CWA	Los Angeles County Office of Education (LACOE)
Dr. Sonya Smith	Director III, SSS- County Supt of Schools Designee	Los Angeles County Office of Education (LACOE)
Vacant	Parent Representative	

Board Meeting – January 9, 2024

Item VI. Consent Calendar Recommendations

- D. Adoption of Board Resolution No. 26 to Recognize Religious Freedom Day on January 16, 2024

The Superintendent recommends that the County Board adopt Resolution No. 26 as part of the regular County Board meeting on January 9, 2024; and further asks that the County Board declare January 16, 2024 as Religious Freedom Day and encourage all education communities to observe this day with appropriate programs and activities.

The Board resolution is shown on the following page.

Next Steps:

- LACOE's Equity, Diversity, and Inclusion division in collaboration with LACOE's heritage groups and Equity and Social Justice team will provide opportunities for LACOE staff to learn about different religious traditions and values.
- LACOE will communicate information related to religious freedom policies and best practices to promote religious freedom (e.g., SP 4030, SP 4161, SP 4261, SP 4361) throughout the organization and with partners and local education agencies (LEAs) using multiple communication channels.

BOARD RESOLUTION

NO. 26: 2023-2024

Religious Freedom Day (January, 16 2024)

WHEREAS, religious freedom, our right to practice, pray and preach our faiths peacefully and openly or to practice no religion at all is enshrined in our Constitution; and

WHEREAS, we actively seek to learn about, uplift, and celebrate the many distinct and rich traditions within our diverse educational communities and recognize that we honor our faiths in many different ways and places — from churches, to mosques, to synagogues, to temples; and

WHEREAS, LACOE is committed to racial equity and social justice and to fostering learning and working environments that ensure respect, access and opportunities for all students, families and staff; and

WHEREAS, LACOE is committed to cultivating a culture of belonging across the organization through continuous improvement and assessment of existing structures that may contribute to the marginalization of students, families and staff; and

WHEREAS, LACOE’s Superintendent Policies (SP 4030, 4161, 4261, 4361) comply with state and federal laws as well as prioritize inclusion, support and respect for all religious observances including grooming and dress; and

WHEREAS, LACOE prohibits discrimination based on religious creed, beliefs, practices or observances; and

WHEREAS, LACOE will reasonably accommodate religious observances that conflict with an employment requirement to the extent the same does not constitute an undue hardship; and

WHEREAS, all employees are free to use their banked time as they see fit, for secular as well as for religious reasons; and

WHEREAS, LACOE strives to model welcoming, inclusive and equitable practices that create an environment where employees, students and all educational partners can bring their full, authentic selves.

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools hereby declare January 16, 2024 as Religious Freedom Day and encourage all education communities to observe this day with appropriate programs and activities. We encourage school communities to focus on activities that generate in-depth discussions and understanding of the religious diversity and culture present in our communities.

ADOPTED this 9th day of January 2024, by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Yvonne Chan, Ed.D.
Board President

Board Meeting – January 9, 2024

Item VII. Recommendations

- A. Approval of the School Plans for Student Achievement (Title I) for Educational Programs Schools with Attached Staff Report (Enclosure)

Based on the staff report, Superintendent recommends that the County Board approve the School Plans for Student Achievement for Educational Programs Schools 2023-24.

Schools operating any program funded through the Consolidated Application, including those identified for Comprehensive Supports and Intervention (CSI), are required to complete a School Plan for Student Achievement (SPSA). The SPSAs are developed through a collaborative effort involving various school community members and consider the needs of specific student groups, such as students identified as English learners. Funds discussed within the SPSA are supplemental and support existing state and local sources. The SPSA details the site's data analysis, goals, actions, and proposed cost for implementing the supplemental programs and services.

REPORT:

Report on School Plan for Student Achievement (Title I) for Educational Programs Schools

The Division of Student Programs staff will report on the School Plan for Student Achievement (SPSA) for 2023-24.

Division of Student Programs

Title I School Plan for Student Achievement Snapshot 2023-24

Name of School: Afflerbaugh-Paige Camp

Date: January 9, 2024

Student Demographic Information

Enrollment by Subgroup – Afflerbaugh-Paige Camp

Subgroup	2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%
African American	11	36.7%	7	24.1%	14	25.5%
Hispanic or Latino	18	60.0%	22	75.9%	41	74.5%
Not reported	1	3.3%	—	—	—	—
English Learners	6	20.0%	7	24.1%	11	20.0%
Foster Youth	4	13.3%	2	6.9%	3	5.5%
Homeless Youth	—	—	—	—	—	—
Migrant Education	—	—	—	—	—	—
Students with Disabilities	12	40.0%	10	34.5%	21	38.2%
Socioeconomically Disadvantaged	30	100.0%	29	100.0%	55	100.0%

“—” no data available
Source: CDE DataQuest [cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp](https://www.cde.ca.gov/ds/ad/filesenr.asp)

2023-2024 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys

Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys, LCFF Local Indicators, LCAP
Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

2023-2024 Program Description – PAU

LEA Goal	School Initiatives	School Evaluation Methods
English Language Arts	Project-Based Lessons, Writing Programs, Professional Development, Professional Learning (Conferences), Read 180, Achieve 3000, ELO, Parent/Family Engagement, Contract Services, Paraprofessional	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Project-Based Lessons, Imagine Learning, Achieve 3000, Math 180, ELO, Parent/Family Engagement, Paraprofessional	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Review and disaggregate student achievement data for EL, Achieve 3000, Computer-Based Programs, Professional Development, ELO, Parent/Family Engagement, Paraprofessional	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	PBIS, Positive Reinforcement, Collaboration with other agencies, Parent/Family Engagement, Contract Services	Discipline Referral Data, PBIS Reports, Parent Engagement Surveys, CHKS Site Surveys
Graduation/Equivalency	AVID, Professional Development, Individualized Learning Plan (ILP), Parent/Family Engagement	AVID Participation, HiSET Passage Rate and Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Afflerbaugh-Paige High School	19101990121921	November 16, 2023	January 9, 2024

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)

Comprehensive Support and Improvement

Afflerbaugh–Paige High School’s Plan for Student Achievement (SPSA) creates measurable goals to guide our focus on student achievement for the 2023-‘24 school year that align with the district goals set forth in the Los Angeles County Office of Education (LACOE) Local Control and Accountability Plan (LCAP).

In addition, our school wide goals focus on addressing the ‘low graduation rate’ at Afflerbaugh-Paige High School which resulted in our Comprehensive Support and Improvement (CSI) rating and address the Title I Schoolwide program. This plan includes goals and strategies to assist students who are credit deficient and who have scored significantly below grade level in state standard assessments. This plan includes goals and strategies in improving in state standard assessments and increasing graduation rate (APHS 2023-’24 SPSA, p.8).

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

The California Department of Education creates a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). LACOE develops the LCAP to address how students served in our LEA will address requirements defined in the ESSA State Plan.

Our Afflerbaugh-Paige School Plan for Student Achievement (SPSA) is developed by the School Site Council (SSC) and utilizes the goals from the district LCAP to create annual educational/academic targets based on our unique need(s) of students attending Afflerbaugh-Paige High School.

Our SPSA addresses both the academic gaps and social/emotional challenges our students face as they undertake the graduation requirements set by California Department of Education (CDE) and LACOE.

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

High Schools, Afflerbaugh and Paige (La Verne, CA), actively confers with all stakeholders on an ‘on-going’ basis. The School Site Council (SSC) meets once a month to review our annual SPSA goals and to analyze/document our, respective, SPSA stipulated goal(s) progress. Students and parents, along with other stakeholders, are encouraged to present any/all appropriate concerns. Any/all SPSA revisions are made accessible/available at weekly Afflerbaugh-Paige High School staff meetings and via on-line OneNote®. All stakeholders are provided meeting dates and all stakeholders are encouraged to attend our scheduled meetings (either in person or remotely). Additionally, all stakeholders are encouraged to submit any ideas, in writing, for future calendared meeting time along with time-allotted discussion.

Resource Inequities

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

- o LACOE provides a ‘staff- to- student’ ratio of: [1 teacher: 12-14 students] at Afflerbaugh-Paige High School to support the academic learning barriers encountered by many Afflerbaugh-Paige High School students
- o Additional academic staffing has been allocated to Afflerbaugh-Paige this year for increased academic support with the contractual services provided by our Career Technical Education (CTE) specialist.
- o Unfortunately, the 2023-’24 SY starts with the loss of several positions. These positions that are currently vacant at Afflerbaugh-Paige High School are our: Teacher On Special Assignment (TOSA), our student Behavior Manager and that of our mathematics resource specialist.
- o Afflerbaugh-Paige students are emanating from ‘low income’ house-holds and as a result Afflerbaugh-Paige High School is receiving Title 1 monies.
- o The needs of our student population are supported by LACOE district personnel, Los Angeles county probation department, community based organizations (i.e. Artworx LA®, Student Nest® and Maxim® tutors).

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 LEA: All students will have equitable access to a 21st century education by providing them with standards-aligned instructional materials and with the technology skills needed to become college and career ready.

Afflerbaugh-Paige High School Goal 1:

- A) As a result of our Road To Success Academy (RTSA) instruction, one-hundred percent (100%) of Afflerbaugh-Paige High School students will continue to have access to California (CA) standards-aligned materials (via in-print and/or on-line).
- B) Twenty-five percent (25%) of Afflerbaugh-Paige High School students will be registered in a Career Technical Education (CTE) course.
 - B.1) Of those Afflerbaugh-Paige High School students enrolled in CTE coursework, twenty-five percent (25%) will obtain their OSHA (Occupational Safety and Health Administration) 10-HOUR GENERAL INDUSTRY certificate of successful completion.

Identified Need

The use of technology as a remote-learning tool remains an identified requisite addressed by several educational partners. The reliance on technology in delivering instruction and providing mental health services to students creates a need to develop a goal that ensures students have skills needed in participating in distance learning instruction and becoming college as well as career ready.

Annual Measurable Outcomes

<u>Metric/Indicator</u>	<u>Baseline/Actual Outcome</u>	<u>Expected Outcome</u>
A) Afflerbaugh-Paige High School (APHS) Academic Student Roster RTSA Curriculum Guide	<u>44 APHS students or 100%</u> / (as of 10/17/23) See APHS Sharepoint	100% of registered Afflerbaugh-Paige High School students will continue to have access to 'standards-aligned' materials (via in-print and/or on-line).
B) # of CTE registered students # of Registered Afflerbaugh-Paige High School Students	(8/44) = 18% / ____	Twenty-five percent (25%) of Afflerbaugh-Paige High School students will be registered in a Career Technical Education (CTE) course(s).

<u>Metric/Indicator</u>	<u>Baseline/Actual Outcome</u>	<u>Expected Outcome</u>
B.1) # of CTE / OSHA Certified Students # of Registered Afflerbaugh-Paige High School CTE Students	$(2/10) = 20\% / \text{---}$	Of those Afflerbaugh-Paige High School students enrolled in CTE coursework, twenty-five percent (25%) will obtain their OSHA (Occupational Safety and Health Administration) 10-HOUR GENERAL INDUSTRY certificate of successful completion.

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 currently enrolled Afflerbaugh-Paige High School (APHS) students and, explicitly, Career Technical Education (CTE) students.

Strategy/Activity

Build Capacity:

- ❖ Creating a supportive student learning environment via maintaining a positive academic/college and career-ready attitude towards CTE and making sure that all APHS students have educational support/resources they need to succeed.
- ❖ Offering of a variety of academic including CTE courses (this will allow students to explore different career interests and find the right fit for them).
- ❖ Partnering with local businesses that will be giving all APHS and CTE students opportunities to gain real-world experience and make connections with potential employers.
- ❖ Promote CTE course offerings to students/parents (i.e. discuss CTE at SSC/SDMC meetings, monthly 'Town Halls', brochures made available for visiting parents, mailers, etc.).
- ❖ Afflerbaugh – Paige H. S. teachers will be attending conferences annually in order to learn/debrief fellow teachers of current student learning pedagogies (transportation will be needed upon arrival at said venues)

Equity:

- ❖ Incorporating appropriate SDAIE strategies (i.e. graphic organizers, pair share, etc.) with simplified or adaptive written and verbal instructions and/or other academic learning modifications for our English Language (EL) learner students.
- ❖ Offering special education students concise and short learning activities to effectuate immediate learning (per their respective IEP requirements).
- ❖ Providing all APHS students with frequent academic progress checks as they are progressing toward individual academic goals and/or meeting 'standards-aligned' objectives.

- ❖ Create a APHS wide technology plan that outlines how students will be accessing technology along with providing technological skills students will need to be successful using a remote-learning environment (i.e. downloading assignments/ uploading completed assignments). This technology plan should include policies on how to purchase and maintain technology, as well as how to provide professional development opportunities for teachers.
- ❖ Ensuring all APHS students have access to high-quality, ‘standards-aligned’ instructional materials. This means that schools need to provide a variety of materials that meet the needs of all students, including those from low-income families or with disabilities.

Technology:

- ❖ Providing adequate funding and resources for all APHS students’ continuing access to CA standards-aligned materials (via in print and/or on-line) as well as student equipment, student materials and student supplies.
- ❖ CTE course on-line certification: OSHA (Occupational Safety and Health Administration) 10-HOUR GENERAL INDUSTRY certificate.
- ❖ Incorporating computer software learning opportunities during extended learning opportunities (ELO) time for all APHS students (i.e. appropriate use of educational software programs & assessment tools such as: CAASPP®, Achieve3000®, Odysseyware®, Renaissance® Star Reading, APEX ®, System 44®, Achieve 3000®, etc.).
- ❖ Developing appropriate digital and/or technical opportunities for all APHS students to incorporate for use during RTSA exhibitions (i.e. Power Point®, 3-D printed student product, drone footage, etc.).
- ❖ Intensive English reading support enhanced with student software programs: System 44® (including Reading 180®), Rosetta Stone®, Imagine Math®, etc.

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)
\$6,011	Title 1 Part D Travel & Conferences
\$5,085	Title 1 Part D Transportation
\$3,333	Title 1 Part A: Discretionary Funds Instructional Materials
\$571	Title 1 Part A: Parent Involvement: Other Books & Reference Materials
\$571	Title 1 Part A Parent Involvement Instructional Materials
\$3,333	Title 1 Part A Instructional Materials
\$3,333	Title 1 Part A Non-Capitalized Equipment
\$801	Title 1 Part A Travel and Conferences
\$417	Title 1 Part A Contract Services Parent involvement – snacks for Parental Involvement

Goal 2 LEA: Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.

Afflerbaugh-Paige High School Goal 2:

APHS will be providing a multi-tiered systems of support including community engagement to address students’ mental health and social emotional well-being thus decreasing student suspensions and, thereby, increasing students’ academic engagement time.

Identified Need

This goal addresses the needs of students' mental health and social emotional well-being. When students feel “happy and supported,” they are more likely to be engaged in learning and less likely to be occupied in suspension type activities. By implementing a multi-tiered system of supports and partnering with community organizations, the school can provide students with the support they need to successful in an educational setting.

Annual Measurable Outcomes

<u>Metric/Indicator</u>	<u>Baseline/Actual Outcome</u>	<u>Expected Outcome</u>
Decrease in the number of suspensions by 10%	2023 SY #Student Suspensions / 2024 SY #Student Suspensions	Decrease in # of student suspensions
Increase in the number of students who report “feeling happy” and “supported at school” by 15%	Fall (2023) CHKS Fall Survey. CHKS Spring (2024) Survey	Increase in students “feeling happy and supported at school”
Increase in the number of students who are engaged in learning by 20%	Beginning v. Ending ‘Classroom Engagement’ points (monthly)	Increase in classroom engagement points

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 2

Students to be Served by this Strategy/Activity

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

All currently enrolled Afflerbaugh-Paige High School students.

Strategy/Activity

Build Capacity:

- ❖ Student and stakeholder input emphasized a need to continue and improve mental health and social emotional well-being services at Afflerbaugh-Paige High School.
- ❖ Students and stakeholders expressed that they, “... were content with the current services being provided but wanted more services provided with continuous check-ins.”
- ❖ Stakeholders expressed a need to better inform students of mental health and social emotional well-being services available to all students ([LACOE LCAP 2023-'24; p.21](#)).
- ❖ Socio-emotional learning is a key feature of our Road to Success Academies (RTSA) framework (which requires ongoing professional development to continue to support teachers in addressing all APHS students’ emotional well-being).
- ❖ Ultimately, parent involvement is crucial in improving the academic and social well-being of all students. APHS presents parental ‘Town Halls’ (3rd Thursday of each month with our Title I funded English < - - - > Spanish translator in attendance).
- ❖ Afflerbaugh – Paige H. S. teachers will be attending conferences annually in order to learn/debrief fellow teachers of current student learning pedagogies (transportation will be needed upon arrival at said venues)

Equity:

- ❖ Allowing APHS students to work on RTSA projects that involve exploring their own social identities.
- ❖ Incorporating noncompetitive, collaborative assignments such as group work and/or project collaboration.
- ❖ Assigning APHS student group membership randomly or strategically to create diverse groupings.
- ❖ Incorporating diverse APHS students’ social perspectives, histories, and culture.

Technology:

- ❖ Identifying evidence-based strategies and tools
- ❖ Filtering the abundance of information and interventions accessible through a simple internet search
- ❖ Providing further insights into intervention programs
- ❖ Giving students a technology platform for collaborating digitally (i.e. collaborative Whiteboard software)
- ❖ Creating self-assessment quizzes for student (i.e. some technology tools that can be used to support social and emotional well-being include: Kahoot®, Quizizz®, Google Forms®)

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)
\$6,011	Title 1 Part D Travel & Conferences
\$5,085	Title 1 Part D Transportation
\$3,333	Title 1 Part A: Discretionary Funds Instructional Materials
\$571	Title 1 Part A: Parent Involvement: Other Books & Reference Materials
\$571	Title 1 Part A Parent Involvement Instructional Materials
\$3,333	Title 1 Part A Instructional Materials
\$3,333	Title 1 Part A Non-Capitalized Equipment
\$801	Title 1 Part A Travel and Conferences
\$417	Title 1 Part A Contract Services Parent involvement – snacks for Parental Involvement

Goal 3 LEA: All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improve overall English proficiency.

Afflerbaugh-Paige High School Goal 3:

- A) Afflerbaugh-Paige High School students will be provided fully credentialed teachers for all their respective classroom courses in an effort to “close the opportunity gap and to ensure they make expected progress on statewide assessments” (i.e. Renaissance STAR® reading and mathematics; CAASPP®: English & mathematics)
- B) Afflerbaugh-Paige High School appropriately designated EL learner students will become ‘expanding/bridging’ in English – ultimately reaching the level of “Well Developed,” or accomplishing ‘Well Developed’ (Level 4) – on the ELPAC® (this allows EL to be RFEP’d).

Identified Need

Basis for this Goal:

- A) Past APHS academic school year (2022-'23) Renaissance STAR® reading and math assessment results were 5th grade 2nd month (5.2) grade level equivalent and a 4th grade 7th month (4.7) grade level equivalent, respectively. Fully credentialed teachers will have the professional wherewithal in scaffolding, enhancing and closing “the opportunity gap” in an effort to show student progress on statewide assessments.
- B) EL learner proficiency ‘Overall Performance’ assessment evidence results indicate: approximately twenty-three percent (23%) of EL are at Level 4 – ‘Well Developed’ in English.

Annual Measurable Outcomes

<u>Metric/Indicator</u>	<u>Baseline/Actual Outcome</u>		<u>Expected Outcome</u>
Fully Credentialed Teachers in all APHS classrooms	Six (6) Classrooms / Six (6) fully CA credentialed teachers		All APHS classrooms will contain fully CA credentialed educators
	<u>English Language Arts</u> (average)	<u>Mathematics</u> (average)	
RENAISSANCE STAR® ~ (2022 – '23 SY)	5.2 GE / _____ (grade equivalent)	4.7 GE / _____ (grade equivalent)	APHS student baseline average in English reading and mathematics will increase by 5 months (.5) for every two (2) months in school
CAASPP® ~ (‘Results by English Language Fluency’) (2022 – '23 SY)			Achieve ≥ 10% ‘Met or Exceeded Standard’
	<u>English Domain</u>	<u>Domain Perf. Level</u>	
ELPAC® ~ (2022 – '23 SY)	Listening Speaking Reading Writing	In order to protect student privacy, data is suppressed because fewer than 11 students tested.	Achieve ≥ 80% @ ‘Well Developed’ (Level 4)

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 3

Students to be Served by this Strategy/Activity

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

All currently enrolled Afflerbaugh-Paige High School students, specifically, English Language (EL) learner students.

Strategy/Activity

Build Capacity:

- ❖ All APHS classrooms will be staffed with fully credentialed instructors who maintain the professional wherewithal in scaffolding, enhancing and closing “the opportunity gap” in an effort to show student progress on statewide assessments.
- ❖ Teachers will be sharing their English Language (EL) student learning successes while, additionally, teachers will be discussing/utilizing effective EL English reading, writing, listening and speaking skills/strategies for respective EL students’ English language interventions.
- ❖ Enhancing Afflerbaugh-Paige High School’s EL ‘Planned Strategies’ includes fully credentialed teachers previewing, reviewing, and maintaining ‘high English learning expectations’ with their respective EL students – across the curriculum.
- ❖ Teachers will be provided with continuing EL learner’s “best practice” instructional training, through professional development, to improve respective EL learners’ reading, writing, listening and speaking skills - across the curriculum.
- ❖ Afflerbaugh-Paige High School will continue offering active parent and family engagement via school committees and monthly, remote/virtual ‘on-line’ Parent Family Education and Consultation Program (PFCEP) calendared meetings.
- ❖ Afflerbaugh – Paige H. S. teachers will be attending conferences annually in order to learn/debrief fellow teachers of current student learning pedagogies (transportation will be needed upon arrival at said venues)

Leadership:

- ❖ All APHS classrooms will be staffed with fully credentialed instructors who maintain the professional wherewithal in scaffolding, enhancing and closing “the opportunity gap” in an effort to show student progress on statewide assessments.
- ❖ All APHS teachers will be providing EL learner students with English language reading, writing, listening & speaking skills/strategies through classroom activities that demonstrate the progressive and/or scaffolding use of the English language with ‘high levels’ of expectations.
- ❖ Afflerbaugh-Paige High School will continue offering active parent and family engagement via school committees and monthly, remote/virtual ‘on-line’ Parent Family Education and Consultation Program (PFCEP) calendared meetings.

Equity:

- ❖ All APHS classrooms will be staffed with fully credentialed instructors who maintain the professional wherewithal in scaffolding, enhancing and closing “the opportunity gap” in an effort to show student progress on statewide assessments.
- ❖ Providing school-wide learner expectations, which are printed in English and Spanish.
- ❖ Maintaining student software applications which offer students’ choice of reading/listening language (English and/or Spanish)
- ❖ Afflerbaugh-Paige High School will continue offering active parent and family engagement via school committees and monthly, remote/virtual ‘on-line’ Parent Family Education and Consultation Program (PFCEP) calendared meetings.

Technology:

- ❖ EL learner students will have an operational understanding of software programs (i.e. Odysseyware®, APEX®, Imagine Math®, Achieve3000®, READ 180®, Rosetta Stone® etc.) and implementing these software programs effectively in the academic setting.
- ❖ EL learner students will be provided additional time and ‘one-on-one’ para-ed assistance (when/where available) in using Read 180®, Rosetta Stone®, etc. to supplement their progressive acquisition of the English language.
- ❖ Assisting EL learner students’ in using of Californiastreaming.org for research and creating, revising, saving, and presenting technology projects on their student computers as well as establishing technology opportunities for EL learner students in creating electronic documents (i.e. MS Word®, Excel® spreadsheet, brochures, newsletters, posters, timelines, etc.).
- ❖ All APHS classrooms will be staffed with fully credentialed instructors whom are receiving technology/software training (via Professional Development time) and/or registering for technology conferences.
- ❖ Teachers will be re-visit participation in JSWP® trainings to gain understanding of using student computers in initiating, revising, and finalizing English writings – across the curriculum.
- ❖ APHS will continue offering active parent and family engagement via school committees and monthly, remote/virtual on-line Parent Family Education and Consultation Program (PFCEP) calendared 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)
\$6,011	Title 1 Part D Travel & Conferences
\$5,085	Title 1 Part D Transportation
\$3,333	Title 1 Part A: Discretionary Funds Instructional Materials
\$571	Title 1 Part A: Parent Involvement: Other Books & Reference Materials
\$571	Title 1 Part A Parent Involvement Instructional Materials
\$3,333	Title 1 Part A Instructional Materials
\$3,333	Title 1 Part A Non-Capitalized Equipment
\$801	Title 1 Part A Travel and Conferences
\$417	Title 1 Part A Contract Services Parent involvement – snacks for Parental Involvement

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.

Implementing scientific, research-based student learning strategies/intervention programs and directly partnering with LACOE curriculum specialists in core curriculum development via: Imagine Math®, Read 180®, Achieve3000®, APEX®, and Renaissance® STAR reading/math assessments - paired with RTSA's Thematic Interdisciplinary Project (TIP) Based Learning is enhancing/encouraging more active student engagement. This is also improving our "At-Promise" students' English language literacy – across the curriculum - and use of their respective mathematic skills. In addition, continuing to foster student collaboration and improving student academic achievement - along with our social-emotional learning (SEL) aspect - adds a level of "personal accountability" for all Afflerbaugh-Paige High School students.

Applying scientific research-based intervention strategies along with district adopted EL learner programming is assisting us in prioritizing Afflerbaugh-Paige High School's following student learning strategies: mining of students' prior background knowledge; using linguistic cues; varying delivery of student instructional methods (reading, writing, speaking & listening skills); frequent checking for student understanding; "Think-Pair-Share" student groupings; teacher modeling; using graphic organizers; maintaining student learning logs; instituting flexible student grouping; aligning to support academic student achievement – for all Afflerbaugh-Paige High School students.

Teachers continue discussing with our "At-Promise" students the 'social-emotional learning' (SEL) aspects of learning in school and within society. Afflerbaugh-Paige High School teachers are continuously: creating an environment that engages all students; establishing a climate that promotes equity (fairness and respect) amongst all students; promoting social development and group respect; establishing and maintaining appropriate standards for student behavior; and planning and implementing consistent classroom procedures and routines that actively engage and support student learning.

Collaborating with community-based organizations (L. A. county Probation Department and L. A. county Department of Mental Health) to ensure our "At-Promise" students' welfare, care, safety and security throughout the Afflerbaugh-Paige High School campus.

Our academic and/or transitional counselors are continually monitoring student transcripts and informing parents and/or legal guardians of their child's graduation eligibility (Traditional high school diploma v. AB216 diploma eligibility).

Counselors and Parent liaisons continue dialoguing during our monthly "Town Hall" / PFCEP meetings with parents in providing parenting classes and/or providing educational resources for their child's academic success.

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

Currently, as of November 2, 2023, there are ten (10) students (or 22.7%) at Afflerbaugh-Paige High School who are currently enrolled in our CTE class.

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.

- ✓ APHS maintains a CTE instructor for the 2023 – '24 SY. (p.2, 3)
- ✓ Contracts: Continue to expand and research for vendors (i.e. Artworx® LA)/ CBOs (i.e. Student Nest® and Maxim® tutors) dedicated to working with Afflerbaugh-Paige students. (p.2)
- ✓ Extended Learning Opportunity (ELO) (p. 4)
- ✓ Instructional Materials: Timely submissions of requisitions throughout the year. Monthly tracking of expenditures. (p.1, 3, 4, 5, 8, 11, 17)
- ✓ RTSA interdisciplinary curriculum planning-time is an “on-going” issue per Afflerbaugh-Paige High School staff consensus. (p.13, 17)
- ✓ APEX® - An advanced recovery system prescriptive to each individual learners’ needs (p.4, 11, 12, 13, 17, 18, 19)

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$34,530 – Title I, Part A & D (Combined)

\$12,930 Afflerbaugh-Paige High School Part A (\$10,800 –Title I, Part A Discretionary Funds + \$2,130 Parent and Family Engagement)

\$21,600 Afflerbaugh-Paige High School Part D

Total Federal Funds Provided to the School from the LEA for CSI

\$133,395

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$167,925

Subtotal of state or local funds included for this school: **N/A**

Total of federal, state, and/or local funds for this school: **\$167,925**

Annual Review and Update

SPSA Year Reviewed: 2022 - '23

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

Afflerbaugh-Paige High School Goal 1:

- A) At least 5% of Afflerbaugh-Paige High School students will reach 'Standards Met' or higher level on the English portion of the CAASPP®.**
- B) Sixty percent (60%) of Afflerbaugh-Paige High School students will increase their Renaissance® Star Reading assessment score by at least fifty (50) points - the equivalent of five (5) months of academic growth.**

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP® English	100% students will <i>meet or exceed state standard</i>	<i>Not Met</i> - ELA ...0% Met Standard
RENAISSANCE® STAR reading	Sixty percent (60%) of Afflerbaugh-Paige High School students will increase... at least fifty (50) points - the equivalent of five (5) months of academic growth.	<i>MET</i> - 60% of APHS students. (the equivalent of 5 months of academic growth)

Afflerbaugh-Paige High School - Goal 2

- A) At least 5% of Afflerbaugh-Paige High School students will achieve 'Standard Met' or higher on the CAASPP® mathematics portion.**
- B) Sixty percent (60%) of Afflerbaugh-Paige High School students will increase their respective RENAISSANCE Star Math® assessment score by at least twenty (20) points or the equivalent of five (5) months of academic growth.**

<u>Metric/Indicator</u>	<u>Expected Outcomes</u>	<u>Actual Outcomes</u>
CAASPP® Math	At least 5% of Afflerbaugh-Paige High School students will achieve ‘Standard Met’ or higher	<i>Not Met - 0%</i>
RENAISSANCE® Star Math	Sixty percent (60%) of Afflerbaugh-Paige High School students will increase... by at least twenty (20) points the equivalent of five (5) months of academic growth	Not Met – 35% APHS... the equivalent of five (5) months of academic growth

Afflerbaugh-Paige High School Schools - Goal 3

A) Afflerbaugh-Paige High School students will increase their respective English ‘language acquisition’ results on the ELPAC®.

B) Afflerbaugh-Paige High School appropriately designated EL learner students will become ‘expanding/bridging’ in English – ultimately reaching the level of “Well Developed,” or accomplishing ‘well developed’ (Level 4) – on the ELPAC® (this allows EL to be RFEP’d). Afflerbaugh-Paige High School appropriately designated EL LEARNER students will become ‘expanding/bridging’ in English – ultimately reaching the level of “WEL learner Developed,” or accomplishing ‘weld learner developed’ (Level 4) – on the ELPAC® (this allows EL to be RFEP’d).

<u>Metric/Indicator</u>	<u>Expected Outcomes</u>	<u>Actual Outcomes</u>
CAASPP®	APHS students will increase their respective English ‘language acquisition’ results on the ELPAC®	<i>In order to protect student privacy, data is suppressed because fewer than 11 students tested.</i>
ELPAC®	100 % @ Level 4 – ‘Well Developed’	<i>for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report</i>

Afflerbaugh-Paige High School Schools - Goal 4

A) Afflerbaugh-Paige High School will be actively planning, developing, and implementing ‘Positive Behavioral Intervention Strategies’ (PBIS) which will lead to: reducing school-wide student suspensions and reducing the total number of student behavioral referrals. As a result, Afflerbaugh-Paige High School students will remain in class longer and this increases their potential of ‘improved academic achievement’ – across the curriculum.

B) Afflerbaugh-Paige High School will continue promoting an academic learning environment that is safe, drug-free, and positively conducive to learning

C) Afflerbaugh-Paige High School will continue offering active parent and family engagement via school committees and monthly Parent and Family Education and Consultation Program (PFCEP) calendared meetings.

<u>Metric/Indicator</u>	<u>Expected Outcomes</u>	<u>Actual Outcomes</u>
PBIS	Reduced student suspension/behavioral referrals	<i>Not Met</i>
AERIES®	All suspensions for 48900 (k) violations during the 2022-'23 school year will decrease by 25%	<i>Not Met – 29.7% increase</i>
Parent and Family Education and Consultation Program (PFECP) meetings.	Monthly calendared PECP meetings	<i>Met</i>

Afflerbaugh-Paige High School Schools - Goal 5

A) All Afflerbaugh-Paige High School students will complete course requirements toward high school graduation.

<u>Metric/Indicator</u>	<u>Expected Outcomes</u>	<u>Actual Outcomes</u>
High School Diploma <i>(Traditional + AB 216)</i>	35 graduates	<i>MET - 40</i>
HiSET® *	<i>(No longer a viable, cogent, academic option)</i>	<i>(No longer a viable, cogent, academic option)</i>

*Note: CA Assembly Bill (AB) 216 is an update to CA AB 167. It allows students who are behind on credits and transferred schools after their second year of high school to graduate by completing only the state graduation requirements.

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1 - 5

<u>Planned Strategies/Activities</u>	<u>Actual Strategies/Activities</u>	<u>Proposed Expenditures</u>	<u>Estimated Actual Expenditures</u>
<p>1. Thematic interdisciplinary project (TIP) is effective because it is allowing us to work across the curriculum and is being supported by RTSA. Using TIP within the RTSA guide, <i>is</i> increasing student lexile level results as measured by NWEA®/STAR Reading®. Additionally, ARC/APEX® allows students in recovering ‘previous lost credits’ towards their high school/AB216 graduation requirements.</p> <p>2. Overall use of technology in the classroom (i.e. Odysseysware®, APEX®, READ180®, Achieve3000®, Imagine Math®, CalSnap®, etc.) coupled with Afflerbaugh-Paige High School’s <i>Instructional Focus</i> (Reading Comprehension), and our instructional strategies (JSWP®, “close reading and citing of evidence”) are particularly effective in improving all students’ reading, writing, listening & speaking skills – across the curriculum.</p> <p>3. Social-emotional learning (SEL) strategies combined with JSWP® methodology benefited students throughout the educational day via students’ reading, writing, listening & speaking skills and helped focus their behavioral awareness level.</p> <p>4. On a monthly basis and/or “as needed” basis, academic/transition counselors continue advising students of course placement, credit status, and graduation standing as well as taking part in any/all MDT scheduled meetings (per MDT calendar).</p> <p>5. On a daily basis, teachers are working towards ensuring that <i>all</i> students complete course requirements needed to receive a H.S. diploma.</p>	<p>1. TIP is effective. It is allowing us to plan thematic student lessons - across the curriculum - and is being supported by RTSA. Using TIP within the RTSA guide, <i>is</i> increasing student lexile level results as measured by NWEA®/STAR Reading®. Additionally, ARC/APEX® allows students in recovering ‘previous lost credits’ towards their high school/AB216 graduation requirements.</p> <p>2. Overall use of technology in the classroom (i.e. Odysseysware®, APEX®, READ180®, Achieve3000®, Imagine Math®, CalSnap®, etc.) coupled with Afflerbaugh-Paige High School’s <i>Instructional Focus</i> (Reading Comprehension), and our instructional strategies (JSWP®, “close reading and citing of evidence”) are particularly effective in improving all students’ reading, writing, listening & speaking skills – across the curriculum.</p> <p>3. Social-emotional learning (SEL) strategies combined with JSWP® methodology benefited students throughout the educational day via students’ reading, writing, listening & speaking skills and helped focus their behavioral awareness level</p> <p>4. On a monthly basis and/or “as needed” basis, academic/transition counselors continue advising students of course placement, credit status, and graduation standing as well as taking part in any/all MDT scheduled meetings (per MDT calendar).</p> <p>5. Teachers are implementing daily assessments - aligned with our CCSS and RTSA Thematic Unit plan - developed during our weekly PLC structured planning time.</p>	<p>\$5,000 Non-capitalized equipment</p> <p>\$5,000 – Instructional materials</p> <p>\$0 DBT Resource Training</p> <p>\$4,600 Transportation</p> <p>\$5,000 Travel / Conferences</p>	<p>\$5,000 Non-capitalized equipment</p> <p>\$5,000 – Instructional materials</p> <p>\$0 DBT Resource Training</p> <p>\$4,600 Transportation</p> <p>\$5,000 Travel / Conferences</p>

ANALYSIS

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

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

Implementing scientific, research-based student learning strategies/intervention programs and directly partnering with LACOE curriculum specialists in core curriculum development via: Imagine Math[®], Read 180[®], Achieve3000[®], APEX[®], and Renaissance[®] STAR reading/math assessments - paired with RTSA's Thematic Interdisciplinary Project (TIP) Based Learning is enhancing/encouraging more active student engagement. This implementation is improving our "At-Promise" students' English language academic proficiency, across the curriculum, along with using their respective mathematic skills. By continuing to foster student collaboration and improving student academic achievement, our social-emotional learning aspect adds a level of "personal accountability" for all Afflerbaugh-Paige High School students.

Applying scientific research-based intervention strategies and district adopted EL learner program is assisting us in prioritizing Afflerbaugh-Paige High School's student learning strategies: tapping of students' prior background knowledge; using linguistic cues; varying delivery of student instructional methods (reading, writing, speaking & listening skills); frequent checking for student understanding; "Think-Pair-Share" student groupings; teacher modeling; using graphic organizers; maintaining student learning logs; instituting flexible student grouping; aligning realia in an effort to support academic student achievement – for all Afflerbaugh-Paige High School students..

Teachers continue discussing - with our "At-Promise" students - the 'social-emotional aspects' of learning in schools and within society. Afflerbaugh-Paige High School teachers are continuously: creating an environment that engages all students; establishing a climate that promotes fairness and respect amongst all students; promoting social development and group respect; establishing and maintaining appropriate standards for student behavior in the classroom; and, planning and implementing consistent classroom procedures and routines that actively engage and support student learning.

Collaborating with community based organizations (L.A. County probation Department and DMH) to ensure our "At-Promise" students' welfare, care, safety and security throughout Afflerbaugh-Paige High School's campus.

Our academic and/or transitional counselors are continually monitoring student transcripts and informing parents and/or legal guardians of their child's graduation eligibility (Traditional high school diploma v. AB216 diploma eligibility).

Counselors and Parent liaisons continue meeting (i.e. 'Parent and Family Engagement Consultation Program' via monthly 'Town Hall') and/or "as needed" with parents in providing classes and providing educational resources for their child's academic success.

(Note: TOSA as well as mathematics specialist positions were eliminated/no longer funded per DSP Title I as of July 1, 2023)

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Implementing scientific, research-based student learning strategies/intervention programs and directly partnering with LACOE curriculum specialists in core curriculum development via: Imagine Math[®], Read 180[®], Achieve3000[®], APEX[®], HiSET[®], Renaissance[®] STAR reading and math assessments - paired with RTSA's Thematic Interdisciplinary Project (TIP) Based Learning is enhancing/encouraging more active student engagement, improving our "At-Promise" students' English language literacy - across the curriculum - and their respective math skills. By continuing to foster student collaboration and improving student academic achievement, our social-emotional learning component is adding a level of "personal accountability" for all Afflerbaugh-Paige High School students.

Applying scientific, research-based intervention strategies and our LACOE district adopted EL learner program are helping prioritize Afflerbaugh-Paige High School's student learning strategies: tapping of students' prior background knowledge; using linguistic cues; varying delivery of student instructional methods (reading, writing, speaking & listening skills); frequent checking for student understanding; "Think-Pair-Share" student groupings; teacher modeling; using graphic organizers; maintaining student learning logs; instituting flexible student grouping; aligning realia in an effort to support academic student achievement - for all Afflerbaugh-Paige High School students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

After appropriate SSC collaborative review(s) and consensus vote - any/all program changes are approved and authorized per our School Site Council (SSC) program changes (*these changes may/may not interfere with expenditure of funds*).

Attachment 1: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Attachment 1 must be aligned with the Consolidated Application.

LEA Goal #1: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of English/Language Arts on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel & Conferences Mileage Mileage	\$30,000 \$10,000 \$20,000 \$10,000 \$2,000 \$5,000	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D
b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.		Various Personnel Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators 1 Program Specialist	\$19,100 \$43,819 \$197,876 \$ 664,407 \$ 159,073	Title I Part A

		Coordinator II – Transition and Homeless 20% Part A 80% Part D Senior Program Specialist	\$43,000 \$171,990 \$182,369	Title I Part A Title I Part D Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 9 Paraeducators Program Specialist	\$959,906 \$268,350 \$664,407*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876 *repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons Extended Hours	\$120,000	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID,	\$ 948,351	Title I Part A

		Renaissance STAR licenses, Aztec Software BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can Drumming for Your Life	\$ 295,698 \$32,400	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance Aztec HiSET PD Aztec HiSET	\$24,552 *repeat \$76,650 *repeat \$ 40,406 *repeat \$ 19,000 *repeat \$ 21,498 *repeat \$ 9,995 *repeat \$5,000 *repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher	\$959,906 *repeat	Title I Part A

		(2 FTE)	\$268,350*repeat	Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducator 9 – Part A 7 – Part D	\$664,407*repeat \$509,505	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1 FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906 \$268,350 \$509,505 \$159,073 *All repeated	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$120,000 \$115,500 \$32,400 *80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #2: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of Math on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel and Conferences Mileage Mileage	\$30,000 \$10,000 \$10,000 \$20,000 \$2,000 \$5,000 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D

d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A
2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876*repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000*repeat	Title I PartA
		Parent Liaisons Extended Hours	\$120,000*repeat	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement,		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a

school activities and student learning.				
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$948,351*repeat	Title I Part A
		Read180, Math 180, Systems 44	\$76,650*repeat	
		BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can	\$295,698*repeat	Title I Part D
		Drumming for Your Life	\$32,400 *repeat	Title I Part D
				Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV

technology. Incorporate technology into the classroom with computers and learning resources.				
b. Utilize computer-based programs for low performing students.		APEX Read180, Math 180/Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552*repeat \$76,650*repeat \$40,406*repeat \$19,000*repeat \$21,498*repeat \$9,995*repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6FTE) Math Specialist Teacher (2 FTE)	\$959,906*repeat \$268,350*repeat	Title I Part A Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7– Part D	\$664,407*repeat \$509,505*repeat	Title I Part A Title I Part D
c. Program Specialists to		Program Specialist (1	\$159,073*repeat	Title I Part A

provide guidance and supplemental services to teachers to transfer to classroom.		FTE)		
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906*repeat \$268,350*repeat \$509,505*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$180,000 \$115,500 \$32,400 \$80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #3: Title I Part A and/or D: English language learner students (ELs) will reach common core state standards, at a minimum, attaining ‘Standard Met’ and /or ‘Standard Exceeded’ in the area of English/Language Arts on the CAASPP and improve upon their respective performance levels on ELPAC.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Para Educator Travel Mileage	\$30,000*repeat \$20,000*repeat \$2,000*repeat	Title I Part A Title I Part A Title I Part A

<p>b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.</p>		<p>Various Personnel - Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators Program Specialist</p>	<p>\$19,100 \$43,819 \$197,876 \$664,407 \$159,073 *all repeated</p>	<p>Title I Part A</p>
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		Coordinator II – Transition and Homeless 20% Part A 80% Part D	\$43,000 \$171,990 *all repeated	Title I Part A Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2FTE)	\$ 380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$ 120,000	Title I Part A
			*all repeated	
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence-based programs.		APEX	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$ 948,351*repeat	Title I Part A

		Read180, Math 180, Systems 44, BASE Ed, Crisis Prevention Institute, Amer-I-Can Drumming for Your Life	\$295,698*repeat \$32,400 *repeat	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552 \$76,650 \$40,406 \$19,000 \$21,498 \$9,995 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A

b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7 – Part D	\$664,407 \$509,505 *all repeated	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$ 959,906 \$268,350 *all repeated	Title I Part A Title I Part A

<p>e. Supplemental contract services to provide direct services to students.</p>		<p>ArtworxLA New Earth Spirit Awakening Theatre of Hearts</p> <p>Drumming For Your Life Amer-I-Can</p>	<p>\$140,000 \$120,000 \$180,000 \$115,500</p> <p>\$32,400 \$80,000</p> <p>*all repeated</p>	<p>Title I PartA Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D</p>
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LEA Goal #4: Title I Part A and/or D: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>1. Positive Behavior Intervention Support (PBIS)</p>	<p>07/01/2023 - 06/30/2024</p>			
<p>a. Continue to implement the PBIS process, during and after the school day.</p>		<p>Positive Behavior Intervention Support (PBIS)</p>	<p>\$35,000</p>	<p>Title I Part D</p>

<p>b. Participate in the intake process that includes student's social emotional needs such as the Camps Assessment Unit (CAU) and initial assessments.</p>		<p>Wellness Counselors (2) Paraeducators (9) – Part A (7) – Part D</p>	<p>\$380,490 \$664,407 \$509,505 *All repeated</p>	<p>Title IV Title I Part A Title I Part D</p>
<p>c. Participate in the meetings for student transitions including Multidisciplinary Teams (MDT).</p>		<p>Wellness Counselors (2)</p>	<p>\$ 380,490 *all repeat</p>	<p>Title IV</p>
<p>d. Purchase supplemental curriculum and/or programming to encourage social justice, tolerance, create cultural awareness, and social skills.</p>		<p>Base Education Academic Bowl</p>	<p>\$44,500 *repeated \$40,000</p>	<p>Title I Part D Title I Part D</p>

		Equity and Justice Summer Curriculum	\$10,000	Title I Part A
e. Teachers will receive training in effectively de-escalating behavioral situations and in behavioral modification.		Crisis Prevention Institute	\$13,548	Title I Part D
f. Students to receive direct support regarding behavioral wellness and modification.		Wellness Counselors = (2)	\$ 380,490 *repeat	Title IV
g. Provide ongoing support to parents and families including those of students who are English Learners.		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$120,000 *all repeated	Title I Part A

LEA Goal #5: Title I Part A and/or D: Performance Goal Five: All students will graduate from high school.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
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Development)				
1. Students will have opportunities to complete high school by:	07/01/2023 - 06/30/2024			
b. Hi-SET prep and sustained program. Students will use a preparatory program such as Aztec to prepare them for the Hi-SET.		Aztec Program for HiSet	\$5,000 *repeat	Title I Part A
c. APEX credit recovery program for students.		APEX	\$24,552 *repeat	Title I Part A

**Division of Student Programs
Title I School Plan for Student Achievement
Snapshot 2023-24**

Name of School: Barry J. Nidorf

Date: January 9, 2024

Student Demographic Information

Enrollment by Subgroup – Barry J. Nidorf

Subgroup	2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%
African American	39	25.0%	26	24.5%	31	23.7%
Asian	1	0.6%	—	—	—	—
Hispanic or Latino	108	69.2%	72	67.9%	92	70.2%
Not Reported	1	0.6%	—	—	—	—
Two or More Races	1	0.6%	3	2.8%	1	0.8%
White	6	3.8%	5	4.7%	7	5.3%
English Learners	29	18.6%	20	18.9%	35	26.7%
Foster Youth	10	6.4%	20	18.9%	23	17.6%
Homeless Youth	1	0.6%	8	7.5%	2	1.5%
Migrant Education	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities	55	35.3%	60	56.6%	60	45.8%
Socioeconomically Disadvantaged	156	100.0%	106	100.0%	131	100.0%

“—” no data available
Source: CDE DataQuest [cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp](https://www.cde.ca.gov/ds/ad/filesenr.asp)

2023-2024 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys

Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys, LCFF Local Indicators, LCAP
Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

2023-2024 Program Description – PAU

LEA Goal	School Initiatives	School Evaluation Methods
English Language Arts	Project-Based Lessons, Writing Programs, Professional Development, Professional Learning (Conferences), Read 180, Achieve 3000, ELO, Parent/Family Engagement, Contract Services, Paraprofessional	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Project-Based Lessons, Imagine Learning, Achieve 3000, Math 180, ELO, Parent/Family Engagement, Paraprofessional, Professional Development, Professional Learning (Conferences)	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Review and disaggregate student achievement data for EL, Achieve 3000, Computer-Based Programs, Professional Development, ELO, Parent/Family Engagement, Paraprofessional	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	PBIS, Positive Reinforcement, Collaboration with other agencies, Parent/Family Engagement, Contract Services	Discipline Referral Data, PBIS Reports, Parent Engagement Surveys, CHKS Site Surveys
Graduation/Equivalency	AVID, Professional Development, Individualized Learning Plan (ILP), Parent/Family Engagement	AVID Participation, HiSET Passage Rate and Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

Barry J Nidorf

School Plan for Student Achievement (SPSA)

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
Barry J Nidorf School PAU	Barry J. Nidorf School PAU- 19 10199 0121822	November 14, 2023	January 9, 2024

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)

District: Division of Student Programs-Los Angeles County Office of Education

Principal: Bridget Whitaker

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Bridget Whitaker Position: Principal

Telephone Number: 818-367-5941

Address: 16350 Filbert Avenue, Sylmar CA 91342 E-mail Address: whitaker_bridget@lacoed.edu

The District Governing Board approved this revision of the SPSA on January 9, 2024

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.

Nidorf will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate increased scores or proficiency on the State's academic standards and California Dashboard Indicators. Comprehensive units of instruction, formative assessments, social-emotional supports, and parent/community partnerships will influence the entire educational program of the school and are aligned to the goals of the Learning Continuity and Attendance Plan. Key Dashboard Indicators such as school climate, parent engagement, academic achievement, graduation and college and career readiness will be targeted in determining the allocation of resources and delivery of resources.

Barry J. Nidorf Juvenile Hall Principal Administrative Unit (PAU)

School Vision

Our learning community envisions an educational environment with academic programs, support services, and technology that prepares students to succeed in college and careers.

School Mission

All stakeholders are committed to providing a safe and positive educational setting, where students are empowered to develop academic, technological, and personal growth skills necessary to become productive citizens.

District and School Status

Los Angeles County Office of Education DSP is participating in the following programs:

The school is operating a Title I School-wide Program and has included the following federal programs:

- a. Title I, Part A
- b. Title I, Part D

This plan will be used to address BJJ's eligibility for Comprehensive Support and Improvement (CSI) in the area of graduation status.

Barry J. Nidorf Juvenile Hall School PAU Profile

Barry J. Nidorf (BJN) School is part of the Division of Student Programs (DSP), under the direction of the Los Angeles County Office of Education. The BJJ PAU school calendar is comprised of a 3 academic semester program with 243 days of instruction. The BJJ PAU provides standards-based curriculum aligned to the Common Core State Standards during its 300- minute instructional day. Barry J. Nidorf School is a certified Road to Success Academy. The teacher to student ratio in Specialized Academic Instruction (SAI) classes are 10:1 Barry J. Nidorf instructs and serves students who have been adjudicated under the authority of the Los Angeles County Juvenile Court. The BJJ PAU was reviewed by Western Association of Schools and Colleges during the spring of 2021 and received a six-year accreditation.

The school is located inside the Barry J. Nidorf Secure Youth Treatment Facility in Sylmar, California. Students stay for the duration of their sentence or graduation, whichever comes first. Classes are conducted in the Compound School and in the South School. The Compound School has five classrooms being served by teachers with Single Subject Teaching Credential. The South School has two classrooms also served by teachers with Single Subject Teaching Credential.

The school's administrative staff consists of one principal. The certificated support staff consist of a Senior Program Specialist, 1 academic counselor, .5 transition counselor, behavior manager (vacant) 1 wellness counselor, 1 school psychologist, a part time Speech and Language Specialist, and 1 Literacy Specialist/English Language Development (ELD) Teacher. The classified staff includes an administrative secretary, 1 senior school clerk, 4 para- educators, 3 behavior technicians, and 2 school custodians. The school also employs 2 substitute para-educators.

School Data shown below is for 2022-2023 when the school population was made up of both adjudicated and non-adjudicated students.

2022-23 CAASPP ELA – All Grades

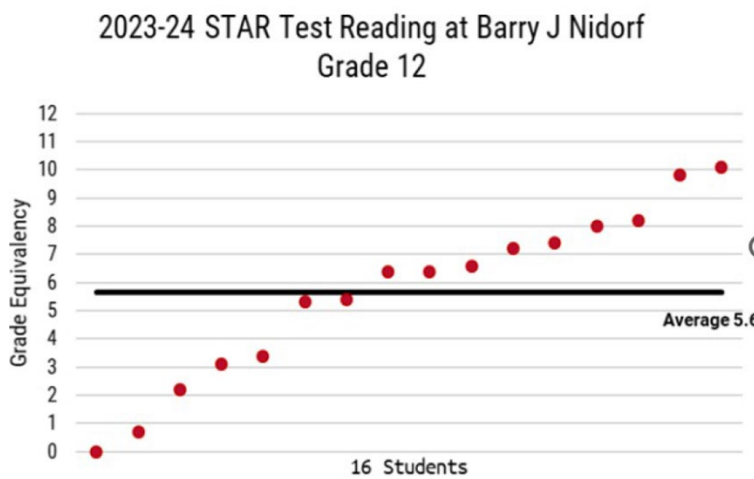
Subgroup	Met + Exceeded	Not Met	Nearly Met	Met	Exceeded
	%	%	%	%	%
All Students	4.17	87.5	8.33	4.17	0
African American	—	—	—	—	—
Hispanic	7.14	78.57	14.29	7.14	0
Socioeconomically Disadvantaged	5.26	84.21	10.53	5.26	0
Students with Disabilities	—	—	—	—	—
English Learner	—	—	—	—	—
Foster Youth	—	—	—	—	—
RFEP	—	—	—	—	—

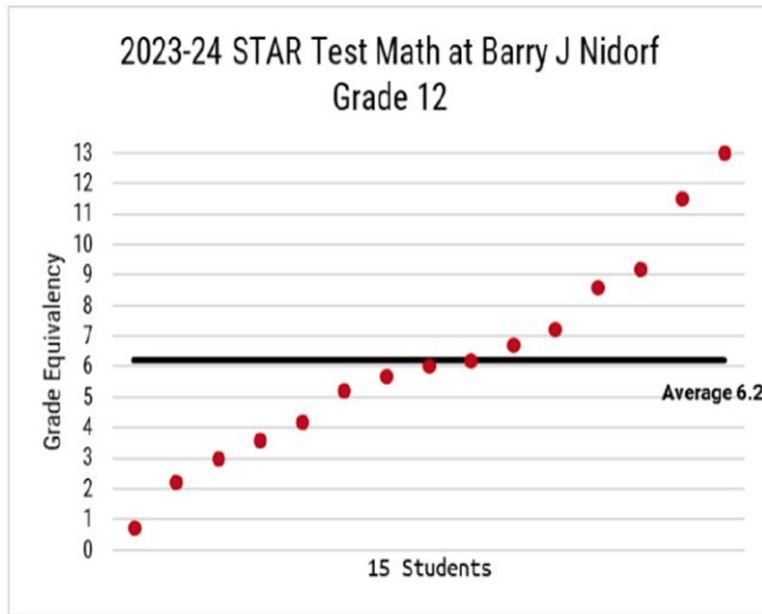
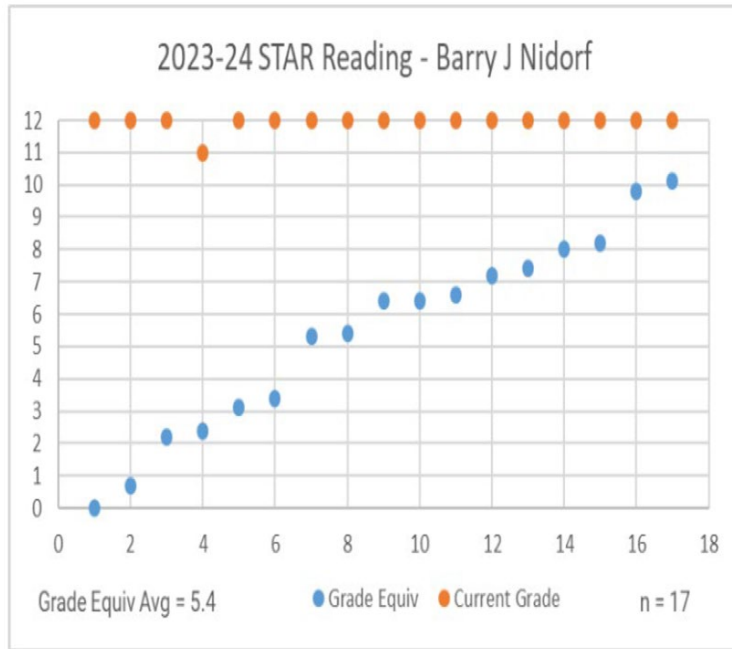
“—” no data available, 10 or fewer students
 Source: CAASPP Research Files <https://caaspp-elpac.cde.ca.gov/caaspp/>

2022-23 CAASPP Math – All Grades

Subgroup	Met + Exceeded	Not Met	Nearly Met	Met	Exceeded
	%	%	%	%	%
All Students	0	87.5	12.5	0	0
African American	—	—	—	—	—
Hispanic	—	—	—	—	—
Socioeconomically Disadvantaged	0	87.5	12.5	0	0
Students with Disabilities	—	—	—	—	—
English Learner	—	—	—	—	—
RFEP	—	—	—	—	—

“—” no data available, 10 or fewer students
 Source: CAASPP Research Files <https://caaspp-elpac.cde.ca.gov/caaspp/>





2022-23 Absenteeism by Reason – Barry J Nidorf

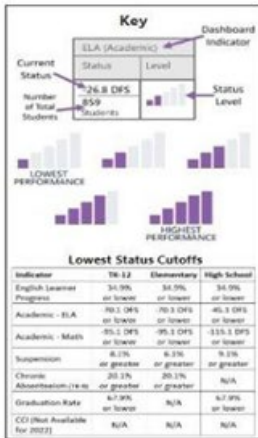
Race/Subgroup	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Total Days Absent	Excused Absences %	Unexcused Absences %	Out-of-School Suspension Absences %	Incomplete Independent Study Absences
African American	74	71	13.8	982	30.2	63.8	5.9	0
Hispanic	162	152	14.7	2230	27.7	68	4.3	0
White	12	12	8.6	103	32	65	2.9	0
English Learners	42	41	20.6	845	22.2	74.4	3.3	0
Students with Disabilities	110	105	14.6	1538	31.7	62.4	6	0
Foster Youth	53	51	8.6	440	48	44.8	7.3	0
Socioeconomically Disadvantaged	252	239	14	3357	28.4	66.9	4.7	0
Site Total	252	239	14	3357	28.4	66.9	4.7	0

Source: CDE DataQuest Absenteeism by Reason <https://dq.cde.ca.gov/dataquest/>

2022 Dashboard School Report

- Please Select a School (Not the District)
- District, School
 - Indigene Avenue Elementary
 - Magnolia Science Academy 3
 - Magnolia Science Academy 5
 - Nidorf, Barry J.
 - North Valley Military Institute Colle...
 - Odyssey Charter
 - Renaissance County Community
 - Road to Success Academy at Camp...
 - Rocky, Glenn Camp
 - Russell Westbrook Why Not? High

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard.



Student Group	Pupil Achievement					School Climate		Pupil Engagement			
	ELPI Status	ELA (Academic) Status	Level	Math (Academic) Status	Level	Suspension Rate Status	Level	Chronic Absenteeism Status	Level	Graduation Rate Status	Level
All Students		263.9 DFS 37 Students		249 DFS 36 Students		21.9% 749 Students		28.6% 14 Students		41.4% 87 Students	
English Learner	46.7% 15 Students	7 Students		6 Students		31.7% 126 Students		5 Students		36.4% 22 Students	
Foster Youth		9 Students		9 Students		21.2% 222 Students		8 Students		41.9% 31 Students	
Homeless Youth		1 Student		1 Student		37.5% 24 Students		2 Students		33.3% 12 Students	
Socioeconomically Disadvantaged		263.9 DFS 37 Students		249 DFS 36 Students		21.9% 749 Students		28.6% 14 Students		41.4% 87 Students	
Students with Disabilities		265.3 DFS 14 Students		250.4 DFS 14 Students		29% 286 Students		8 Students		51.4% 37 Students	
African American		277.5 DFS 11 Students		251.4 DFS 11 Students		22.8% 215 Students		4 Students		31.8% 22 Students	
American Indian						3 Students					
Asian						2 Students					
Filipino						1 Student					
Hispanic		254.7 DFS 22 Students		248.3 DFS 21 Students		22.9% 462 Students		9 Students		47.4% 57 Students	
Pacific Islander						1 Student					
White		2 Students		2 Students		13.9% 36 Students		1 Student		7 Students	
Two or More Races						13.8% 29 Students				1 Student	

BJN SYTF School Curricula

All PAU classes conform to the course requirements set forth by the California Department of Education (CDE) and the LACOE Board of Education. The PAU implements the California Common Core State Standards (CCSS) to ensure that students meet the state achievement and assessment levels. The Road to Success Academy approach to learning is utilized in the entire PAU.

The core subjects are: Mathematics (Strategic Math, Algebra, Geometry, Algebra II); English (Grades 9-12); History/Social Studies (American Government, Economics, U.S. History, Modern World History); Science (Earth Science, Life Science); Physical Education, Visual and Performing Arts and Health.

The elective classes are: Career Education, Child and Family Development, Computer Literacy, Strategic Math, ELA Strategic and Intensive Support, History/Social Science Survey, English Language Development (ELD), and Creative Writing.

For students who qualify for AB216, the school counselors modify their course placement accordingly.

Comprehensive Needs Assessment

The BJN PAU School Site Council conducted a needs assessment to identify the priority needs of the school. Resources and funds will be directed to those needs in order to increase student achievement. The PAU reviewed the Dashboard from the California Department of Education to identify the standards that were not met or needed improvement specially the academic areas. Numerous discussions during staff and PLC meetings covering assessment results, best practices and curricular content were considered in developing the strategies. Stakeholders (school staff, students, community partners) were surveyed in the use of the Title 1 funds to support the SPSA goals: Supplemental materials, technology media, additional support staff, and after-school programs/learning opportunities. Parents were also survey through phone interviews and discussions during parent workshops and town hall meetings. In addition, the school site council conducted a review and evaluation of the 2022-2023 SPSA.

The comprehensive needs assessment ultimately identified the following priorities:

Reading, Math, ELD Support, Support for Graduation and strengthening a positive culture and climate for learning (Positive Behavior Intervention and Supports.)

Parental Involvement

BJN is the model for the District's Parental Involvement Program. BJN has a LACOE Board Approved Parental Involvement Policy. An annual parent meeting is conducted when parents are provided with the Annual Notification. Parents are invited to attend town hall meetings which at this time are conducted via ZOOM once a month. The District has utilized the town hall and parent meetings to solicit parents' input for the Local Control Accountability Plan (LCAP).

The school's Parental Involvement Team includes parent liaisons that spearhead the District Family Parent Education and Consultation Program (PFCEP) under the direction of the District's Title 1 unit, who also funds the position. The Parent Liaison serves as conduit between the parents and school for current information and parent concerns or requests. The major component of PFCEP are the town hall meetings. The town hall meetings provide up to date information on school programs, activities and Title 1 legislation. Through these meetings, parents are involved in the planning, review and improvement of the School Programs, including the parental involvement policy and the School-wide Title 1 plan. In addition, parents are provided learning opportunities through the District funded parent classes "Parent Project".

Professional Development

Barry J. Nidorf PAU conducts a minimum of 18 days of professional development each year. Objectives for each in-service are based on the School-Wide Learner Outcomes and California Standards for the Teaching Profession. The school believes that high quality professional development is essential in increasing the students' capacity for learning. Major areas of focus include the utilization of data to make appropriate instructional decisions and implementation of the California Core State Standards Curriculum and the Road to Success Academy Approach to learning.

The District provides on-going staff development in curriculum, California State Frameworks and the Road to Success Academy approaches to learning. School staff are provided the opportunity to attend Saturday Summits conducted by the District RTSA staff. Some of the division-wide professional development trainings include the following: Jane Schaffer Writing Program, Odysseyware, Star Renaissance Testing, Trauma Informed practices, Equity and Justice Issues, Nonviolent Crisis Prevention and Intervention, Suicide Prevention, Child Abuse Mandated Reporter Training and Distance Learning. Trainings in technology includes: Microsoft Teams, Impero Training, Achieve3000, ELPAC, Imagine Math, Read 180, System 44, Rosetta Stone, English 3D and integration of technology in classroom instruction (i.e. Smart Board, ELMO projectors, and other on-line resources).

Assessment

Barry J. Nidorf administers all State mandated tests and assessments, including the CAASSP, ELPAC tests and the Renaissance Star Assessments. The assessment results are accessible to teachers in the AERIES database. They are also found in the Student Daily Attendance Sheets for teachers. Assessment results establish individual student performance baselines to guide teachers' curriculum design and delivery of data-driven instruction. Students in Special Education are given all mandated assessments to measure their growth and meet their IEP goals.

Star assessments are given to all students at BJN at regular intervals. The Star results guide placement in all student courses and programs and identification of instructional strategies and materials for differentiated instruction. The built-in assessment tools (SRI & SPI) of the Read

180/System 44 programs assist in monitoring growth and is implemented by the Literacy Specialist Teachers (LST).

Internal assessment tools utilized in the classroom are: portfolios, teacher made assessments, teacher observations, work products and project-based assessments. Teachers analyze the internal assessment results to gauge student performance, to devise interventions and to create relevant lesson plans.

Transition Services

Barry J. Nidorf PAU transition services involve support for students returning to the community, regular school districts, probation camps or other probation transitional facilities. BJN has a transition counselor that ensures delivery of services to assist all students with planning prior to being released. The Transition Counselor interfaces with the courts to identify students' s specific needs as they 're released back into the community. The Counseling Department helps students access resources in the community such as mental health and chemical dependency counseling and education, parenting, and job placement services. They also work with the courts to enroll students back into their school districts. School transition counselor is required to track students after they leave the site.

Preparation for Career Opportunities

BJN PAU has resources to expose students to a variety of careers such as Odysseyware and AVID programs. BJN School utilizes the Individual Learning Plan (ILP) to help prepare SYTF students for post-secondary options by addressing their learning styles, college and career goals.

The school utilizes the IEP Individual Transition Plan (ITP) to prepare special education students to enter the workforce. Each student is presented opportunities to investigate career paths, determine personal interests, current skills and qualifications. The goal is for students to be able to make informed career choices for post-secondary training and employment.

The school implements a safety industry certification program based on CAL-OSHA. The school recently incorporated a CTE Multi-Craft Core Curriculum (MC3) program. Students are able to earn their pre-apprentice certification that prepares them to apply for a paid trade apprenticeship.

The school also participates in the district Transition Partnership Program (TPP). Students who are eligible for the program are able to work and be paid wages. Students have time sheets to complete and have to show positive behavior and academic engagement.

Career Fairs are planned to further expose the students to more options for employment and career choices after high school. Some of the agencies who have participated in the past are the U.S. Navy, U.S. Army, U.S. Marines, Apple One, LHMR Productions, Pro Tech Auto, Creative Source Event Planning, Entertainment and Technology Consultants, College Network Community, College Recruitment Specialist and California State University, Northridge, Pierce and Mission Colleges. The school had a college and career fair on April 27, 2023.

Technology, literacy centers and media resources

All classrooms in the PAU have access to Wi-Fi. Students have their own laptops, filtered through the network, and can access website applications, a variety of supplemental software and intervention programs such as Imagine Math, Achieve3000 and Read180. Classrooms have literacy centers with books to supplement the curriculum and provide the students greater access to a variety of literature. The goal this year is to increase the reading materials in the classrooms.

Attendance and Discipline

BJN PAU implements the Positive Behavior Intervention System (PBIS) program. The PBIS committee is the lead in the development and implementation of positive support for student behavior such as point systems, Matrix for School and Classroom behavior, recognition and reward system. School staff utilize a variety of pre-referral interventions and mental health referrals when needed. The goal of PBIS is to ultimately improve behavior to decrease suspensions and referrals and increase student attendance. The school Wellness Counselor supports social emotional learning, carries out supplemental activities to support and improve overall student attendance, reduce suspension, improve behavior and help students make healthy life choices. Student Planning Team (SPT) meetings are also called to address struggling students. In addition, parent and Probation involvement in the students' education has helped students focus on academics and appropriate school behaviors.

The safety, cleanliness, and adequacy of school facilities

The school complies with the Williams Legislation relevant to classroom safety and cleanliness. A safety team inspects the school buildings and its surroundings and provides monthly reports to the division office. Daily maintenance items are logged and work orders are submitted in a timely manner. In addition, the school has a Site Safety Committee that developed and implemented the Site Safety Plan per district and state mandates. The School Safety Plan is reviewed and amended if necessary every year by the school safety committee.

The school probation staff is involved in student placement. Students are assessed for their criminogenic concerns to minimize conflicts and create safe classrooms conducive to learning.

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

Involvement Process	Process	Dates	Stakeholders
<p>BJN SSC takes the lead in developing the SPSA. The SSC gets guidance from the LCAP Title I Office and all the stakeholders. During PLC meetings, PFCEP workshops and Curriculum Development Meetings, everyone is encouraged to provide input as part of an on-going monitoring process for achieving the goals of BJN’s SPSA.</p> <p>During SSC meetings, participants gave input to establish priorities of expenditures of Title I Funds. Discussions were held to allocate funds according to the goals of the plan and needs of the school.</p>	<p>For the Annual Review and Update of BJN’s SPSA, the BJN PAU School Site Council conducted a needs assessment process to identify the direction and the priority needs of the PAU to improve student achievement for the school year 2023-2024 The stakeholders and their particular involvement are listed below:</p> <p>1. School Site Council (SSC)</p> <p>The SSC reviewed the 2022-2023 plan and identified strategies that were effective in achieving student success. In addition, the SSC recognized strategies that needed to be modified and then were strengthened to meet the PAU’s identified goals.</p>	<p>9/26/23 To 11/9/23</p>	<p>Families/Parents Staff,</p>
	<p>2. PFCEP</p> <p>The Title I Parent Education and Consultation Program</p> <p>During the PFCEP workshops, parents were involved in an on-going basis in the planning, review and improvement of programs including the parental engagement policy and the school- wide Title I plan. The parent liaisons took the lead in soliciting parent-input, especially those addressing student needs.</p>	<p>Various throughout the year</p>	<p>Teachers Parents Students Other Staff/Probation Administrators</p>
	<p>3. Local Control and Accountability Plan (LCAP) Surveys</p> <p>BJN PFCEP liaisons sent District LCAP surveys to parents. The priorities identified in the survey were shared with the liaisons and were considered in the development of the SPSA.</p>	<p>Twelve town hall meetings throughout the year including Parent workshops from January to June 2023</p>	<p>Parents Teachers Staff Parent Liaisons Administrators</p>
	<p>4. Title 1 Advisory Council</p> <p>BJN gets guidance from the Central Office Title I Advisory Council, which meets</p>	<p>Link to surveys was sent 3 times to families</p> <p>Quarterly</p>	<p>Students Parents Teachers Other Staff</p> <p>Teachers Other Staff Administrators Parents School Staff</p> <p>Teachers Other School Staff Administrators</p>

	<p>regularly, and advice on supplemental programs, technology, utilization of support staff and other Title I initiatives.</p> <p>5. Parent Advisory Committee (PAC)</p> <p>Outcomes of PAC meetings, which are held bimonthly at the District level, provide the PAU with parental perspectives essential in ensuring student success and fostering a positive school and family relationship.</p> <p>6. Professional Learning Communities (PLC) Meetings</p> <p>Teachers and staff at Barry J Nidorf School meet every week to discuss curriculum, instruction, best practices, and academic intervention programs. The PLCs identified budget priorities including expenditures on supplemental materials, additional Support Staff, technology and contracts/speakers.</p> <p>7. English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC)</p> <p>The school receives guidance from DELAC. This committee collect input and feedback involving students designated as English Learners, ensure programs and resources are utilized to maximize student achievement and full compliance with legal guidelines. BJA PAU parents voted to delegate the ELAC functions and responsibilities to the BJA SSC. Updates about the EL Program is a standing item in SSC meetings.</p>	<p>Ongoing throughout the year.</p> <p>Weekly</p> <p>Bimonthly</p>	<p>Teachers Parents Students Other Staff Probation Administrators</p> <p>District Personnel SSC Parents</p>
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Annual Review	Process	Dates	Stakeholders
	<p>BJN PAU School Site Council conducts a review and evaluation of the previous year's SPSA. The evaluation identified certain growth areas and strategies that are effective in raising student achievement. The results of the analysis lead to program modifications to align student achievement needs to the SPSA goals.</p> <p>The PAU administers the Star Renaissance, ELPAC, and CAASPP. The assessment results are accessible to the teachers in the AERIES database and through PLC meetings. Assessment results establish individual student performance baselines to guide teachers' curriculum design and delivery of data-driven instruction.</p> <p>All Title I programs (Apex, Think Through Math, Achieve3000, Read180, Math180, and contracted services) were evaluated for effectiveness and modification.</p>	<p>Start 2/14/23 to 5/31/2023</p> <p>Intervals for Star</p> <p>Annually for ELPAC and CAASPP</p> <p>Intervals or upon program completion</p>	<p>Teachers Parents Students Other Staff Probation Administrator</p> <p>Teachers Parents Students Other Staff Administrators</p> <p>Teachers Parents Students Other Staff Administrator</p>
Update	Process	Dates	Stakeholders
	<p>The Los Angeles County Office of Education LCAP identifies the state priorities, including those for County Offices of Education (Expelled and Homeless). As the LCAP is modified to align with the changing academic needs of the students through various avenues of feed-back; the SPSA also changes to align to the academic needs of the students. The SPSA is updated throughout the year based upon data (i.e. Dashboard and feedback.) The LCAP, Consolidated Application, and the LCAP Federal Addendum constitute the Local Education Agency Plan (LEA Plan). As the three documents adjust, the LEA Plan is updated.</p> <p>BJN PAU revises its SPSA plan based on updates provided by the LCAP, Consolidated Application, LCAP Federal Addendum, SPSA Evaluation and Results of the Needs Assessment.</p>	<p>LCAP is updated yearly</p> <p>Consolidated Application is submitted in February and June of every year</p> <p>LCAP Federal Addendum is completed yearly</p>	<p>Teachers Parents Students Other Staff Administrators</p>

Resource Inequities

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

No resource inequities were identified by the site.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

LACOE LCAP GOAL 1

All students will have equitable access to a 21st century education by providing them with standards- aligned instructional materials and with the technology skills needed to become college and career ready.

BJN School Goal 1.1 All students will be educated in classrooms with equitable access to standards- aligned instructional materials and with the technology skills needed to become college and career ready.

BJN School Goal 1.2 All students will have a continuum of programs that include but are not limited to SDC, SAI, RSP, Inclusion Model and General Education programs. Students will engage in whole group direct instruction, small group instruction, and teacher intervention for all students that require one on one support across all subject contents and grade level contents.

Identified Need

2022-23 CAASPP Math – All Grades

Subgroup	Met + Exceeded	Not Met	Nearly Met	Met	Exceeded
	%	%	%	%	%
All Students	0	87.5	12.5	0	0

2022-23 CAASPP ELA – All Grades

Subgroup	Met + Exceeded	Not Met	Nearly Met	Met	Exceeded
	%	%	%	%	%
All Students	4.17	87.5	8.33	4.17	0

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	CAASPP 2022-2023 ELA Standard Nearly Met 8.3	Increase CAASPP 2022-2022 ELA Standard Nearly Met to 9.33%
STAR READING		
STAR 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)

[Identify student group(s) to be served here]

Strategy/Activity

1. BJN PAU will deliver lesson plans infused with 21st Century technology-based supplemental instruction, nonlinguistic representation, and staff resources for ELD.
2. BJN PAU will utilize literary devices, graphic organizers, individualized technology (differentiated instruction), vocabulary development, Jane Schaeffer writing strategies, usage of reading strategies, AVID strategies, and on-line intervention programs and assessments to improve student achievement in ELD.
3. BJN PAU will involve Parents and Partner Agencies (Systematic Renewal) in the student's educational program.
4. Utilize and maintain 21st Century instructional technology such as Achieve3000, rubric websites, computers and software, Star Boards, printers, edhelper.com, projectors, peripherals, READ180 software.
5. Teaching staff will provide direct instruction supported by para-educators, CBOs, school psychologists, and school counselors under the direction of the school principal.
6. School Staff will receive training in integrating technology into classroom instruction.

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)
Instructional Materials	\$12,000.00	Part D
Travel and Conferences	\$5,000.00	Part D
Contract Services	\$5,000.00	Part D

Goal 2

LACOE LCAP GOAL 2

Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.

BJN School Goal 2.1 All students will have access to Mental Health Counselors and Behavioral Specialist Personnel that will provide counseling services that follow the ASCA model as well community-based organizations to help support their social emotional needs and mental health needs.

BJN School Goal 2.2 PBIS will be strengthened to increase school attendance and improve our school climate in the classrooms as demonstrated by the reduction of classroom suspensions and school suspensions for school year 2023-2024.

Identified Need

Available data shows:

2021-22 Suspension Rate – Barry J Nidorf

Ethnicity	Enrollment	Total Suspensions	Count of Students Suspended	Suspension Rate	Students Suspended with One Suspension	Students Suspended with Multiple Suspensions
African American	215	111	56	26.0%	50.0%	50.0%
Hispanic	462	253	130	28.1%	62.3%	37.7%
White	36	21	10	27.8%	70.0%	30.0%
Total	749	397	201	26.8%	59.2%	40.8%

Source: CDE DataQuest Suspension Rate <https://dq.cde.ca.gov/dataquest/>

2022-23 Chronic Absenteeism – Barry J Nidorf

Student Group	Cumulative Enrollment	Absenteeism Count	Absenteeism Rate (%)
African American	74	31	41.9
Hispanic	162	59	36.4
White	12	4	33.3
Students with Disabilities	110	47	42.7
English Learners	42	20	47.6
Foster Youth	53	20	37.7
Socioeconomically Disadvantaged	252	96	38.1
Site Total	252	96	38.1

Source: CDE Data Quest Chronic Absenteeism Rate <https://dq.cde.ca.gov/dataquest/>

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

[Add metric/indicator here]

[Add baseline here]

[Add expected outcome here]

[Add metric/indicator here]

[Add baseline here]

[Add expected outcome here]

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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)

[Identify student group(s) to be served here]

Strategy/Activity

Mental Health Counselors, Behavioral Specialists for counseling

1. The Wellness Counselor and Behavior Counselor with the support of IT will gather school data to collaborate with CBOs that are specific to the demographics of our student population so that they can provide services to students upon release.
2. The Wellness Counselor and Behavior Counselor will provide professional development to staff on positive behavior support three-tiered model.
3. The Wellness Counselor and the Behavior Counselor will meet individual teachers to discuss students' academic and behavioral progress during the teacher planning time for those students with classroom suspension or school suspension.
4. Establish a Wellness classroom for students that are returning from court and need a space to reflect, for de-escalating of students with personal issues, anger management, etc.
5. The school site needs to develop a holistic school model to address the mental health, social emotional, and behavioral needs of our students.
6. Educational behavior technicians will support students in the classroom with deescalating techniques.

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)**

Contract Services \$5,000.00 (repeated)

Part D

Strategy/Activity 2**Students to be Served by this Strategy/Activity***(Identify either All Students or one or more specific student groups)*

[Identify student group(s) to be served here]

Strategy/Activity**PBIS Committee**

1. The PBIS points are entered daily on the EPIC database and shared with Probation and DMH. Students who did not receive positive behavior points will meet with the Wellness and Behavior counselors to address behavioral modification strategies.
2. All School staff will provide “GIVE A HOOT” tickets when students are observed going beyond the expected behavior and academic engagement. Student winners are rewarded with lunch with the principal.
3. The Wellness counselor conducts school contests to motivate students to maintain in the classroom and increase student attendance. Student winners receive various rewards.
4. Allot time for teachers to meet and discuss student’s academic and behavioral progress if necessary with Wellness and Behavior Counselors.
5. Establish a Wellness classroom for students that are returning from court and need a space to reflect, for de-escalating of students with personal issues, anger management etc.

Strategy/Activity 3**Students to be Served by this Strategy/Activity***(Identify either All Students or one or more specific student groups)*

[Identify student group(s) to be served here]

Strategy/Activity**PBIS Committee**

1. The PBIS points are entered daily on the EPIC database and shared with Probation and DMH. Students who did not receive positive behavior points will meet with the Wellness and Behavior counselors to address behavioral modification strategies.
2. All School staff will provide “GIVE A HOOT” tickets when students are observed going beyond the expected behavior and academic engagement. Student winners are rewarded with lunch with the principal.
3. The Wellness counselor conducts school contests to motivate students to maintain in the classroom and increase student attendance. Student winners receive various rewards.
4. Allot time for teachers to meet and discuss student’s academic and behavioral progress if necessary with Wellness and Behavior Counselors.
5. Establish a Wellness classroom for students that are returning from court and need a space to reflect, for de-escalating of students with personal issues, anger management etc.

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)
Parental involvement \$3,692.00	Part A (site allocation)

Goal 3

LACOE LCAP GOAL 3

All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improve overall English proficiency.

BJN School Goal 3.1 (ELA) Barry J. Nidorf PAU students will increase their achievement level in the CAASPP for ELA from the prior year as presented in the Dashboard.

BJN School Goal 3.2 (ELA) Barry J. Nidorf PAU students will increase Star Reading scores by at least 1 grade level.

BJN School Goal 3.3 (Math) Barry J. Nidorf PAU students will increase their achievement level in the CAASPP for Math from the prior year as presented in the Dashboard.

BJN School Goal 3.4 (Math) Barry J. Nidorf PAU students will increase Star Math scores by at least 1 grade level.

BJN School Goal 3.5 (ELD) Barry J. Nidorf PAU students will increase their achievement level in reading by one grade level.

Identified Need

[Add text here]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	CAASPP 2021-2022 ELA Standard Nearly Met 7%	Increase CAASPP 2022-2023 ELA Standard Nearly Met to 11%
STAR READING	STAR READING 2021-2022 Average Grade Equivalent 4th grade level	Increase the Average Grade Equivalent in STAR READING by 1 grade level.
Math CAASPP	CAASPP 2021-2022 Mathematics Standard Nearly Met 0%	Increase the Standard Nearly Met On the 11th grade Math CAASPP by 10%
STAR MATHEMATICS	STAR MATHEMATICS 2021-2022 Average Grade Equivalent 4.5 grade level	Increase the Average Grade Equivalent in STAR MATHEMATICS by 1 grade level
Increase the Proficiency Level of all ELD students on the ELPAC by one Proficiency Level.	Our 2021-2022 ELPAC scores improved from one proficiency level to the next proficiency level from ELPAC 2020-2021. See data above.	ELPAC scores will improve by one Proficiency Level for all Levels.

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)

[Identify student group(s) to be served here]

Strategy/Activity

1. BJN PAU will implement Universal Learning Design using Assessment Data (data driven instruction) to create lessons in ELA.
2. BJN PAU will deliver lesson plans infused with 21st Century technology-based supplemental instruction, nonlinguistic representation, and staff resources for ELA.
3. BJN PAU will utilize literary devices, graphic organizers, individualized technology (differentiated instruction), vocabulary development, Jane Schaeffer writing strategies, usage of reading strategies, AVID strategies, and on-line intervention programs and assessments to improve student achievement in ELA.
4. BJN PAU will involve Parents and Partner Agencies (Systematic Renewal) in the student's educational program.
5. Teaching staff will provide direct instruction supported by para-educators, CBOs, school psychologists, and school counselors under the direction of the school principal.

Strategies/Actions for Mathematics

1. BJN PAU will implement Universal Learning Design using Assessment Data (data driven instruction) to create lessons in Math.
2. BJN PAU will deliver lesson plans infused with 21st Century technology-based supplemental instruction, nonlinguistic representation, and staff resources for Math.
3. BJN PAU will utilize literary devices, graphic organizers, individualized technology (differentiated instruction), vocabulary development, Jane Schaeffer writing strategies, usage of reading strategies, AVID strategies, and on-line intervention programs and assessments to improve student achievement in Math.
4. BJN PAU will involve Parents and Partner Agencies (Systematic Renewal) in the student's educational program.
5. Teaching staff will provide direct instruction supported by paraeducators, CBOs, school psychologists, and school counselors under the direction of the school principal.

Strategies/Actions for ELD

1. BJN PAU will implement Universal Learning Design using Assessment Data (data driven instruction) to create lessons in ELD.
2. BJN PAU will deliver lesson plans infused with 21st Century technology-based supplemental instruction, nonlinguistic representation, and staff resources for ELD.
3. BJN PAU will utilize literary devices, graphic organizers, individualized technology (differentiated instruction), vocabulary development, Jane Schaeffer writing strategies, usage of reading strategies, AVID strategies, and on-line intervention programs and assessments to improve student achievement in ELD.
4. BJN PAU will involve Parents and Partner Agencies (Systematic Renewal) in the student's educational program.
5. BJN PAU will implement Assessment Data (data driven instruction) to create lessons incorporating ELD language objectives and SDAIE strategies.
6. Teaching staff will provide direct instruction supported by para-educators, CBOs, school psychologists, and school counselors under the direction of the school principal.

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)	
Instructional Materials	\$28,080	Part A
Non-capitalized equipment	\$28,080	Part A
Parental Involvement	\$3,692 (site allocation)	Part A

Goal 4

LACOE LCAP GOAL 1

All Students will have equitable access to a 21st century education by providing them with standards aligned instructional materials and with the technology skills to become college and career ready.

BJN School Goal 4.1 Increase the percentage of students who complete high school through strategic review of student data (Juvenile Court Schools and County Community Schools)

BJN School Goal 4.2 All students will graduate high school prepared to successfully enter into a community college and/or pursue a viable career path.

BJN School Goal 3: All students will have access to career education and preparation courses through CAL OSHA, Universal Class, and other programs.

Identified Need

The California Dashboard indicates that most of the students at BJN are not college/career ready. The data for college/career readiness is as follows:

- The graduation rate for Barry J Nidorf in 2021 was 75% which breaks down as follows:
- English Learners 61.5%
- Socioeconomically Disadvantaged 75%
- Students with Disabilities 78.6%
- Hispanic 67.9%

BJN SYTF students have an option to graduate under AB 216 if they meet the guidelines. Annual Measurable Outcomes

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)

[Identify student group(s) to be served here]

Strategy/Activity

Strategy/Actions for Graduation and Career Readiness

1. Students will have an opportunity to participate in APEX credit recovery program in an effort to increase graduation rates by 10% during school and after school.
2. BJN PAU will implement Extended Learning Opportunities program that include HiSET preparation, career programs, credit recovery, and math and ELA intervention programs.

3. Counselors will assure accurate record keeping of credits earned and attendance in AERIES and student course placement in order to establish the students' foundation for graduation.
4. School will Involve Parents and Partner Agencies in the students' educational program to ensure their success toward earning their high school diploma.
5. Provide interventions Read 180 and tutoring opportunities to all students to meet the graduation requirement of reading above 6th grade.
6. School will provide students with CAL OSHA courses and CTE classes.
7. Counselors will provide students with information regarding community college admissions, costs, majors, and trade and professional certificates.
8. Admin and Counselors will organize College and Career Fairs.
9. Academic Counselors will review transcripts to determine if students are eligible for AB216 and complete the necessary process to designate students into that graduation pathway.

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)

Staffing and program related activities are provided by the district. No cost to the site.

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

Part I

Plan Priorities

Top priorities of the current SPSA based on stated school goals.	A. Barry J. Nidorf PAU students will increase their STAR Assessment results in reading and math by 1 grade level.	B. BJN PAU will increase the number of reclassified students and their proficiency levels (ELPAC) for placement in core classes as required for graduation.	C. Utilizing district and site funds BJN PAU will maintain Extended Learning Opportunities consisting of parental involvement activities and after school classes.
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Identify the major expenditures supporting these priorities.	A. 1. Literacy Specialist Teachers 2. PLC-identified Supplemental instructional materials in ELA and Math 3. Technology-based instructional programs (READ180, Math180, Imagine Math, Digital Library, Achieve 3000, APEX, Discoveryeducation.com) 4. Classroom Literacy Centers & School Literacy/Media Center 5. 1:1 Student Laptops and headphones 6. Parental Involvement Activities 8. Para-educators 9. Community-Based Organizations	B. 1. EL TOSA 2. Literacy Specialist Teachers 3. Para educators 4. Rosetta Stone licenses 5. Literacy Centers-to encourage reading and vocabulary development 6. PLC- identified Supplemental Instructional materials for Language Acquisition 7. 1:1 Student Laptops and headphones 8. Parental Involvement Activities 9. Instructional Media Specialist	C. 1. ELO Teachers 2. On-line programs: Aztec, Achieve3000, Imagine Math, Reaad180, Rosetta Stone 3. HiSET Preparation classes 4. Academic Bowl 5. District Parent Education and Consultation Program 6. Parent Meetings
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Part II

Plan Implementation

Identify strategies in the current SPSA that were fully implemented as described in the plan.	1. Implement Principles of Instruction/Lesson Design using assessment data to create lessons.		2. Deliver lesson plans infused with 21st Century technology-based supplemental instruction, which includes literacy devises, graphic organizers, and individualized technology.	3. Involve parents and partner agencies in the students' educational program.
Identify strategies or activities in the current SPSA that were NOT fully implemented as described in the plan or were not implemented within the specified timeline.	What specific actions related to those strategies were eliminated or modified during the year?	Identify barriers to full or timely implementation of the strategies identified.	What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?	What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

1. Utilization of Data to Guide Instruction	Timely assessments	Remote instruction and limited number of school staff to conduct assessments. Testing conditions and environment not optimal for accurate test results Limited access to technology for special population	Assessments were conducted upon students' return to regular classrooms Collaboration with probation to minimize interruptions to attendance	Teacher-made tests and RTSA strategies were utilized to guide instruction Use of Title I on-line intervention programs with built in assessments (Achieve3000, TTM, Read180) Data used: student progress reports, assessment results of on-line programs, authentic assessments
2. Accurate record keeping of credits earned, attendance and student course placement to establish students' foundation for graduation	Placing students in basic and intervention courses in the absence of outside transcripts or assessment scores (Math Basics, ELA Intensive Support)	Timely receipt of student records from outside districts. During the Covid-19 closure, the school did not receive transcripts and other information from outside districts in a timely manner.	Counseling services and student interviews for appropriate course placement and credits earned for graduation Follow up with Student File Center and outside districts for student records	Delay in the receipt of school records from other districts resulted in delayed course placement Data used: transcripts, data in AERIES and EPIC
3. Collaboration/PLC meetings and staff development time	PLC meetings were utilized for trainings, staff meetings and other district mandated PDs.	Lack of coordination between district and site in the utilization of minimum days. Lack of coordination in the development and use of the Master Calendar for PD sessions.	Scheduling some trainings during the negotiated minimum days and lunch hour Conducting online PLC during the Covid19 closure	Limited number of PLC meetings devoted

Part III

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement.	1. Use of Technology based programs, such as TTM, READ 180, Rosetta Stone, ACHIEVE 3000, APEX, STAR Testing	2. Extended Learning Opportunities: HiSet Prep, Academic Bowl, and APEX classes,	3. Family Engagement and Inter-agency collaboration activities (PECP workshops, parent meetings and	4. Utilization of Title 1 Staff Literacy Specialist Teacher, Teachers on Special
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Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.	2. Use of the Jane Schafer Writing Program Evidence: District- released results, READ180 SRI, STAR tests results, daily usage reports for ACHIEVE 3000, TTM results, Aeries Data base, Jane Schafer Graphic organizers and student work samples	college/career readiness classes. Evidence: number of graduates, increase In course completion as reflected in Aeries, Students and Parents sign-in-sheets, PECP evaluation, STAR test results and Aeries Data base.	outreach activities) Evidence: Behavior reports, decreased suspensions, students' letters, parents' letters, SSC minutes, Parent Meeting minutes, awards, Positive Behavior Post Cards, student employment and college enrollment, students and parents sign-in-sheets	Assignments and para-educators Evidence: credit recovery, Read180 data, STAR test results, TTM, Aeries and Achieve3000 data, calendar of usage of programs, Circulation Data, Aeries Data base and Service logs.
Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.	1. The configuration of classes, according to Probation guidelines resulted with multiple grade levels in classrooms	2. Budget allocation and time frame for spending Title I funds limits support for site level needs	3. Network issues and technology (limited proficiency in the use of online programs and technology) Unit teaching limited the use of technology.	

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?	Strategies/activities impacted by the reasons	Based on the analysis of this practice, would you recommend (please check one):
Lack of timely Pre and post assessment	Star Assessment upon entry/enrollment Star Assessment every 60 days.	Incentives for students to take the assessments. Continuing it with the following modifications: Following Assessment Schedules, More staff support to do assessments
Limited or ineffective professional development to support implementation.	Utilization of Data to Guide Instruction Collaboration/PLC meetings and staff development time	Continuing it with the following modifications: Calendar Management for PLC/PD Conducting relevant comparisons targeting grade level student test product

Lack of effective follow-up or support for implementation	Utilization of Data to Guide Instruction Aligning realistic projects with core curriculum	Continuing it with the following modifications: More support (technology, staff, PD)
Other Inadequate staff	Timely assessments of students Counseling and behavior supports Use of technology for online learning Para-educator support (EL services, Math and Reading support, Assessments, student engagement, behavior support)	Continuing it with the following modifications: Increase assessment staff Increase number of para-educators Provide student incentives and rewards

Part IV

Involvement/Governance

How was the SSC involved in development of the plan?	How were advisory committees involved in providing advice to the SSC?	How was the plan monitored during the school year?	What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
<p>1. SSC conducted needs assessment: •Staff, Student, Probation/Parent surveys, interviews •Examined state, district, and local data •Examined Data Quest database</p> <p>2. SSC reviewed the SPSA 2021-2022 plan and ensured that the Local Control Accountability Plan (LCAP) goals were incorporated in the 2022-2023 SPSA.</p> <p>3. SSC involved the Advisory committees in the development of the SPSA.</p> <p>4. SSC developed the budget according to the goals of the SPSA and budget guidelines</p> <p>5. SSC presented the SPSA to stakeholders for input and implementation.</p>	<ul style="list-style-type: none"> • Advisory committees according to their expertise gave input on student needs, effective strategies and appropriate instructional materials. • Advisory committee members provided current and research- based information for Professional Development. • Advisory committee members provided recommendations based on current data. • Parents provided input through the parent meetings, outreach days and workshops. 	<p>Plan was monitored by involving various stakeholders through the following activities:</p> <ul style="list-style-type: none"> • examination of assessment results • regular SSC meetings • status review of requisitions & budget • Professional development evaluations • monitoring participation through sign-in sheets and evaluations • PLCs and student data analysis • courses entered into Aeries • review of parent concern forms • Review course completion through APEX 	<ul style="list-style-type: none"> • SSC meets specifically for discussing and monitoring achievement of goals • Systematic filing of evidence of achievement or lack of the planned activities and outcomes • Collaborate with the Probation Dept. to provide opportunities to attend SSC meetings. • Interagency collaboration between LACOE and the Probation Department to create opportunities for participation by parents and community members. • Attendance by District staff, interpreters, and coordinators • Regular Parent Meetings • Institute a formal monitoring process

Part V

Outcomes

<p>1. Identify any goals in the current SPSA that were met.</p>	<p>1. Decrease school suspensions and referrals; maintain a clean and Hazard - free facility; and by observing federal, state, and local safety regulations per prescribed guidelines.</p> <p>2. Collaborate with parents and partner agencies to ensure the welfare, care, safety and security of the students.</p> <p>3. PBIS matrices and behavior expectations posted in all classrooms with criteria for recognition and awards clearly defined.</p>
<p>2. Identify any goals in the current SPSA that were not met, or were only partially met.</p>	<p>The lack of Probation staff resulting into the lack consistent student attendance in the classrooms impacted achieving the goals. Goal IA and IB (ELA & Math): partially met due to the following:</p> <ul style="list-style-type: none"> • The struggle to manage and meet the STAR schedule and students' availability for testing • Delay in Data-driven lesson planning Goal 2 (ELD): partially met due to the following: • Inadequate EL Support Staff led to limited services to students and support for classroom instruction. Goal 5 (Careers): More career related skill offerings
<p>2A. From Question 2 (Outcomes). List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.</p>	<p>Goal 1 and 2 Strategies that were not fully implemented:</p> <ol style="list-style-type: none"> 1. Use of assessment data to develop instruction geared to student needs 2. Limited use of technology, access to other materials, and student engagement via in person teaching caused by lack of probation staffing, Timely assessment of students 3. After school programs (ELO)
<p>2. Based on this information, what might be some recommendations for future steps to meet this goal?</p>	<ul style="list-style-type: none"> • PLC meetings to support development of supplemental lessons • Professional Development activities and teacher collaboration. • Para Educators: hiring of appropriate number of para educators to assist in assessments and to meet student needs. • Math Specialist • Provide additional ELO intervention programs • Wrap around services to address the needs of the students for optimal learning. • Maintain Math and EL TOSAs, LSTs and Math Specialist • Increase the number of para-educators.

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

SPSA Budget Worksheet							
Barry J Nidorf PAU 2023- 2024							
Part A Budget		Part D Budget		Parent Involvement	Total Part A	Total Part D	Total Federal Funds
\$56,160.00		\$27,000.00		\$11,076.00	\$56,180.00	\$27,000.00	\$94,256.00
BJN Proposed Expenditure Part A		BJN Proposed Expenditure Part D	LEA Goal Alignment				
Instructional Materials	\$28,080	\$12,000	Goals 1, 3, 4		\$28,080.00	\$12,000.00	\$40,080.00
Non-capitalized Equipment	\$28,080		Goals 1,2,3,4		\$28,080.00		\$28,080.00
Travel & Conf.		\$5,000	Goals 1, 3,4			\$5,000.00	\$5,000.00
Contracts		\$10,000	Goal 1,2			\$10,000.00	\$10,000.00
Parent Engagement			Goals 1,2,3,4	\$11,076			\$11,076.00

Attachment 1: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Attachment 1 must be aligned with the Consolidated Application.

LEA Goal #1: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of English/Language Arts on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel & Conferences Mileage Mileage	\$30,000 \$10,000 \$20,000 \$10,000 \$2,000 \$5,000	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D
b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.		Various Personnel Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators 1 Program Specialist	\$19,100 \$43,819 \$197,876 \$ 664,407 \$ 159,073	Title I Part A

		Coordinator II – Transition and Homeless 20% Part A 80% Part D Senior Program Specialist	\$43,000 \$171,990 \$182,369	Title I Part A Title I Part D Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 9 Paraeducators Program Specialist	\$959,906 \$268,350 \$664,407*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876 *repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons Extended Hours	\$120,000	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID,	\$ 948,351	Title I Part A

		Renaissance STAR licenses, Aztec Software BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can Drumming for Your Life	\$ 295,698 \$32,400	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance Aztec HiSET PD Aztec HiSET	\$24,552 *repeat \$76,650 *repeat \$ 40,406 *repeat \$ 19,000 *repeat \$ 21,498 *repeat \$ 9,995 *repeat \$5,000 *repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher	\$959,906 *repeat	Title I Part A

		(2 FTE)	\$268,350*repeat	Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducator 9 – Part A 7 – Part D	\$664,407*repeat \$509,505	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1 FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906 \$268,350 \$509,505 \$159,073 *All repeated	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$120,000 \$115,500 \$32,400 *80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #2: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of Math on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel and Conferences Mileage Mileage	\$30,000 \$10,000 \$10,000 \$20,000 \$2,000 \$5,000 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D

d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A
2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876*repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000*repeat	Title I PartA
		Parent Liaisons Extended Hours	\$120,000*repeat	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement,		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a

school activities and student learning.				
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$948,351*repeat	Title I Part A
		Read180, Math 180, Systems 44	\$76,650*repeat	Title I Part D
		BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can	\$295,698*repeat	Title I Part D
		Drumming for Your Life	\$32,400 *repeat	Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV

technology. Incorporate technology into the classroom with computers and learning resources.				
b. Utilize computer-based programs for low performing students.		APEX Read180, Math 180/Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552*repeat \$76,650*repeat \$40,406*repeat \$19,000*repeat \$21,498*repeat \$9,995*repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6FTE) Math Specialist Teacher (2 FTE)	\$959,906*repeat \$268,350*repeat	Title I Part A Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7– Part D	\$664,407*repeat \$509,505*repeat	Title I Part A Title I Part D
c. Program Specialists to		Program Specialist (1	\$159,073*repeat	Title I Part A

provide guidance and supplemental services to teachers to transfer to classroom.		FTE)		
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906*repeat \$268,350*repeat \$509,505*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$180,000 \$115,500 \$32,400 \$80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #3: Title I Part A and/or D: English language learner students (ELs) will reach common core state standards, at a minimum, attaining ‘Standard Met’ and /or ‘Standard Exceeded’ in the area of English/Language Arts on the CAASPP and improve upon their respective performance levels on ELPAC.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Para Educator Travel Mileage	\$30,000*repeat \$20,000*repeat \$2,000*repeat	Title I Part A Title I Part A Title I Part A

<p>b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.</p>		<p>Various Personnel - Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators Program Specialist</p>	<p>\$19,100 \$43,819 \$197,876 \$664,407 \$159,073 *all repeated</p>	<p>Title I Part A</p>
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		Coordinator II – Transition and Homeless 20% Part A 80% Part D	\$43,000 \$171,990 *all repeated	Title I Part A Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2FTE)	\$ 380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$ 120,000 *all repeated	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence-based programs.		APEX	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$ 948,351*repeat	Title I Part A

		Read180, Math 180, Systems 44, BASE Ed, Crisis Prevention Institute, Amer-I-Can Drumming for Your Life	\$295,698*repeat \$32,400 *repeat	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552 \$76,650 \$40,406 \$19,000 \$21,498 \$9,995 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A

b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7 – Part D	\$664,407 \$509,505 *all repeated	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$ 959,906 \$268,350 *all repeated	Title I Part A Title I Part A

<p>e. Supplemental contract services to provide direct services to students.</p>		<p>ArtworxLA New Earth Spirit Awakening Theatre of Hearts</p> <p>Drumming For Your Life Amer-I-Can</p>	<p>\$140,000 \$120,000 \$180,000 \$115,500</p> <p>\$32,400 \$80,000</p> <p>*all repeated</p>	<p>Title I PartA Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D</p>
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LEA Goal #4: Title I Part A and/or D: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>1. Positive Behavior Intervention Support (PBIS)</p>	<p>07/01/2023 - 06/30/2024</p>			
<p>a. Continue to implement the PBIS process, during and after the school day.</p>		<p>Positive Behavior Intervention Support (PBIS)</p>	<p>\$35,000</p>	<p>Title I Part D</p>

<p>b. Participate in the intake process that includes student's social emotional needs such as the Camps Assessment Unit (CAU) and initial assessments.</p>		<p>Wellness Counselors (2) Paraeducators (9) – Part A (7) – Part D</p>	<p>\$380,490 \$664,407 \$509,505 *All repeated</p>	<p>Title IV Title I Part A Title I Part D</p>
<p>c. Participate in the meetings for student transitions including Multidisciplinary Teams (MDT).</p>		<p>Wellness Counselors (2)</p>	<p>\$ 380,490 *all repeat</p>	<p>Title IV</p>
<p>d. Purchase supplemental curriculum and/or programming to encourage social justice, tolerance, create cultural awareness, and social skills.</p>		<p>Base Education Academic Bowl</p>	<p>\$44,500 *repeated \$40,000</p>	<p>Title I Part D Title I Part D</p>

		Equity and Justice Summer Curriculum	\$10,000	Title I Part A
e. Teachers will receive training in effectively de-escalating behavioral situations and in behavioral modification.		Crisis Prevention Institute	\$13,548	Title I Part D
f. Students to receive direct support regarding behavioral wellness and modification.		Wellness Counselors = (2)	\$ 380,490 *repeat	Title IV
g. Provide ongoing support to parents and families including those of students who are English Learners.		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$120,000 *all repeated	Title I Part A

LEA Goal #5: Title I Part A and/or D: Performance Goal Five: All students will graduate from high school.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
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Development)				
1. Students will have opportunities to complete high school by:	07/01/2023 - 06/30/2024			
b. Hi-SET prep and sustained program. Students will use a preparatory program such as Aztec to prepare them for the Hi-SET.		Aztec Program for HiSet	\$5,000 *repeat	Title I Part A
c. APEX credit recovery program for students.		APEX	\$24,552 *repeat	Title I Part A

Division of Student Programs
Title I School Plan for Student Achievement
Snapshot 2023-24

Name of School: **Dorothy Kirby Camp**

Date: **January 9, 2024**

Student Demographic Information

Enrollment by Subgroup – Dorothy Kirby Camp

Subgroup	2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%
African American	17	43.6%	19	37.3%	25	34.2%
Asian	1	2.6%	—		1	1.4%
Hispanic or Latino	19	48.7%	28	54.9%	38	52.1%
Pacific Islander	1	2.6%	—		1	1.4%
White	1	2.6%	4	7.8%	8	11.0%
English Learners	6	15.4%	9	17.6%	13	17.8%
Foster Youth	10	25.6%	14	27.5%	21	28.8%
Homeless Youth	0	0.0%	0	0.0%	3	4.1%
Migrant Education	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities	26	66.7%	36	70.6%	45	61.6%
Socioeconomically Disadvantaged	39	100.0%	51	100.0%	73	100.0%

“—” no data available
 Source: CDE DataQuest [cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp](https://www.cde.ca.gov/ds/ad/filesenr.asp)

2023-2024 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys

Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys, LCFF Local Indicators, LCAP
Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

2023-2024 Program Description – PAU

LEA Goal	School Initiatives	School Evaluation Methods
English Language Arts	Project-Based Lessons, Writing Programs, Professional Development, Professional Learning (Conferences), Read 180, Achieve 3000, ELO, Parent/Family Engagement, Contract Services, Paraprofessional	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Project-Based Lessons, Imagine Learning, Achieve 3000, Math 180, ELO, Parent/Family Engagement, Paraprofessional, Professional Development, Professional Learning (Conferences)	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Review and disaggregate student achievement data for EL, Achieve 3000, Computer-Based Programs, Professional Development, ELO, Parent/Family Engagement, Paraprofessional	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	PBIS, Positive Reinforcement, Collaboration with other agencies, Parent/Family Engagement, Contract Services	Discipline Referral Data, PBIS Reports, Parent Engagement Surveys, CHKS Site Surveys
Graduation/Equivalency	AVID, Professional Development, Individualized Learning Plan (ILP), Parent/Family Engagement	AVID Participation, HiSET Passage Rate and Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

Dorothy Kirby School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Dorothy Kirby School	19-10199-0121905	November 17, 2023	January 9, 2024

Purpose and Description

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

The SPSA plan for Dorothy Kirby School was written to outline services and targeted support systems in an effort to improve student achievement. Specific practices will include the use of technology, partnership with community agencies, creating opportunities for parent engagement, providing interventions for literacy, numeracy, and writing, to support college career/college readiness, opportunities, and implementing on going professional development.

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.

Dorothy Kirby will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate increased scores or proficiency on the State's academic standards and California Dashboard Indicators. Comprehensive units of instruction, formative assessments, social-emotional supports, and parent/community partnerships will influence the entire educational program of the school and are aligned to the goals of the Learning Continuity and Attendance Plan. Key Dashboard Indicators such as school climate, parent engagement, academic achievement, graduation and college and career readiness will be targeted in determining the allocation of resources and delivery of resources.

Key Components will include:

School wide Initiatives for Parent Partnership (PECP)

School wide Comprehensive Academic Initiatives for Assessments and Supports

Targeted Comprehensive Academic Interventions (READ 180, Achieve 3000, Imagine Math, IXL & APEX) Targeted MTSS Initiatives for tier level supports necessary to provide requisite support for all students as needed. Targeted Behavioral Interventions including PBIS, Behavior Support Plans and Counseling goals from student IEP.

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

1. **School Site Council (SSC)**- The Dorothy Kirby SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic

performance index and adequate yearly progress growth targets. Each month members review the efficacy of academic and behavioral interventions and offer suggestions for revisions or new initiatives.

2. **PFCEP** - The Title I Parent and Family Education and Consultation Program (PFCEP) workshops provide the forum for the review of Title I programs and provide stakeholder feedback updated yearly to meet changing needs of parents and the school. Through these PFCEP workshops, parents are involved on an ongoing basis in the planning, review, and improvement of programs including the parental involvement policy and the school-wide Title I plan. The parent engagement events, hosted by the Parent Liaison, are held once a month for 11 months. While parents are the targeted audience, community members, faculty, and school partners may also attend.

3. **LCAP and school-based surveys-** LCAP Surveys are distributed and analyzed at PFCEP workshops throughout the year and provide feedback to the SPSA. Parents do the survey during the months of Jan -Jun. In addition, SSC members distribute surveys to obtain qualitative data on instruction, CBO services, school climate, and PBIS efficacy.

4. **Title I Advisory Council** -Central Office Title I Advisory Council meets regularly and provides input on supplemental programs. They meet quarterly and members include parents, teachers, students and other administration staff.

5. **Parent Advisory Committee (PAC)** is held at Central Office. The PAC is held bimonthly and provides parents with an overview of programs in which members are asked for input and feedback.

6. **Curriculum Department Meetings/PLCs** - Dorothy Kirby's faculty and staff meet weekly to review data that guides instruction, develop curriculum, establish best practices, and suggest academic intervention programs. In addition, there are monthly PLC meetings where the Math/ Science and ELA/SS teachers spend a day reviewing data and creating innovative and challenging RTSA curriculum.

7. **English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC)** Monthly at Central Office. On site, parents voted to have the Central PAU SSC assume monitoring/responsibilities to ensure EL Learners needs are addressed. The meetings are bi- monthly.

8. **ELAC and DELAC** meetings are conducted bimonthly. Committee input and feedback are collected especially for students designated as English Learners.

9. **Kirby PLC Chairs, SSC Members, Parent Liaison and Counselors** administered surveys to students, faculty & staff, parents, and community partners to address a needs assessment. The surveys will be administered intermittently in order to establish a continuous cycle of evaluating the efficacy of the plan.

10. **The Kirby Probation Inter-Agency Committee** monthly meetings are comprised of L.A. County Probation, the Department of Mental Health, and LACOE site administrator, counselors, and instructional support personnel who exchange information that targets specific students, programming issues, and options for collaboration on school-wide initiatives.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided. State Assessments, local STAR/RENAISSANCE assessments, and PBIS systems and suspension data are the key tools for measuring student progress for the 22-23 school year.

Surveys

This section provides an analysis of qualitative data through an analysis of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s). Other surveys used include the California Mental Health Report, California Healthy Kids Survey, California School Staff Survey, School Climate Report, California Cal School Parent Survey. The students' surveys were conducted with central office support at Kirby School. (2021) The data reports were shared and analyzed with the information used to determine a plan of action and requisite student supports.

Gauge needed supports for students.

- Inform and modify instruction to increase student achievement
- Inform and modify CBO delivery to increase student achievement
- Identify needed improvements in data collection to increase student achievement
- Inform mental health and behavioral support personnel to improve social emotional supports.

Professional Learning Communities and Instructional Support

This section describes types and frequency of peer and administrative observations conducted during the school year and summarizes findings. Dorothy Kirby regularly holds PLCs to get snapshots of not just lesson design and delivery but, even more importantly, of student learning. Previously there was guidance from the Math Specialist Teacher, Science Program Specialist, and an ELA (English Language Arts) TOSA (Teacher on Special Assignment). These positions are no longer available thus the staff and the assistant principal review the overall formal curriculum and revision process. PLC members work collaboratively in recurring cycles of collective inquiry, and teachers are consistent in providing students specific and direct feedback, additional instructional time, and reassessment opportunities for students throughout the school year on essential skills assess.

Analysis of Overall Instructional Program

Dorothy Kirby employs an interdisciplinary, standard-based instruction that embeds Common Core, Social Emotional Learning, Technology, VAPA, Community partnerships, and research-based intervention programs. 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

This school plan examines the status of these findings and notes progress made. Special consideration is given to designated student groups who have historically faced barriers to achievement and who are entitled to all opportunities to have access to school and/or career after enrollment at Dorothy Kirby School.

This section describes types and frequency of peer and administrative observations conducted during the school year and summarizes findings. Dorothy Kirby regularly holds PLCs to get snapshots of not just lesson design and delivery but, even more importantly, of student learning. In addition, PLC members work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Teachers are consistent in providing students with specific and direct feedback, providing additional instructional time and reassessment opportunities for students throughout the school year on essential skills assessments.

Standards, Assessment, and Accountability

State assessments identify levels of student proficiency/deficiency and provide data to guide instruction and identify areas of need in Math, ELA, and Science. ELPAC is administered to all EL students to provide data on English proficiency. In addition to the CAASPP and ELPAC results, Kirby classrooms employ various forms of formative assessments to determine the need for interventions and access. Site -wide assessments include testing windows for STAR/RENAISSANCE in MATH AND READING, READ 180 READING INVENTORY, IMAGINE MATH, ACHIEVE 3000 LEVEL SET, APEX (credit recovery) and school-wide PBIS essay writing initiatives.

Kirby offers a comprehensive instructional team to address the academic, social-emotional, and behavioral needs of students. The Assistant Principal leads a team that includes an Academic counselor, school psychologists, a Literacy Specialist, four Educational Specialists, two General Education teachers, six paraeducators, and one behavioral education technician. All engage in professional development as staff to support collective growth aligned to the school’s vision of equity and progress for all students, as well as specific areas of training to enhance individual growth.

Staffing and Professional Development: There is both a district and site plan for professional development.

This year the district and site share a reading initiative. All JCCS teachers, paraprofessionals, counselors and administrators are participating in Getting Reading Right. The staff continues to work with MTSS and PBIS to support our students whose needs are extraordinary. There is also a district training where a teacher attends twice a month and then conducts in-service trainings for our teachers in Ethnic Studies to ensure culturally relevant and sensitive information is being disseminated.

Teaching and Learning Schedule

Teachers refer to Common Core, grade-level state standards to design and implement curriculum units. Each student has access to the prescribed instructional minutes that will create a pathway to graduation.

Instructional Minutes	Content for 8-12 th grade	Interventions
8:30- 10:10	Math/Science	READ 180
10:10-11:50	ELA/SS	MATH 180
1:00- 2:40	VAPA (CBO services)/PE and educational software	APEX CREDIT RECOVERY, Instructional Software.

Opportunity and Equal Educational Access

Teachers provide differentiated instructional activities to diverse learners while Title I educators offer research-based reading and math intervention support. Instructional software also provides Spanish support and adaptive programming. In addition, after-school supports including Learning Loss Mitigation and Extended Learning Opportunities are offered to enable underperforming students’ multiple opportunities for extended learning and credit recovery to improve students the opportunity to graduate and pursue post-secondary opportunities. In addition, we have a partnership with probation and East Los Angeles College where our students have dual enrollment in college and high school courses.

Parental Engagement:

The staff at Kirby is committed to parent outreach as exhibited by their attendance at parent workshops. Under the PECP (Parent Educational Consulting Program) parents receive information and resources through weekly telephone calls, U.S. mail notification (monthly), emails (monthly).

SCHOOL SITE recognizes parents and families as one of our most influential educational partners. Parents and families are invited to participate in school activities and are contacted regularly to attend learning opportunities, meetings, and events. The Title I Parent & Family Education and Consultation Program (PFCEP) provides resources, information, engagement opportunities and parenting classes in a language that is accessible to parents and families. PFCEP's Parent Liaisons (teachers, counselors, and other school staff) host monthly virtual town hall meetings at their school site/Principal Administrative Unit (PAU). All LACOE parents may connect to any workshop, class, informational session, or town hall meeting, whether hosted by their student's school site or another school. Learning opportunities for families include presentations on social-emotional learning, academics, resources/information, and empowerment/self-care.

Parent Liaisons contact parents and families via phone calls, texts, or e-mails. Staff also mail invitations to all parents and families to connect to advisory meetings scheduled bi-monthly and follow up with individual phone calls to families prior to the scheduled meeting. These communications share the engagement opportunities available to them and serve as a wellness check and are a courtesy reminder. In addition, PFCEP maintains a website, in English and Spanish, that advertises a monthly calendar of activities for families, a directory of Parent Liaisons, and a resource bank that categorizes County-wide basic services. PFCEP also has a presence on social media, including Instagram, YouTube and Facebook to post advertisements for events and archive sessions for the benefit of those unable to attend on the scheduled day of the event.

PFCEP Parent Education Specialists focus on strengthening relationships with families by connecting them to resources as needed and empowering them to participate in decision-making and consultation forums such as the School Site Councils, English Learner Advisory Committees and Shared Decision-Making Committee. PFCEP supports LACOE parents and families as they complete their requirements for family reunification. Cohort-style parenting classes are offered in English and in Spanish. In addition, parents and families may receive a certificate of completion once they participate in any five (5) PFCEP workshops. Families can provide their thoughts and input on plans, programs and services at each engagement opportunity. Standing items on the agenda of each session include updates on Title I, LCAP & other federal and/or state plans and funds.

The needs assessment involved examining historical and current data from the California School Dashboard; local assessments/benchmarks, California Healthy Kids Surveys, site surveys, conversations with the School Site Council (SSC), and other stakeholders. This plan references the importance of modifying the curriculum to support the ongoing struggles our students have with literacy, numeracy, and written language, embedding a social-emotional component into all daily activities and instruction. To comply with the California mandate and to better serve our students we have developed culturally relevant content. Kirby continues to explore restoring CTE to Kirby students to ensure equitable access to college/career opportunities. Most recently, we have begun a program to actively involve our students in OSHA classes to assist them in obtaining career knowledge and obtaining certificates to show that they have completed introductory training for various professions. Last year 23 of our students participated in a class regarding auto care offered through East LA College which was hands-on and received high ratings from both our male and female students. Learning Loss Mitigation is available to students after school. Kirby seeks to support our high enrollment of targeted populations (Foster youth, English Learners, Homeless, SPED, Latinx, and African American youth) with the use of Learning Loss Mitigation funds to "address learning loss or accelerate progress to close learning gaps through the implementation of our listed programs and the expansion or enhancement of existing services". We have added an increased intervention period for all youth as a daily class. The students will access educational software under the guidance of their teacher to assist them in additional exposure to mediate losses. The programs offered will include reading, math, OSHA, and APEX for qualifying students. This period will be offered in addition to requisite intervention participation.

The Kirby Center has also begun working closely with probation and incorporating the LA Model. We have begun organizing students in their school and residential cottages to assist in their social-emotional development and to increase coordination and communication between the residents and the school. Students attend school with a probation officer who is from their residential unit. Each classroom has one teacher, one paraprofessional, and one probation officer. Students requiring behavior intervention services are served by a BII. The cottage model does not allow for more than ten students in any classroom.

Resource Inequities

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

The students admitted to Dorothy Kirby Center have a long history of trauma, school failure, and are often functioning below the 5th-grade levels in reading and math despite being secondary students. Their academic and social-emotional needs are severe. They need more intensive reading, written language, and math activities with teachers trained in appropriate interventions to assist them.

Dorothy Kirby Analysis of Student Groups

Dorothy Kirby School serves a unique population of at-risk youth whose needs include mental health, special education needs, school avoidance, and a history of trauma. At any given time, nearly half of the population are listed as foster youth and/or Special Education. This data reflects a need for multiple tiers of support services that entail ongoing communication as we engage in parent and community partnerships.

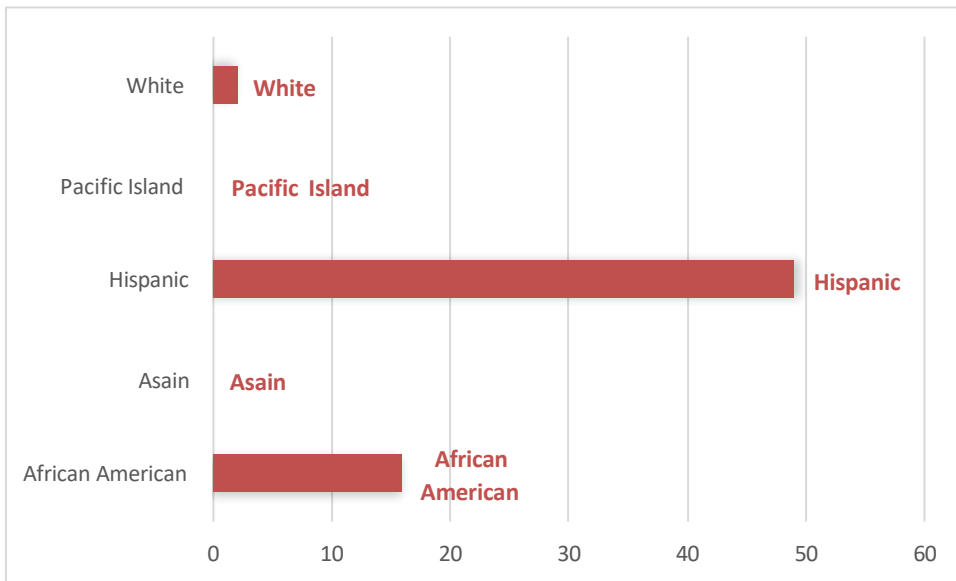
Key programs that will address these populations include Literacy and Numeracy Up!, the Kirby PBIS Program, Base Ed, and a collaboration with community agencies.

School Demographics California Dashboard 2022

Subgroup	Enrollment
English Learners	17.6%
Foster Youth	27.5%
Homeless Youth	
Migrant Education	0
Students with Disabilities	70.6%
Socioeconomically Disadvantaged	100%
All Students	73

Race/Ethnicity	Total	Percentage
African American	17	43.6
Asian	0	2.6
Hispanic	41	48.7
Pacific Islander	0	2.6
White	1	2.6

Enrollment by Race/Ethnicity Nov 2023



SPECIAL EDUCATION

Our population currently is 59 students 43 of these students have special education needs including specialized academic instruction, language and speech, behavioral intervention services, school counseling, occupational therapy, psychological services, and behavior intervention planning.

SPECIALIZED ACADEMIC INSTRUCTION

Less than 60 min per day	10 students
60-100 min per day	05 students
100 plus minutes per day	02 students
150 plus minutes per day	06 students
200 plus min per day	20 students

TEST RESULTS:

Dorothy Kirby Camp Data – CDS Code: 19-10199-0121905

Enrollment by Subgroup

Subgroup	2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%
African American	17	43.6%	19	37.3%	25	34.2%
Asian	1	2.6%	—		1	1.4%
Hispanic or Latino	19	48.7%	28	54.9%	38	52.1%
Pacific Islander	1	2.6%	—		1	1.4%
White	1	2.6%	4	7.8%	8	11.0%
English Learners	6	15.4%	9	17.6%	13	17.8%
Foster Youth	10	25.6%	14	27.5%	21	28.8%
Homeless Youth	0	0.0%	0	0.0%	3	4.1%
Migrant Education	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities	26	66.7%	36	70.6%	45	61.6%
Socioeconomically Disadvantaged	39	100.0%	51	100.0%	73	100.0%

“—” no data available
 Source: CDE DataQuest [cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp](https://www.cde.ca.gov/ds/ad/filesenr.asp)

2022-23 CAASPP ELA – All Grades

Subgroup	Met + Exceeded	Not Met	Nearly Met	Met	Exceeded
	%	%	%	%	%
All Students	4.76	80.95	14.29	4.76	0
African American	—	—	—	—	—
Hispanic	7.14	71.43	21.43	7.14	0
Socioeconomically Disadvantaged	0	100	0	0	0
Students with Disabilities	0	83.33	16.67	0	0
English Learner	—	—	—	—	—
Foster Youth	—	—	—	—	—

“—” no data available, 10 or fewer students
 Source: CAASPP Research Files <https://caaspp-elpac.cde.ca.gov/caaspp/>

2022-23 CAASPP Math – All Grades

Subgroup	Met + Exceeded	Not Met	Nearly Met	Met	Exceeded
	%	%	%	%	%
All Students	0	95	5	0	0
African American	—	—	—	—	—
Hispanic	0	92.31	7.69	0	0
Economically Disadvantaged	—	—	—	—	—
Students with Disabilities	0	90.91	9.09	0	0
English Learner	—	—	—	—	—
Foster Youth	—	—	—	—	—

“—” no data available, 10 or fewer students
 Source: CAASPP Research Files <https://caaspp-elpac.cde.ca.gov/caaspp/>

2022-23 ELPAC – All Grades – All Students

	Minimally Developed	Somewhat Developed	Moderately Developed	Well Developed
	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
English Language Proficiency for Summative ELPAC	—	—	—	—
Oral Language Performance	—	—	—	—
Written Language Performance	—	—	—	—

“—” no data available, 10 or fewer students
 Source: CAASPP Research Files <https://caaspp-elpac.ets.org/elpac/>

2021-22 Suspension Rate – Dorothy Kirby Camp

Ethnicity	Enrollment	Total Suspensions	Count of Students Suspended	Suspension Rate	Students Suspended with One Suspension	Students Suspended with Multiple Suspensions
African American	40	15	10	25.0%	70.0%	30.0%
Hispanic	74	22	15	20.3%	66.7%	33.3%
White	11	2	2	18.2%	100.0%	0.0%
Total	128	40	28	21.9%	71.4%	28.6%

Source: CDE DataQuest Suspension Rate <https://dq.cde.ca.gov/dataquest/>

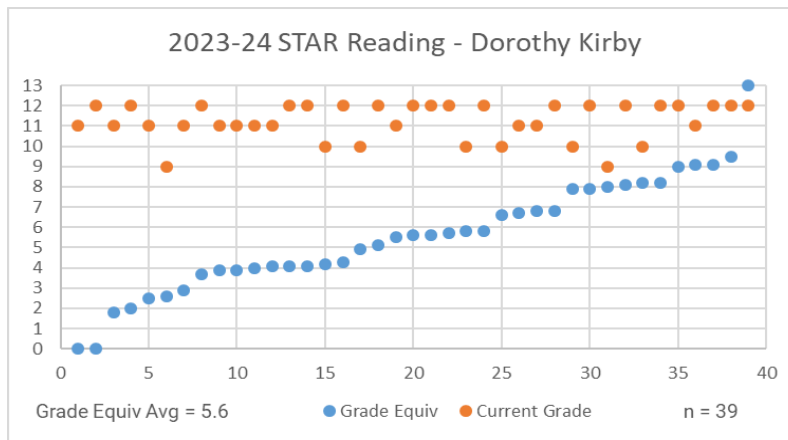
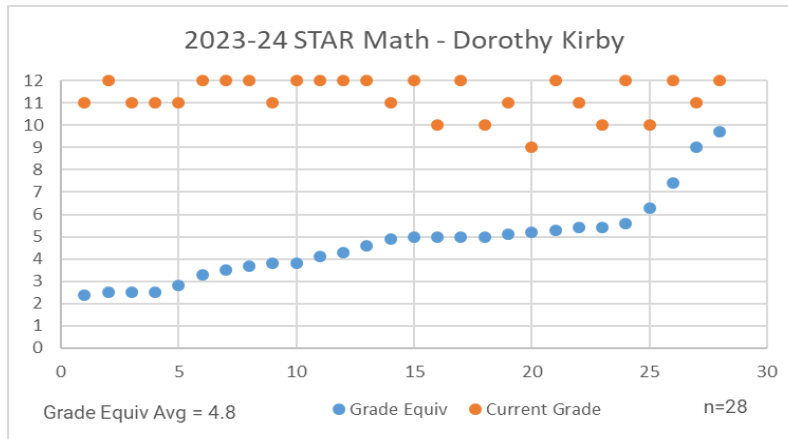
Dorothy Kirby School 2022 – 2023 California Dashboard

The results for Kirby Students were not encouraging. Our students showed a decline in both their reading and math scores. None of our students met math standards and less than 5% met ELA standards. Previous Data from cannot be compared with the data from 2022 as these are different students. The transiency of incarcerated youth must be considered as we do not serve the same students for more than nine months. We must also consider the pandemic and its effect on learning at Kirby, District Wide, Statewide and Nationally. In looking at the CAASSP data from 2018 Kirby student scores were poor in ELA and in Math where 58% of the students did not meet level 1 in ELA and more than 91% students did not meet level 1 in math. The pandemic appears to have worsened the scores of students entering the Juvenile Court Schools and in 20-21 the onset of the pandemic showed that 67 percent of the students did not meet level 1, and no one met level 1 in math. Last year’s data indicated that the students fell even further behind as 0% of the students reached level 1 in math and only 5% reached level 1 in ELA. Our population is at great risk due to equity issues as 100% of our students are socioeconomically disadvantaged and many lived at homes that not have technology available to them to assist them in completing their assignments and accessing internet sites to assist. In addition, 27.5% of Kirby students are Foster Youth indicating that there is a long history of transiency, missed educational opportunities, severed relationships, and possible physical, emotional, and psychological trauma. It is worth noting that a more useful analysis of students on site may be their Renaissance Star Testing as it is given bimonthly, and we can glean growth data from this as our students will often participate in three or more rounds of STAR testing while at Kirby.

Our data supports the need for extensive learning loss mitigation to this population who has long been underserved in their community and in educational environments. Our demographics indicate that more than 17%. of our students come from homes that are non-English speaking. In addition, more than 50% of our school population has special education needs and are receiving specialized academic instruction, counseling and guidance, and other related designated instructional services including speech and language services, occupational therapy

services, and behavior intervention services as 75% of our special education students have a behavior goal and behavior support plan.

STAR RENAISSANCE RESULTS: Math/Reading



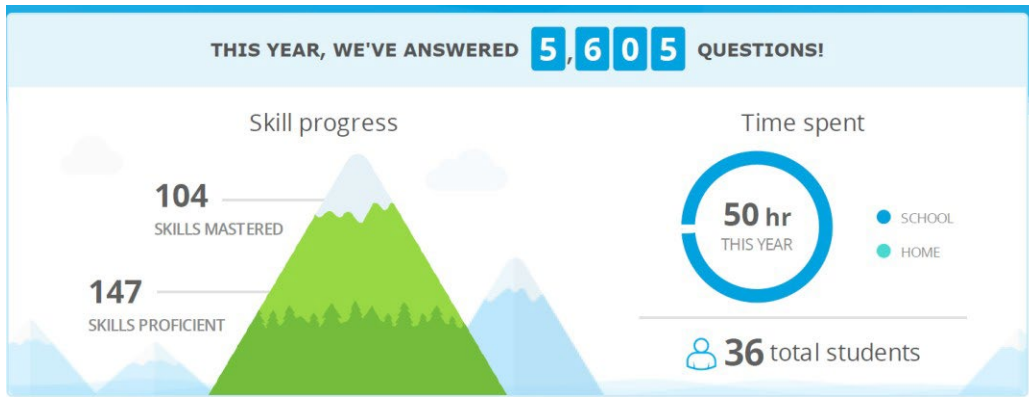
Successes

Kirby has had very promising results when administering local school-wide STAR assessments. Under the LST who partners with the PBIS Team, and classroom teachers, students strive to increase both Math and Reading scores with various incentives tied to a designated increase. Students who make 5-point gains are awarded certificates. These certificates are also mailed to their parents, Educational Rights Holders, or guardians so that they are also aware of the students’ efforts and successes. It is imperative to celebrate success.

This fall we were surprised to see that our current students are performing slightly better in math than they are in reading although both scores indicate a need for intervention. Our population is primarily high school students and 81% of our students scored below 6th grade in math and 82% were below sixth grade in reading. There are numerous factors that can contribute to these dismal scores including a long history of school failure, transiency, unaddressed academic and special education needs, poverty issues, trauma, residential instability, and psychological issues. Many of these same issues may be the cause of their present situation as well. Thus, it is imperative that these students receive the educational, psychological, and emotional support that they need to succeed.

In an effort to assist our struggling math learners, during the 2022-2023 school year LACOE provided DK School with a math specialist teacher. During this time, our students used the IXL program during part of their instructional day to assist them in remediating math issues.

The students were proficient in 147 math skills and had mastered 104. The students spent 50 hours engaged in these activities. Many of our students have had numerous school disruptions due to movement because 27% of our students are foster youth status. One hundred percent of our students are socioeconomically disadvantaged. More than 74% of our students are special education students and 17% of our students live in a home where English is not the first language.

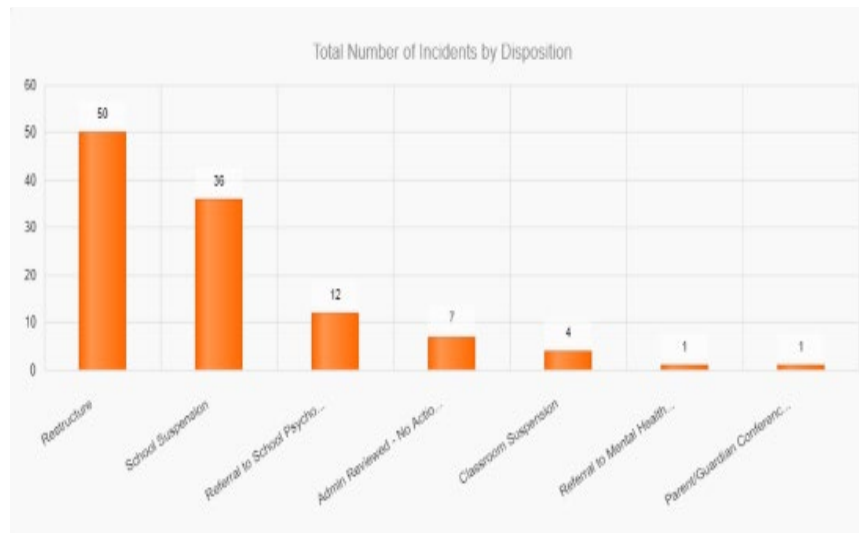
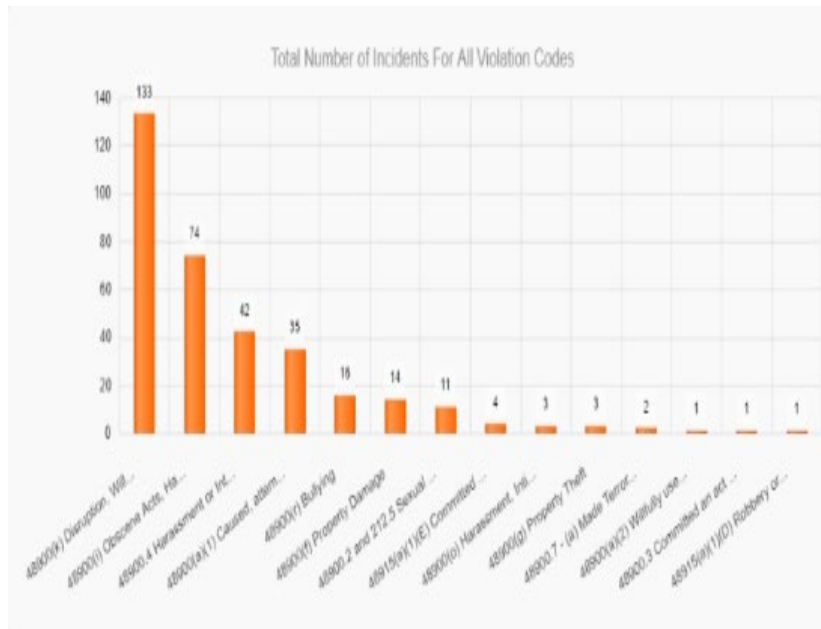


Behavior Data YTD

Referrals:

Although we have students committing various 4800 hundred codes, we have looked towards different behavior management techniques to intervene and prevent suspension thus we continue to have a reduced suspension rate for our students. We have worked with our team providing in-service training on Trauma and Trauma Informed Practices. We have also conducted Somatic Experiencing Activities with our staff to help them recognize their level of activation from student behavior and re-establish a baseline. Learning to pendulate emotionally when they sense that they are being stimulated by student behaviors. We have looked at our PBIS model and introduced not only a school wide practice but also developed classroom PBIS strategies with the students. The staff has been trained to use Classroom Routines to increase student engagement. The staff has also participated in in-service trainings regarding Implicit Bias. All staff at Kirby have NCI certification and we have made a conscious effort on de-escalation strategies to support students struggling with their behavior and associated mental health issues.

As the graphs show, the students year to date have engaged in 342 offenses that are considered 4800 codes or grounds for suspension. However, of these incidents, 36 students were suspended. Fifty of these offenses resulted in students being restructured by the behavior manager, school administrator, school psychologist, or other adult to assist the student in remaining in school.



In our previous SPSA, it was noted that our African American students had higher discipline incidents and suspensions. This was disturbing to us as a team because our African American students comprised less of our population than other groups. A concerted effort was launched district wide focusing on Implicit Bias and the results this year indicate that our disciplinary referrals and suspensions have decreased for African American students. Currently, our disciplinary referral for African American students is 15% and for our Latino students it is 88%. This is more aligned with our population and indicates that our efforts to use alternative methods are working. Attention is being further directed at teachers who have more reports than others to determine additional support that may be needed for that classroom or for that teacher. It is important to note that despite the numbers of referrals, the teachers at Kirby are diverse. Two teachers are African, one is from India, and 5 are African American. We will continue to monitor the suspension and referral rate of all our students and monitor the infraction types, gender, ethnicity as well as time of day and content area being studied to look for behavioral trends in an effort to improve our suspension data.

SURVEY INFORMATION

School Climate

School Climate Report Card (Non-Trad. School)—2021-2022

District: Los Angeles County Office of Education

Date Prepared: 3 Mar 2022

School: Kirby, Dorothy Camp

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	School 2021-22 (%)	State 2017-19 (%)
Try hard on school work	58	69
Three or more absences per month	28	34
Feel a part of the school	30	42
School is really boring	64	~
School is worthless and a waste of time	54	~
Harassed or bullied at school	29	~
Parents feel welcome to participate at this school	26	44
School is usually clean and tidy	63	57
Experienced chronic sadness/hopelessness	13	32

The students participated in the California Healthy Kids Survey in the Spring of 2022 and the results were shared with the school. Although the results show that in some areas Kirby scored higher or lower than the state average, it is challenging to extrapolate any meaningful information from the comparison as the 2017-2019 data was a measure of statewide scores prior to the pandemic. What is clear is that the students' school connectedness and academic motivation need to be addressed. It is also worth noting that only 30% of the students feel as though they are part of the school, 54% said that school is a waste of time, 58% reported trying hard at school. One area that is of interest and impacts student performance. This survey has not been repeated and may be less representative of the population we serve today due to student transiency.

California School Parent Survey Spring 2022

The parent survey indicated that 67% of parents of Kirby students feel the school is responsive to their child's social emotional needs. The survey further revealed that 73% of our parents feel that the school provides them with advice and resources needed to support their child's social and emotional needs. Parents did indicate that they felt isolated from the school as only 15% felt they were involved in the school, 18 percent reported that the school actively sought parental input, and 25% of the parents reported feeling welcome at the school. These numbers may reflect barriers in place due to covid as our ability to have parents on campus was impacted. IEP meetings were held via Microsoft teams and visitation through probation weekly visits was greatly curtailed and non-existent for periods of time due to covid quarantines in our facility.

California Healthy Kids Survey- Students

There was a 60% response rate to this survey and the results indicated that 59% of the students feel that they are treated fairly. Roughly 70% of the students reported that they feel teachers and adults encourage them, believe in them, and tell them they can be successful! This is very important for our youth as they have a long history of feeling disenfranchised from social and structural entities in the communities.

Successes

At Kirby, STAR scores in reading/ELA saw an average increase of 0.6 points and STAR scores in math saw an average increase of 1.6 points. A school-wide meeting was held, and Staff were asked to identify strategies they would like to see implemented at the site to facilitate continuous improvement in reading/ELA and math. Surveys were then sent out to determine which of the suggested strategies preferred by the staff.

The results were as follows:

STAR Reading/ELA: 88% of the respondents would like to see a combination of strategies to support Kirby students and increase STAR Reading scores. These include weekly school-wide use of Achieve 3000, weekly school-wide writing practice, and weekly vocabulary activities and practice. Continued ELO and LLM to assist students in small groups after school.

STAR Math: 100% of the respondents would like to see a combination of strategies to support Kirby students and increase STAR Math scores. These include weekly school-wide use of Imagine Math, weekly practice of word problems, and weekly math vocabulary activities and practice. The staff also felt that LLM and extended learning opportunities using a variety of math games and tools would assist students in increasing their math skills.

Additional Support

When staff were asked what type of extracurricular activities would best support student personal, behavioral and academic growth at our site, an overwhelming majority responded that an increasing physical education, art and music would Improve student morale and success.

Challenges

Based on the **CAASSP math** scores from 2021-2022, 100% of our students scored at Level 1 (**standard not met**). Based on the **CAASSP ELA** scores from 2021-2022, Twenty percent of our students scored at met or exceeded the standard. A school-wide meeting was held and Staff were asked to identify strategies they would like to see implemented at the site to facilitate some improvement in CAASSP ELA and MATH. Surveys were then sent out to determine which of the suggested strategies preferred by the staff. In looking at the CAASSP Reading results for 2022 the results indicate that only 4.76% of our students meet standards for English Language Arts. CAASSP Math for 2022 indicate that 0% of our students met the standards.

The results were as follows:

Addressing CAASSP scores in math and ELA: almost 1/3 of respondents thought additional Professional Development would be helpful. Thirty-eight percent of our teachers want more training on Instructional Software (Achieve, Odysseyware, Imagine Math, etc.) It is recommended that in addition to the training, teachers make a concerted effort at least twice weekly to use the Instructional Software as student success begins with our staff.

Other challenges

Staff were asked what are some impediments to teaching and learning in their classrooms they are experiencing. They were asked to identify which of these specific areas were in need of being addressed in their classrooms: Student academic deficiencies, and student behavioral issues were cited by the teachers. Teacher competency in math and science is an area of need at Kirby. We have lost our math specialist teacher and we do not have any

teachers who have a math and are comfortable teaching it at the high school level. We have two teachers with Social Studies Credentials and 4 teachers with SPED credentials. We have an LST teacher with a Multiple Subject credential.

Behavioral Issues

Staff were asked what they need in the classroom to best address student behavioral issues, and to identify which of these specific areas would encourage positive behavior: Behavioral Support personnel in the classroom, and school sponsored reward and incentive program for the classroom. With the consolidation of the Central and BJJ Halls many youth have been sent to Kirby quickly and from rival gangs. This has created safety issues for the youth and staff.

There are members of rival street gangs that are bringing these issues into Kirby. Probation continues to be concerned about safety. In response we have moved the students into classrooms by cottage. Thus we are providing integrated services to the youth in our classrooms. Each of our classrooms has one teacher and one aid. We have one classroom that is working with full inclusion models and team teaching. A continuing area of need is trained behavior technicians as we are currently using individuals from an NPA which lack the appropriate skills, training and they are not LACOE employees and therefore they often work through their agency.

PBIS and Student Behavioral Success

Successes

Each year, from the 2018-2019 school year through the 2021- 2022 school year, our site has improved the sustainability and progress of our PBIS program on campus. The data reveals several areas of achievement. In the current school year, our data reveals that 100% of our stated PBIS expectations is either in place or partially in place. 100% of our staff believes 3-5 positively and clearly stated student expectations or rules are defined. 100% of our staff highlight expected student behaviors are rewarded regularly. 88% of staff highlight expected student behaviors are taught directly. 89% of our staff believe problem behaviors (failure to meet expected student behaviors) are defined clearly. We have realigned our Classroom point system to align with our PBIS system.

Challenges

One of our challenges is in Restorative Practices which are desperately needed and they are an essential piece of our CPI and PBIS program. When students act out or receive a redirection, restructure, classroom or school suspension it is essential for the teacher, student, and injured party to have the opportunity to re-establish a therapeutic rapport. The students and staff need to be heard and process the incident. Staffing and timing are challenges to this as we do not always have the personnel to remove the staff from the classroom and sit with someone to re-establish the rapport. Although the process is not time consuming it is essential as our students need to practice the skills involved. Taking responsibility, recognizing how or why their behaviors or words were harmful, and expressing what they believed triggered or worsened the situation. Being heard is a powerful part of becoming whole. Currently, our restorative practices are limited due to personnel changes. We must also work with our staff in understanding that the purpose is not to scold or reprimand but to move forward. Another main concern is that many students are now arriving from the hall with a 1:1 in their IEP. However, as more students are arriving from the hall with a 1:1 and no provider, it is a growing concern on two fronts. One there is probably not the same need at Kirby as our class size is capped at 10. There is a para in each class and a probation officer. However, the staff they have come from Non Public Agencies with different training and skills. There is a lack of awareness of the population and each staff needs to be trained. They also identify with their agency and do not report to us. It would be more cost-efficient and better to use more behavior education technicians from LACOE at each site.

CBO Services

Successes

Most teachers and students find the CBO services as effective or highly effective. Many students indicated that these services aid in improving their skills and/or abilities. Most students participate or are engaged in the delivery of services and teachers rated the providers as highly consistent. Students report experiencing a benefit from our Gang Intervention CBOs as they recognize that these men and women have walked in their shoes. In a sense it provides them with a sense of optimism for their release. The students have requested more music and art CBO activities.

Challenges

One of our continuing challenges is improving the connection to theme and having collaboration time between teachers and CBOs. Despite being VAPA providers, a few teachers indicated that the agency(ies) needed to be more creative in delivering their services. Several also thought that the providers needed to be more organized. Overall, the survey revealed a need to communicate more frequently with our CBOs and link their role to our goal of increasing student achievement.

An area that would improve CBO satisfaction would be collaboration time with the teachers and the school. It would be to our advantage to reimburse CBO providers for planning and consultation time with the school to better integrate the services provided so they support our curriculum.

Goals, Strategies, Expenditures, & Annual Review

LCAP Goal #1: All students will have equitable access to a 21st century education by providing them with standards-aligned instructional materials and the technological skills needed to become college/career ready.

CAASPP ELA Goal: Kirby students will obtain a 2% increase in Levels 2 and Level 3 (Nearly Met Standard or higher level) on English Language Arts as measured by the CAASPP.

CAASPP Math Goal: Kirby students will obtain a 2% increase in Levels 2 and Level 3 (Nearly Met Standard or higher level) on Math as measured by the CAASPP.

School Goal: All Kirby students will have access to a CTE program to foster career readiness.

School Goal: Kirby students will increase their STAR Math and STAR READING by 5 or more quantile/lexile points to advance toward the higher Enterprise scale score.

School Goal: All Kirby students will have access to technological devices,

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

Goal 1

IMPROVE LITERACY AND MATH FOR ALL STUDENTS by Increasing CAASSP scores so that 80% of our students meet or nearly meet standards.

Identified Need

2022-23 CAASSP results indicates that Kirby students and our subgroups had 4.76% of our students meet standards for ELA and 14.29% of our students nearly met standards at level 2. This is dismal however it indicates an increase in student reading proficiency.

2022-2023 CAASSPP results in math indicate none of our students met proficiency however 5% nearly meet proficiency at level 2.

The STAR Reading results 2021-2022 indicate that the majority of our students (all students and all major subgroups/ethnicity) were below grade level proficiency.

The STAR Math results 2021-2022 indicate that the majority of our students (all students and all major subgroups/ethnicity) were below grade level proficiency.

Faculty and staffing issues have impacted the overall delivery of key instructional software programs that offer intervention and adaptive learning opportunities.

The number of graduates in 2021- 2022 was 17, 2020-2021= 18

Number of graduates in 2019-2020= 10

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP READING SCALE</p> <p>Standard Exceeded Level 4 (2582–2730)</p> <p>Standard Met Level 3 (2502–2581)</p> <p>Standard Nearly Met Level 2 (2442–2501)</p> <p>Standard Not Met Level 1 (2200–2441)</p>	<p>2022-2023 CAASPP READING</p> <p>4.76 %-Met or Exceeded (Lev. 3 & 4)</p> <p>14.29 %-Standard Nearly Met (Lev. 2)</p> <p>80.95 % - Not Met (Level 1)</p>	<p>Kirby students will obtain a 2% increase in Levels 2 and/or Level 3 (Nearly Met Standard or higher level) on the English Language Arts as measured by the CAASPP.</p>
<p>CAASPP MATHEMATICS SCALE</p> <p>Standard Exceeded Level 4 (2579–2740)</p> <p>Standard Met Level 3 (2528–2578)</p> <p>Standard Nearly Met Level 2 (2455–2527)</p> <p>Standard Not Met Level 1 (2220–2454)</p>	<p>2021-2022 CAASPP MATH</p> <p>0.00%-Met or Exceeded (Lev 3 & 4)</p> <p>5 %- Standard Nearly Met (Lev 2)</p> <p>95% - Not Met (Level 1)</p>	<p>Kirby students will obtain a 2% increase in Levels 2 and/or Level 3 (Nearly Met Standard or higher level) on the Math as measured by the CAASPP.</p>
<p>2020-2021 STAR READING SCALE</p> <p>The STAR Reading assessment has a 0 to1400 Scale Score:</p> <p>Emergent Reader (3.0 – 6.7),</p> <p>Transitional Reader (6.7-7.7), and</p> <p>Probable Reader (7.7 – 9.0)</p>	<p>2021-2022 STAR READING</p> <p>5.6 (GLE)-Overall</p>	<p>Kirby student groups will increase their STAR Math and STAR READING by 5 or more lexile points to advance toward the higher Enterprise scale score.</p>
<p>2020-2021 STAR MATH SCALE</p> <p>The STAR Math assessment has a 0 to1400 Scale Score:</p> <p>Elementary (3.0 – 6.7),</p> <p>Middle School (6.7-7.7), and</p> <p>Middle to H.S. (7.7 – 9.0)</p>	<p>2021-2022 STAR MATH</p> <p>4.6 (GLE)-Overall</p>	<p>Kirby student groups will increase their STAR Math and STAR READING by 5 or more quantile points to advance toward the higher Enterprise scale score.</p>
<p>2021-2022</p> <p>Kirby students participated in Osha classes and 9 were enrolled concurrently in community college classes.</p>	<p>This year 15 of our staff participated in an OSHA training to expand the usage of these classes.</p>	<p>All Kirby students will have access to a CTE program to foster career readiness.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduates Kirby has an average of 20-24 potential graduates enrolled during the year.	Graduates 2019-2020= 10 2020-2021= 18 2021-2022 =17	Kirby will see a 10% increase in the graduate rate.
PFCEP Parent Survey Parents & Students were asked about the instructional program and access to technology	80% of parents and nearly 60% of the students indicated that classrooms had sufficient technology for instruction.	Kirby will expand access to routines that embed technology.

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 subgroups

Strategy/Activity

Increase teacher proficiency in reading and math skills by providing training in literacy, math, and educational software programs such as a, Achieve, Odysseyware, IXL for Math, Social Studies, and Sciences.

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)

Purchase consultation for existing computer software to develop staff proficiency Amount: \$10, 724.00	Sources Program vendors. 5891 Title 1 Part D
Purchase licenses for IXL Math and Science Programs. Amount: \$2324.00 program and 3780.00 math licenses for 45 students 3,780.00 science licenses Total: \$ 7560.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and subgroups

Strategy/Activity

Implement **Kirby's Literacy and Numeracy Up! Program** to strengthen and expand the systems that create opportunities for equity and inclusion, including READ 180, 3D, APEX, HiSet, IXL Math, and Achieve 3000 Educators will employ a data-based, MTSS approach for student selection, program incentives, and exit reviews Key resources include dedicated Title I professional dedicated to reading and testing data acquisition and distribution to the staff. Purchase of promotional materials, student binders for portfolio content data record maintenance, and materials aligned to intervention programs.

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)
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3,341.00	Title 1 part D 4210
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL students and subgroups

Strategy/Activity

Teachers will engage in professional development, collaboration and coaching to implement instructional practices that support access to CCSS in ELA/ELD, Writing, and Math- particularly for English Learners, students with disabilities, and students with skill/academic gaps. Content expertise, cultural relevancy, MTSS lesson-planning, and formative assessment creations will be the primary foci. The LST will have access to 3 days of HMH support that encompasses report preparation, use of ITS, and "Best Practices" in READ 180. Materials needed will be added to consultants' costs.

LIT Con Conference in Columbus OH 2,000.00 each for 2 teachers (airfare, hotel, conference fees)

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)
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\$10,000.00 Travel Conferences for literacy plus HMH support and Rosetta Stone Support	5220 Title 1 Part D
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students and subgroups

Strategy/Activity

The LST and a SPED Teacher will participate in the AVID National Conference in in San Diego 2023. AVIS is a nationally known program that stands for Advancement Via Individual Determination and serves students in grades 7-12. By providing academic support. Our teachers will attend and bring the training to our faculty for all of our other teachers.

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)

Conference fee \$799.00, hotel 700.00, meals 222.00 parking \$135.00 plus mileage approximately \$100.00 Total for 2 (\$ 2056.00)	Travel Conferences
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ALL students and subgroups

Strategy/Activity

Kirby PLC will purchase supplemental material and resources (Guest Speakers, media, etc.) to enhance Common Core instruction with culturally responsive content to engage and inspire student, and to create a more equitable and inclusive climate, which promotes student achievement.

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)

\$12,000	Title 1 Part D 4210/4310
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N/A	Title 1 Part A
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Goal 2

LCAP #2: Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social-emotional well-being to decrease suspensions and increase student engagement.

School Goal: Kirby will improve the school climate, and strengthen the implementation of PBIS within classrooms as demonstrated by a 20% reduction in suspensions, maintaining a 90% rate of attendance, and the accumulation of 40 PBIS points each week.

School Goal: Kirby will see an increase in parent engagement by 10% or more with the delivery of PECP on-line activities

Identified Need

Kirby students struggle with academics, social-emotional self-regulation, and have concomitant psychological problems. Many of our students have experienced severe trauma, and homelessness, and have a long history of academic failure. Our students continue to struggle with basic academic skills and have little resilience. They are socially and emotionally ill equipped to handle adversaries and perceived mistreatment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Kirby continues to rely on decreasing the number of suspensions our student experience.</p> <p>At times this is a point of contention with probation as they employ a more punitive approach.</p>	<p>In 2019 suspensions were 200 per year and for the year 22-23 there were 69.</p>	<p>Continued emphasis on PBIS, MTSS to further</p> <p>Reduce number of suspensions.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and subgroups

Strategy/Activity

Using a comprehensive plan including MTSS, AVID strategies, tutoring, learning loss mitigations, extended learning opportunities and tiered reading and math interventions our students will increase literacy and math scores. They will also learn more appropriate social responses to stressful situations by practicing these with our school counselors and school psychologists. These strategies will align with our PBIS program and will be recognized and reinforced by the Kirby team.

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)
MTSS Annual Conference \$1200.00	MTSS Part d 4210/4310
AVID training and conferences 2056.00	Avid Sources Part d 4210/4310
IXL training and support \$3780.00	IXL D 5891
Literacy and Number Up 3341.	Literacy and Number Up. Part D 4210

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.

All staff at Kirby will be well versed in the computer programs we are using including Odysseyware, Achieve 3000, APEX, IXL for math and science. To afford flexibility in teaching assignments and to optimize the usage of the sixth period technology class for our students. Staff who attend trainings will be expected to present their learning to the team and assist with incorporating the strategies in our PBL curriculum to enhance the program and increase students' success by sharing information with the team. As behavior frequently disrupts the classrooms it is essential that our counselors, school psychologists, and teachers are well versed and united in our behavioral strategies and plans.

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

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

We hope to increase the 1:1 tutoring to our students via increasing the number of hours the tutors are available. We will explore use of Title 1 funding as well as other funding sources to improve our students' literacy and math scores.

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	\$ 62,709
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 62,709

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I, Part A	\$14,056.00
Title I, Parent Involvement	\$2,056.00
Title I, Part D (Discretionary)	\$45,900.00

Subtotal of additional federal funds included for this school: \$ 62,709.00

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

State or Local Programs	Allocation (\$)
LCFF Site Discretionary	

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

Total of federal, state, and/or local funds for this school: \$ 62,709.00

Attachment 1: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Attachment 1 must be aligned with the Consolidated Application.

LEA Goal #1: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of English/Language Arts on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel & Conferences Mileage Mileage	\$30,000 \$10,000 \$20,000 \$10,000 \$2,000 \$5,000	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D
b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.		Various Personnel Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators 1 Program Specialist	\$19,100 \$43,819 \$197,876 \$ 664,407 \$ 159,073	Title I Part A

		Coordinator II – Transition and Homeless 20% Part A 80% Part D Senior Program Specialist	\$43,000 \$171,990 \$182,369	Title I Part A Title I Part D Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 9 Paraeducators Program Specialist	\$959,906 \$268,350 \$664,407*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876 *repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons Extended Hours	\$120,000	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID,	\$ 948,351	Title I Part A

		Renaissance STAR licenses, Aztec Software BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can Drumming for Your Life	\$ 295,698 \$32,400	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance Aztec HiSET PD Aztec HiSET	\$24,552 *repeat \$76,650 *repeat \$ 40,406 *repeat \$ 19,000 *repeat \$ 21,498 *repeat \$ 9,995 *repeat \$5,000 *repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher	\$959,906 *repeat	Title I Part A

		(2 FTE)	\$268,350*repeat	Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducator 9 – Part A 7 – Part D	\$664,407*repeat \$509,505	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1 FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906 \$268,350 \$509,505 \$159,073 *All repeated	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$120,000 \$115,500 \$32,400 *80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #2: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of Math on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel and Conferences Mileage Mileage	\$30,000 \$10,000 \$10,000 \$20,000 \$2,000 \$5,000 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D

<p>b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.</p>		<p>Various Personnel - Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators 1 Program Specialist Senior Program Specialist</p>	<p>\$19,100*repeat \$43,819*repeat \$197,876*repeat \$664,407*repeat \$159,073*repeat \$182,369*repeat</p>	<p>Title I Part A</p>
		<p>Coordinator II – Transition and Homeless 20% Part A 80% Part D</p>	<p>\$43,000*repeat \$171,998*repeat</p>	<p>Title I Part A Title I Part D</p>
<p>c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.</p>		<p>Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators</p>	<p>\$ 959,906*repeat \$268,350*repeat \$509,505*repeat</p>	<p>Title I Part A Title I Part A Title I Part D</p>

d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A
2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876*repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000*repeat	Title I PartA
		Parent Liaisons Extended Hours	\$120,000*repeat	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement,		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a

school activities and student learning.				
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$948,351*repeat	Title I Part A
		Read180, Math 180, Systems 44	\$76,650*repeat	Title I Part D
		BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can	\$295,698*repeat	Title I Part D
		Drumming for Your Life	\$32,400 *repeat	Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV

technology. Incorporate technology into the classroom with computers and learning resources.				
b. Utilize computer-based programs for low performing students.		APEX Read180, Math 180/Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552*repeat \$76,650*repeat \$40,406*repeat \$19,000*repeat \$21,498*repeat \$9,995*repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6FTE) Math Specialist Teacher (2 FTE)	\$959,906*repeat \$268,350*repeat	Title I Part A Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7– Part D	\$664,407*repeat \$509,505*repeat	Title I Part A Title I Part D
c. Program Specialists to		Program Specialist (1	\$159,073*repeat	Title I Part A

provide guidance and supplemental services to teachers to transfer to classroom.		FTE)		
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906*repeat \$268,350*repeat \$509,505*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$180,000 \$115,500 \$32,400 \$80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #3: Title I Part A and/or D: English language learner students (ELs) will reach common core state standards, at a minimum, attaining ‘Standard Met’ and /or ‘Standard Exceeded’ in the area of English/Language Arts on the CAASPP and improve upon their respective performance levels on ELPAC.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Para Educator Travel Mileage	\$30,000*repeat \$20,000*repeat \$2,000*repeat	Title I Part A Title I Part A Title I Part A

<p>b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.</p>		<p>Various Personnel - Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators Program Specialist</p>	<p>\$19,100 \$43,819 \$197,876 \$664,407 \$159,073 *all repeated</p>	<p>Title I Part A</p>
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		Coordinator II – Transition and Homeless 20% Part A 80% Part D	\$43,000 \$171,990 *all repeated	Title I Part A Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2FTE)	\$ 380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$ 120,000 *all repeated	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence-based programs.		APEX	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$ 948,351*repeat	Title I Part A

		Read180, Math 180, Systems 44, BASE Ed, Crisis Prevention Institute, Amer-I-Can Drumming for Your Life	\$295,698*repeat \$32,400 *repeat	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552 \$76,650 \$40,406 \$19,000 \$21,498 \$9,995 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A

b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7 – Part D	\$664,407 \$509,505 *all repeated	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$ 959,906 \$268,350 *all repeated	Title I Part A Title I Part A

<p>e. Supplemental contract services to provide direct services to students.</p>		<p>ArtworxLA New Earth Spirit Awakening Theatre of Hearts</p> <p>Drumming For Your Life Amer-I-Can</p>	<p>\$140,000 \$120,000 \$180,000 \$115,500</p> <p>\$32,400 \$80,000</p> <p>*all repeated</p>	<p>Title I PartA Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D</p>
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LEA Goal #4: Title I Part A and/or D: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>1. Positive Behavior Intervention Support (PBIS)</p>	<p>07/01/2023 - 06/30/2024</p>			
<p>a. Continue to implement the PBIS process, during and after the school day.</p>		<p>Positive Behavior Intervention Support (PBIS)</p>	<p>\$35,000</p>	<p>Title I Part D</p>

<p>b. Participate in the intake process that includes student's social emotional needs such as the Camps Assessment Unit (CAU) and initial assessments.</p>		<p>Wellness Counselors (2) Paraeducators (9) – Part A (7) – Part D</p>	<p>\$380,490 \$664,407 \$509,505 *All repeated</p>	<p>Title IV Title I Part A Title I Part D</p>
<p>c. Participate in the meetings for student transitions including Multidisciplinary Teams (MDT).</p>		<p>Wellness Counselors (2)</p>	<p>\$ 380,490 *all repeat</p>	<p>Title IV</p>
<p>d. Purchase supplemental curriculum and/or programming to encourage social justice, tolerance, create cultural awareness, and social skills.</p>		<p>Base Education Academic Bowl</p>	<p>\$44,500 *repeated \$40,000</p>	<p>Title I Part D Title I Part D</p>

		Equity and Justice Summer Curriculum	\$10,000	Title I Part A
e. Teachers will receive training in effectively de-escalating behavioral situations and in behavioral modification.		Crisis Prevention Institute	\$13,548	Title I Part D
f. Students to receive direct support regarding behavioral wellness and modification.		Wellness Counselors = (2)	\$ 380,490 *repeat	Title IV
g. Provide ongoing support to parents and families including those of students who are English Learners.		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$120,000 *all repeated	Title I Part A

LEA Goal #5: Title I Part A and/or D: Performance Goal Five: All students will graduate from high school.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
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Development)				
1. Students will have opportunities to complete high school by:	07/01/2023 - 06/30/2024			
b. Hi-SET prep and sustained program. Students will use a preparatory program such as Aztec to prepare them for the Hi-SET.		Aztec Program for HiSet	\$5,000 *repeat	Title I Part A
c. APEX credit recovery program for students.		APEX	\$24,552 *repeat	Title I Part A

Division of Student Programs

Title I School Plan for Student Achievement Snapshot 2023-24

Name of School: Glenn Rocky Camp

Date: January 9, 2024

Student Demographic Information

Enrollment by Subgroup – Glenn Rocky Camp

Subgroup	2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%
African American	8	36.4%	4	20.0%	10	31.3%
Asian	1	4.5%	—	—	—	—
Hispanic or Latino	13	59.1%	15	75.0%	20	62.5%
Two or More Races	—	—	—	—	1	3.1
White	—	—	1	5.0%	1	3.1%
English Learners	5	22.7%	6	30.0%	8	25.0%
Foster Youth	1	4.5%	0	0.0%	2	6.3%
Homeless Youth	0	0.0%	1	5.0%	0	0.0%
Migrant Education	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities	13	59.1%	13	65.0%	14	43.8%
Socioeconomically Disadvantaged	22	100.0%	20	100.0%	32	100.0%

“—” no data available
Source: CDE DataQuest [cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp](https://www.cde.ca.gov/ds/ad/filesenr.asp)

2023-2024 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys

Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys, LCFF Local Indicators, LCAP
Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

2023-2024 Program Description – PAU

LEA Goal	School Initiatives	School Evaluation Methods
English Language Arts	Project-Based Lessons, Writing Programs, Professional Development, Professional Learning (Conferences), Read 180, Achieve 3000, ELO, Parent/Family Engagement, Contract Services, Paraprofessional	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Project-Based Lessons, Imagine Learning, Achieve 3000, Math 180, ELO, Parent/Family Engagement, Paraprofessional, Professional Development, Professional Learning (Conferences)	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Review and disaggregate student achievement data for EL, Achieve 3000, Computer-Based Programs, Professional Development, ELO, Parent/Family Engagement, Paraprofessional	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	PBIS, Positive Reinforcement, Collaboration with other agencies, Parent/Family Engagement, Contract Services	Discipline Referral Data, PBIS Reports, Parent Engagement Surveys, CHKS Site Surveys
Graduation/Equivalency	AVID, Professional Development, Individualized Learning Plan (ILP), Parent/Family Engagement	AVID Participation, HiSET Passage Rate and Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

Glenn Rockey High School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Glenn Rockey High School	1910199 0121939	November 16, 2023	January 9, 2024

Purpose and Description

Briefly describe the purpose of this plan covers a Title One School Wide Program

Comprehensive Support and Improvement

Glenn Rockey High School’s Plan for Student Achievement (SPSA) creates measurable goals to guide our focus on student achievement for the upcoming 2023-24 school year that align with the district goals set forth in the Los Angeles County Office of Education (LACOE) Local Control and Accountability Plan (LCAP).

At Glenn Rockey High School, The Title One School Wide Program Goals are addressing Students Achievement under the Supporting and Improvement (CSI) Rate. The plan includes strategies to assist students with credit deficiencies. This plan includes improving the state standard assessments with an increasing graduation rate.

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

The California Department of Education has created a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). LACOE develops the LCAP to address how students served in our LEA will address requirements defined in the ESSA State Plan.

Glenn Rockey SPSA, developed by our School Site Council, utilizes the goals from the district LCAP to create yearly targets based on the unique need(s) of the students attending Glenn Rockey High School.

Our SPSA addresses both the academic gaps and social/emotional challenges our students face as they strive to meet the graduation requirements set by the California Department of Education (CDE) and LACOE.

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

Glenn Rockey High School (San Dimas, CA) consults with all stakeholders on an ‘ongoing’ basis. The School Site Council (SSC) meets once a month to review our annual SPSA goals and to analyze/document our respective SPSA stipulated goal(s) progress. Students, parents, and other stakeholders are encouraged to present any/all

appropriate concerns. Any/all SPSA revisions are available at weekly Glenn Rockey High School staff meetings. All stakeholders are provided meeting dates, and all stakeholders are encouraged to attend our scheduled meetings. Additionally, all stakeholders are encouraged to submit any ideas in writing for future calendared meeting times and time-allotted discussions.

Resource Inequities

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

LACOE provides a high ‘staff-to-student’ ratio at Glenn Rockey High School to support the learning barriers that Glenn Rockey High School students encounter. Additional staffing has been allocated to Glenn Rockey this year for increased academic and behavioral (social/emotional) support in all, (i.e. PBIS Program, One-on-One Learning Tutorial Services, and Intervention Programs.)

Glenn Rockey students are emanating from ‘low income’ households, and as a result, Glenn Rockey High School is receiving Title 1 funding source. The needs of our student population are supported by LACOE district personnel, the Los Angeles County Probation Department, contracted vendors, i.e., ArtworxLA[®], One-on-One Learning Tutors, and Probation’s community-based organizations (CBOs).

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school’s goals. Duplicate the table as needed.

Goal 1 LEA: At a minimum, students will reach California common core state standards, attaining ‘Standards Met’ and/or ‘Standards Exceeded’ in English Language Arts on the CAASPP[®].

Glenn Rockey High School Goal 1:

A) At least 5% of Glenn Rockey High School students will reach ‘Standards Met’ or higher level on the English portion of the CAASPP[®].

B) Sixty-five percent (65%) of Glenn Rockey High School students will increase their RENAISSANCE Star Reading[®] assessment score by at least fifty-five (55) points - the equivalent of six (6) months of academic growth.

Identified Need

Students are demonstrating “below standard achievement” results amongst CAASPP[®], ELPAC[®], HiSET[®], and/or RENAISSANCE Star Reading[®] comprehension/assessment portions.

Annual Measurable Outcomes

<u>Metric/Indicator</u>	<u>Baseline/Actual Outcome</u>	<u>Expected Outcome</u>
<p>CAASPP® (2023_ '24SY)</p>	<p>ELA Literacy for 'Standard Met' = * ----- (In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where ten or fewer students had tested)</p>	<p>Achieve >10% @ 'Standard Met' ----- Result: _____</p>
<p>ELPAC® (2023_ '24SY)</p>	<p>OVERALL PERFORMANCE (Level 4) = * ----- (In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where ten or fewer students had tested)</p>	<p>OVERALL PERFORMANCE Achieve >15% @ Level 4 – “Well Developed.” ----- Result: _____</p>
<p>RENAISSANCE Star Reading® assessment (2023_ '24SY)</p>	<p>25% @ 'Proficient'</p>	<p>Achieve >30% @ 'Proficient' ----- Result: _____</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students currently enrolled at Glenn Rockey High School:

Strategy/Activity

Build Capacity:

- ❖ By designing and implementing lessons that support current RTSA curriculum themes and providing effective, scientifically research-based student learning strategies (i.e. Jane Schaffer Writing Program®). These student-based learning strategies will focus on, but are not limited to, reading, writing, listening & speaking skills across the core curriculum.
- ❖ Teachers, via professional development training focused on student-based learning strategies, will also seek to expand students' social-emotional learning (SEL) growth and development.

- ❖ Students will practice utilizing personal SEL coping strategies, which demonstrate social-emotional student learning awareness & growth.
- ❖ Strengthening RTSA curriculum instruction and thematic project-based learning through interdisciplinary, common core collaboration.
- ❖ Expanding opportunities to link argumentative writing and non-fiction ELA literature via cross-curricular writing skills for literacy proficiency.
- ❖ Providing intensive reading support via including Reading 180[®]/ Sytem44[®], and Rosetta Stone[®] for EL learners, etc. for all deserving students.

Equity:

- ❖ Utilizing reading skills & proper evidence-gathering citation strategies via the Jane Schaffer Writing Program[®] (JSWP[®]) methodology, thereby promoting/advancing English language literacy competency levels - across the curriculum- for all Glenn Rockey High School students.
- ❖ Incorporating appropriate SDAIE strategies (i.e., graphic organizers, pair share, etc.) with simplified or adaptive written and verbal instructions and/or other academic learning modifications for our English Language Learner (ELs) students.
- ❖ Offering special education students concise and short learning activities to effectuate immediate learning (per their respective IEP requirements).
- ❖ Providing all students with frequent academic progress checks as they are progressing toward individual academic goals and/or meeting academic/common core objectives.
- ❖ Arranging para-educator and Resource Specialist (RSP) support in the area of English Language Arts/EL in correlation with their respective IEP requirements.

Technology:

- ❖ Incorporating computer software learning skills in students' usage of educational software programs & assessment tools such as CAASPP[®], RENAISSANCE Star[®], Reading/Math[®] Achieve3000[®], Odysseyware[®], APEX[®], Imagine Math, and Reading/Math 180[®], Rosetta Stone[®], System 44[®].
- ❖ Developing appropriate digital and/or technical opportunities for students to incorporate for use during RTSA exhibitions (i.e., Power Point[®], drone footage, robotics, etc.).
- ❖ Intensive English reading support enhanced with student software programs, including Reading 180[®]/ System 44[®], Achieve 3000.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)-Title I PART A BASIC

-N/A-	Title 1 Part D Teacher Extended Hours
\$3,351	Title 1 Part A Parent Involvement: Other Books & Reference Materials
4,421	Title 1 Part A Parent Involvement Instructional Materials
\$900	Title 1 Part A Non-Capitalized Equipment (\$500 to 4,999)
\$660	Title 1 Part A Travel and Conferences \$200 Title I, Part A + \$572 Title I, Part A Parent/Family
\$150	Title 1 Part A Transportation

Goal 2 LEA: Students will reach common core state standards, at a minimum, attaining ‘Standards Met’ and/or ‘Standard Exceeded’ in mathematics on the CAASPP®.

Glenn Rockey High School Goal 2:

- A)** At least 5% of Glenn Rockey High School students will achieve ‘Standard Met’ or higher on the CAASPP® in reading and mathematics.
- B)** Sixty-five percent (65%) of Glenn Rockey High School students will increase their respective RENAISSANCE Star Reading® and RENAISSANCE Star Math® assessments with a score by at least thirty (30) points or the equivalent of six (6) months of academic growth)

Identified Needs:

Students are demonstrating “below proficiency” results amongst CAASPP®, ELPAC®, and/or RENAISSANCE Star Reading®, and RENAISSANCE Star Math® assessments. In 2023-’24 SY 0 % met the proficient level for Reading/Math.

Annual Measurable Outcomes

<u>Metric/Indicator</u>	<u>Baseline/Actual Outcome</u>	<u>Expected Outcome</u>
CAASPP® (2023_’24SY)	Mathematics at ‘Proficient’ level = * -----	Achieve > 10% @ ‘Proficient’ Level ----- Result: _____

<u>Metric/Indicator</u>	<u>Baseline/Actual Outcome</u>	<u>Expected Outcome</u>
	(In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where ten or fewer students had tested)	
RENAISSANCE Star Math® assessment (2023_ '24SY)	Mathematics = 10% at 'Proficient' level	Achieve > 15% @ 'Proficient' Level ----- Result: _____

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 2

Students to be Served by this Strategy/Activity

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

All students are currently enrolled at Glenn Rockey High School.

Strategy/Activity

Build Capacity:

- ❖ Teachers will be collaborating in their weekly Math/Science PLC's to design common core academic math lessons. These math lessons support the RTSA curriculum by incorporating mathematical connections to the real world via our current Glenn Rockey High School themes: Discovery, Empowerment, Transformation, Compassion, New Beginnings, and Resilience.
- ❖ Teachers will implement math assessments, teacher-developed quizzes/tests, Odysseyware® embedded software quizzes/tests aligned to the California common core state standards, and Glenn Rockey High School's current RTSA thematic unit.
- ❖ Teachers will provide the use of manipulatives in the classroom and/or virtual reality items located within respective students' software-embedded curriculum and lessons for enhanced mathematical concept development.
- ❖ Teachers will be participating in professional development activities in conjunction with the LACOE math curriculum. Additionally, 'best practice' math learning applications will be adopted to effectually increase cross-curricular skills for continuing math literacy and math competency. Provide timely opportunities for interdisciplinary collaboration in order to strengthen the curriculum. Students will be provided with 'best practice' mathematic learning strategies in classrooms involving activities and lessons. Provides Para-educator academic support in the area of mathematics.

Equity:

- ❖ Teachers will be incorporating appropriate SDAIE strategies in math lessons, including but not limited to implementing graphic organizers, academic language literacy walls, mathematical manipulatives, translating mathematical symbols into comprehensible words, practicing rephrasing math problems aloud with students, as well as reviewing and sharing mathematical problem-solving strategies.
 - ❖ Teachers will be differentiating respective mathematical instruction, as needed, for students with current IEP math learning objectives and EL students.
-
- ❖ **Technology:** Students will have an operational understanding of software programs Odysseyware[®], APEX[®], Imagine Math[®], and Math 180[®] and implement these software programs effectively in their academic setting.
 - ❖ Assisting students' use of Sora[®] for research and creating, revising, saving, and presenting technology-based projects.
 - ❖ Establishing technology opportunities for students in creating electronic documents through MS Word[®], Excel[®], spreadsheets, brochures, newsletters, posters, and timelines
 - ❖ Career Technology Education (CTE) provides technical experience in creating documents for students' portfolios.
 - ❖ Students will have an opportunity through a mentorship Southwest Carpenters and JVJobs program to engage youth through innovative activities, projects, field trips/Virtual, technology, and prepared Youth Start with union tours, construction site visits, and guest speakers. The Youth Start Program understands the need for second chances.

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.

<u>Amount(s)</u>	<u>Source(s)</u>
-N/A-	Title 1 Part D Teacher Extended Hours
\$3,351	Title 1 Part A Parent Involvement: Other Books & Reference Materials
\$4,421	Title 1 Part A Instructional Materials
\$900	Title 1 Part A Non-Capitalized Equipment (\$500 to \$4,999)
\$660	Title 1 Part A Travel & Conferences
\$150	Title 1 Part A Transportation

Goal 3 LEA: English learner students (ELs) will reach common core state standards, at a minimum, attaining ‘Standard Met’ and /or ‘Standard Exceeded’ in English/Language Arts on the CAASPP® and improve upon their respective performance levels on ELPAC®.

Glenn Rockey High School Goal 3:

A) Glenn Rockey High School students will increase their respective English ‘language acquisition’ results on the ELPAC®.

B) Glenn Rockey High School appropriately designated EL students will become ‘expanding/bridging’ in English, ultimately reaching the level of “Well Developed” or accomplishing ‘well developed’ (Level 4) on the ELPAC.® This allows ELs to be RFEP

Identified Need

The basis for this Goal:

Based upon our ‘Summative ELPAC and/or CAASPP’ for SY 2023-‘24, (<https://caaspp-elpac.ets.org/elpac/ViewReportSA?ps=true&lstTestYear=2022&lstTestType=SA&lstGroup=1&lstSchoolType=A&lstCounty=19&lstDistrict=10199-000&lstSchool=0121921>) EL proficiency ‘Overall Performance’ assessment evidence results indicate: approximately twenty-five percent (25%) of ELs are at Level 4 – ‘Well Developed’ in English.

Annual Measurable Outcomes

<u>Metric/Indicator</u>	<u>Baseline/Actual Outcome</u>		<u>Expected Outcome</u>
ELPAC® ~ (2023- '24 SY)	<u>English Domain</u>	<u>Domain Perf. Level</u>	Achieve > 80% @ Level 4 (Intermediate Level) ----- <i>Result:</i> _____
	Listening	* ‘Well Developed’	
	Oral Language	* ‘Well Developed’	
	Summative	* ‘Well Developed’	
	Writing	* ‘Well Developed’	

	(In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where ten or fewer students had tested)		
CAASPP® (Results by English-Language Fluency 2023-'24 SY)	<u>ELA</u> Less than ten students	<u>MATH</u> Less than ten students	Achieve > 10% Met or Exceeded Standard ----- <i>Result:</i> _____
	(In order to protect student privacy, an asterisk (*) will be displayed...where ten (10) or fewer students had tested.		

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 3

Students to be served by this strategy activity

(Identify either all students or one or more specific student groups)

All students are currently enrolled in Glenn Rockey High School English Learners (ELs).

Strategy/Activity

Build Capacity:

- ❖ Teachers will be sharing their English language learning successes while utilizing the Jane Schafer Writing Program® (JSWP®) methodology amongst their EL students. Additionally, teachers will discuss effective EL English reading, writing, listening, and speaking skills/strategies for respective EL students' English language interventions.
- ❖ Glenn Rockey High School's EL 'Planned Strategies, the Test Coordinator will preview, review, and maintain 'high English learning expectations' with their respective EL students across the curriculum.
- ❖ Teachers will be able to participate in JSWP® continuing online workshops and implement the JSWP® writing methodology across the curriculum.
- ❖ Teachers will provide continuing EL "best practice" instructional training through professional development to improve Els's reading, writing, listening, and speaking skills across the curriculum.

Leadership:

- ❖ Teachers will be providing EL students with English language reading, writing, listening, and speaking skills/strategies through classroom activities that demonstrate the progressive and/or scaffolding use of the English language with 'high levels' of expectations.

Equity:

- ❖ Providing school-wide learner expectations that are printed in English and Spanish.
- ❖ There are software applications now being offered to students who want to read/listen to language in English and/or Spanish (Achieve 3000 and Rosetta Stone).



Technology:

- ❖ Teachers will be participating in JSWP® training to gain an understanding of using student computers to initiate, revise, and finalize English writings across the curriculum.
- ❖ EL students will have an operational understanding of software programs Odysseyware®, APEX®, Imagine Math®, Achieve3000®, READ/MATH 180, Math®, Rosetta Stone®, and System 44®, and implement these software programs effectively in the academic setting.
- ❖ EL students will be provided additional time and ‘one-on-one’ para-ed assistance when/where available in using Read 180®, Rosetta Stone®, and Achieve 3000® to supplement their progressive acquisition of the English language.
- ❖ Assisting EL students in using Sora® for research and creating, revising, saving, and presenting technology projects on their student computers, as well as establishing technology opportunities for EL students in creating electronic documents MS Word®, Excel® spreadsheets, brochures, newsletters, and posters.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)-TITLE I PART D DELINQUENT
-N/A-	Title 1 Part D Teacher Extended Hours
\$500	Title 1 Part A Parent Involvement: Other Books & Reference Materials
\$500	Title 1 Part A Parent Involvement Instructional Materials
\$500	Title 1 Part A Instructional Materials
\$2,000	Title 1 Part A Non-Capitalized Equipment
\$772	Title 1 Part A Travel and Conferences \$200 Title I, Part A + \$572 Title I, Part A Parent/Family
\$500	Title 1 Part A Parental Involvement Contract Services

Goal 4 LEA: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Glenn Rockey High School Goal 4

- ❖ Glenn Rockey High School will be actively planning, developing, and implementing “Positive Behavioral Intervention Strategies” (PBIS) to reduce school-wide student suspensions and the total number of student behavioral referrals. As a result, Glenn Rockey High School students will remain in class longer and increased their potential for improved academic achievement across the curriculum.
- ❖ Glenn Rockey High School will continue promoting an academic learning environment that is safe, drug-free, and conducive to learning.
- ❖ Glenn Rockey High School will continue offering active parent and family engagement through school committees on a monthly basis, remote/virtual ‘online’ Parent Education, and Consultation Program (PFECPP) calendared meetings.

Identified Need

Glenn Rockey High School (SY 2023_’24) students sustained a “10.5% suspended at least once” condition; this shows an increased student suspension rate of 1.9% from SY 2023_’24. Educational research shows that “Having ‘active family engagement’ with the student’s school increases the academic success of the enrolled student’ and proactively provides solutions regarding any/all areas of the student’s educational improvement.” PBIS supports Camp Rockey’s overall educational program by providing counseling to students who are sent out of class for behavior issues. The Behavioral Counselor provides awards for good behavior, no referrals, (i.e. warnings, restructures and/or suspensions on a weekly basis.) The PBIS program has provided excellent support to students and teachers.

Annual Measureable Outcomes

<u>Metric/Indicator</u>	<u>Baseline/Actual Outcome</u>	<u>Expected Outcome</u>
AERIES® (2023_'24 SY)	Suspensions = 10.5%	10% reduction in Suspensions / # total Referrals (from previous SY) ----- Result: _____
PBIS (2032_'24 SY)	# of PBIS certificates dispersed = 604	20% increase in # of PBIS tickets dispersed (from previous SY) ----- Result: _____
Parent Family Education and Consultation Program (PFCEP) (2023_'24 SY)	Providing monthly PFCEP workshops (per SY 2023_'24 calendar dates)	Continuing PFCEP workshops (per SY 2022_'23 calendar dates) ----- Result: _____

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 4.

Students to be served by this strategy/activity

(Identify either all students or one or more specific student groups)

All students are currently enrolled at Glenn Rockey High School

Strategy/ Activity

Build Capacity:

- ❖ Teachers will be actively engaging all Glenn Rockey High School students with high-level DOK-synthesizing, evaluating, determining, and questioning their core areas of academics as well as electives.
- ❖ Teachers will be previewing/reviewing 'high learning expectations' with their respective students across the curriculum.
- ❖ Teachers will be providing daily SEL activities during each block.
- ❖ Teachers will be provided with training, through professional development, on the social-emotional impact of students' learning environment.

Leadership:

- ❖ Teachers will provide students with daily written or digital classroom behavior and expectations presentations.

Equity:

- ❖ Providing school-wide learning expectations as part of students' daily educational programs.
- ❖ Behavioral Counselors will be providing PBIS certificates in an effort to increase positive student behavior.
- ❖ Incorporating Saturday L. A. Dads program for Glenn Rockey students who are fathers and/or "expecting" fathers.

Technology:

- ❖ Teachers will present classroom student behaviors and expectations with posters in the room and review with students daily.
- ❖ Teachers will be utilizing all Impero[®] student software capabilities while monitoring student computers, observing students on-task, monitoring student screens, and electronic assignments.

SETTING THE STANDARDS FOR STANDARDS:

- ❖ Teachers will be utilizing research-based, student learning 'best practice' applications with respective instructional and supportive methodologies.
- ❖ Teachers will be using various assessment data to establish individual student learning goals in planning, differentiating, and modifying student instruction.
- ❖ Teachers will be reinforcing high expectations for students' academic work, students' effort, and students' personal classroom behavior.
- ❖ Teachers will promote social-emotional learning in the classroom to incorporate students' personal connection to their daily lives.
- ❖ Teachers will be provided with training through professional development to improve strategies for implementing students' personal, social-emotional learning growth and personal development.
- ❖ Students will be provided with strategies through various classroom activities that demonstrate social-emotional learning.

STUDENT DEMONSTRATION OF ACHIEVEMENT:

- ❖ Students will conduct educational research and cite evidence referencing classroom activities and projects appropriately.
- ❖ Students will be integrating technology to conduct thematic interdisciplinary project (TIP) based learning.

EQUITY:

- ❖ Teachers will utilize instructional scaffolds that challenge ELs and IEP students to 'think critically' and academically perform rigorously at elevated 'Depth of Knowledge' (DOK) levels. Providing additional learning opportunities for IEP and EL students to access intervention programs using technology to enrich their respective skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-N/A-	Title 1 Part D Teacher Extended Hours
\$4,100	Title 1 Part D Other Books & Reference Materials
\$16,689	Title 1 Part D Instructional Materials
\$4,104	Title 1 Part D Non-Capitalized Equipment (\$500 to \$4,999)
\$607	Title 1 Part D Travel & Conferences
\$600	Title 1 Part D Transportation

Goal 5 LEA: All students will graduate from high school.

Glenn Rockey High School Goal 5:

All students at Glenn Rockey School will complete course requirements towards their respective high school graduation.

Identified Need

Basis for this Goal:

All Glenn Rockey High School students will fulfill a minimum set of stipulated California state academic requirements in acquiring their respective high school diplomas. Many Glenn Rockey students are behind in their traditional high school credits; therefore, APEX[®] coursework is available for students in an attempt to recover credits, thereby bringing these students into “credit current” status.

Annual Measurable Outcomes

<u>Metric/Indicator</u>	<u>Baseline/Actual Outcome</u>		<u>Expected Outcome</u>
High School Diploma (2023-'24 SY)	Site	Diploma (220+credits)	AB 216 (130 credits)
	Glenn Rockey	0	5
Students were identified for the AB216 program based on their eligibility.			

There are no HISET Students at Camp Glenn Rockey the camp is a Junior Camp and students don't qualify to take the exam

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 5

Students to be Served by this Strategy/Activity

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

All Students are currently enrolled at Glenn Rockey

Strategy/Activity

- ❖ PLCs will ensure that all students complete course requirements that lead to a high school diploma.
- ❖ Teachers will be implementing assessments aligned to CCSS and RTSA Thematic Units to ensure passing of respective academic courses and earning academic credits leading to their high school diploma.
- ❖ Teachers will be providing daily SEL activities during each block.
- ❖ Teachers will be utilizing the following software tools to analyze embedded student performance data: RENAISSANCE Reading/Math[®] Assessments, Imagine Math[®], Odysseyware[®], Achieve 3000,[®] Read 180/Math 180[®], Rosetta Stone[®], System 44[®], and informal assessments measured by respective rubric or common core learning objective.

Leadership:

- ❖ Parent Liaisons and academic and/or transitional counselors will be using student transcripts and student 'Progress Reports' to provide parents and students with information about their respective academic progress toward receiving a high school diploma.
- ❖ Parents and respective AB216 confirmed Glenn Rockey students will be provided with periodic updates.

Technology:

- ❖ Teachers will be providing opportunities for students to use technology to explore college and career options.
- ❖ Teachers will provide technology access during the school day and after school for Imagine Math[®], Odysseyware[®], Achieve 3000,[®] Read 180/Math 180,[®] System 44[®], Apex[®], Rosetta Stone[®], System 44[®], CTE, and OSHO.

SETTING THE STANDARDS FOR STANDARDS:

- ❖ Teachers will be utilizing research-based, student learning 'best practice' applications with respective instructional and supportive methodologies.
- ❖ Teachers will be using various assessment data to establish individual student learning goals. differentiating and modifying student instruction.
- ❖ Teachers will be reinforcing high expectations for students' academic work, students' efforts, and students' personal classroom behavior.
- ❖ Teachers will promote social-emotional learning in the classroom to incorporate students' personal connection to their daily lives.

- ❖ Teachers will be provided with training through professional development to improve strategies for implementing students’ personal, social-emotional learning growth and personal development.
- ❖ Students will be provided with strategies through various classroom activities that demonstrate social-emotional learning.
- ❖ Common core standards per curriculum units will guide teachers and will be providing unit lesson plans that reflect common core and state academic standards.

STUDENT DEMONSTRATION OF ACHIEVEMENT:

- ❖ Students will pass all courses required for an H.S. diploma.
- ❖ Students will be integrating technology in conducting Thematic Interdisciplinary Project (TIP) based learning as they work towards their respective high school diplomas.

EQUITY:

- ❖ Teachers will utilize instructional scaffolds that personally and academically challenge EL and IEP students to think critically and perform at higher DOK levels as they work towards their high school diploma.
- ❖ Providing opportunities for IEP and EL students to access intervention software programs to enhance their respective learning skills and towards their high school diploma.
- ❖ Students will pass all courses required for an H.S. diploma.
- ❖ Students will be integrating technology in conducting Thematic Interdisciplinary Project (TIP) based learning as they work towards their respective high school diplomas.

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)
-N/A-	Title 1 Part D Teacher Extended Hours
\$4,100	Title 1 Part D Other Books & Reference Materials
\$16,689	Title 1 Part D Instructional Materials
\$4,104	Title 1 Part A Non-Capitalized Equipment
\$607	Title 1 Part D Travel and Conferences \$200 Title I, Part A + \$572 Title I, Part A Parent/Family

Amount(s) Source(s)

\$600	Title 1 Part D Transportation
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Annual Review

SPSA Year Reviewed: 2023- '24

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.

Implementing scientific, research-based student learning strategies/intervention programs and directly partnering with LACOE curriculum specialists in core curriculum development via Imagine Math[®], Read 180/Math 180[®], Rosetta Stone[®], System 44[®], Achieve3000[®], APEX[®], and STAR Reading/Math[®] Assessments aligned with RTSA’s Thematic Interdisciplinary Project (TIP) Based Learning is enhancing/encouraging more active student engagement. This also improves students’ English language literacy across the curriculum and the usage of their mathematical skills. In addition, continuing to foster student collaboration, improving academic achievement, and social-emotional learning.

Applying scientific research-based intervention strategies along with district-adopted EL programming to assist in prioritizing Glenn Rockey High School’s following student learning strategies. Students will refer to prior background knowledge, using linguistic cues; varying delivery of student instructional methods reading, writing, speaking & listening skills; frequently checked for student understanding. Teachers will use graphic organizers, maintaining student learning logs aligned to support academic student achievement for all Glenn Rockey High School students.

Teachers will continue to discuss the ‘social-emotional learning’ in school/society with students. Glenn Rockey High School teachers are continuing to create an environment that engages all students, establishing a climate that promotes equity and social development in student learning.

Collaborating with community-based organizations/agencies, the Los Angeles County Probation Department, and the Los Angeles County Department of Mental Health to ensure students’ welfare, care, safety, and security throughout the Glenn Rockey High School campus.

Our academic and/or transitional counselors are continually monitoring student transcripts and informing parents and/or legal guardians of their child’s graduation eligibility and transitioning to a traditional high school diploma. Counselors and Parent liaisons meet monthly basis with parents to provide parenting classes and/or educational resources for their child’s academic success.

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

Currently, there are no students at Glenn Rockey High School who are qualify to take the HiSET[®] test.

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

- ✓ Contracts: Continue to expand and research for Community-Based Organizations (CBO) Artworks', One-on-One Learning (tutors) dedicated to working with Glenn Rockey students. (p.2)
- ✓ Extended Learning Opportunity (ELO) (p. 4)
- ✓ Instructional Materials timely submissions of requisitions throughout the school year. Monthly tracking of expenditures. (p. 4, 6, 9, 12, 15)
- ✓ RTSA interdisciplinary curriculum planning time is an “ongoing” issue per Glenn Rockey High School staff consensus. (p.4)
- ✓ LA Dads for Glenn Rockey High School student scholars who currently have children or are expecting to become a father...LA Dads is part of a national organization dedicated to helping fathers socialize and support one another. (p.13)
- ✓ APEX® - An advanced recovery system prescriptive to each individual learner’s needs (p.12)
- ✓ Southwest Carpenters and PVJobs are Los Angeles-based programs pairing youth under 17 with a mentor who is from construction union trades. This program is an opportunity for youth to engage in innovative activities, projects, field trips, and a life-changing mentorship program. (p.7)

Budget Summary

Description

Total Funds Provided to the School Through the Consolidated Application	\$ 9,482 Glenn Rockey Part A \$7,920 Title I, Part A Discretionary Funds+1,562 Title I Parent/Family Engagement \$ 26,100 Glenn Rockey Part D
Total Federal Funds Provided to the School from the LEA for CSI	\$ N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 35,582

Subtotal of state or local funds included for this school: N/A

Total of federal, state, and/or local funds for this school: \$ 35,582

Annual Review and Update

SPSA Year Reviewed: 2022_ '23

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

Glenn Rockey High School Goal 1:

- A) At least 5% of Glenn Rockey High School students will reach 'Standards Met' or higher level on the English portion of the CAASPP®.
- B) Sixty percent (60%) of Glenn Rockey High School students will increase their NWEA® ELA MAPs® RIT® score by at least three (3) RIT® points.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP®	100% of students will meet or exceed state standard	<i>Not Met</i> - ELA ...69% Met Standard
NWEA®	NWEA® replaced with RENAISSANCE STAR® reading assessment	NWEA® replaced with RENAISSANCE STAR® reading assessment

Glenn Rockey High School - Goal 2

- A) At least 5% of Glenn Rockey High School students will achieve 'Standard Met' or higher on the CAASPP® mathematics portion.
- B) Sixty percent (60%) of Glenn Rockey High School students will increase their respective Renaissance Star® mathematics score by three (5) points.

<u>Metric/Indicator</u>	<u>Expected Outcomes</u>	<u>Actual Outcomes</u>
CAASPP®	At least 5% of Glenn Rockey High School students will achieve 'Standard Met' or higher	<i>0% achieved 'Standard Met' status</i>
NWEA MAPs® mathematics	NWEA® replaced with RENAISSANCE STAR® reading assessment	NWEA® replaced with RENAISSANCE STAR® reading assessment

Glenn Rockey High School Schools - Goal 3

- A) Glenn Rockey High School students will increase their respective English 'language acquisition' results on the ELPAC®.
- B) Glenn Rockey High School appropriately designated EL students to become 'Well Developed' in English. Additionally, Glenn Rockey EL students will reach and maintain 'high academic standards' by attaining 'moderately developed' or better on the ELPAC® or at 'Proficiency level' on the CAASPP®.

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP®	* (fewer than 10 students)	
ELPAC®	* (fewer than 10 students)	

Glenn Rockey High School Schools – Goal 4

- ❖ Glenn Rockey High School will be actively planning, developing, and implementing ‘Positive Behavioral Intervention Strategies’
- ❖ (PBIS) will lead to reducing school-wide student suspensions and reducing the total number of student behavioral referrals. As a result, Glenn Rockey High School students will remain in class longer, and this increases their potential for ‘improved academic achievement’ across the curriculum.
- ❖ Glenn Rockey High School will continue promoting an academic learning environment that is safe, drug-free, and conducive to learning
- ❖ Glenn Rockey High School will continue offering active parent and family engagement through school committees and monthly
- ❖ Parent Family Education and Consultation Program (PFCEP) calendared meetings.

<u>Metric/Indicator</u>	<u>Expected Outcomes</u>	<u>Actual Outcomes</u>
PBIS	Reduced student suspension/behavioral referrals	<i>Met</i>
AERIES®	All suspensions for 48900 (k) violations during the 2021-'22 school year will decrease by 25%	<i>Met</i>
Parent Family Education and Consultation Program (PFCEP) meetings.	Monthly calendared PFCEP meetings	<i>Met</i>

Glenn Rockey High School - Goal 5A

All Glenn Rockey High School students will complete course requirements toward high school graduation.

<u>Metric/Indicator</u>	<u>Expected Outcomes</u>	<u>Actual Outcomes</u>
High School Diploma (Traditional + AB 216)	4 graduates	5

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year's SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1 – 5

<u>Planned Strategies/Activities</u>	<u>Actual Strategies/Activities</u>	<u>Proposed Expenditures</u>	<u>Estimated Actual Expenditures</u>
<p>1. Thematic Interdisciplinary Project (TIP) is effective because it allows teachers to work across the curriculum and is being supported by RTSA. Using TIP within the RTSA guide <i>is</i> increasing student Lexile Level results as measured by STAR Renaissance Reading/Math®. Additionally, ARC/APEX® allows students to recover ‘previously lost credits’ towards their high school/AB216 graduation requirements.</p> <p>2. Overall usage of technology in the classrooms Odysseyware®, APEX®, READ180/Math 180®, Achieve3000®, Imagine Math®, Rosetta Stone®, System 44®, Sora®, aligned with Glenn Rockey High School’s <i>Instructional Focus</i> Reading Comprehension, Instructional strategies will consist of JSWP®, RTSA curriculum and intervention program across the curriculum.</p> <p>3. Social-emotional Learning (SEL) strategies combined with JSWP® methodology</p>	<p>1. TIP is effective. It allows the planning of thematic student lessons across the curriculum and is being supported by RTSA. Using TIP within the RTSA units will increase student Lexile Level results measured by STAR Renaissance Reading/Math®. Additionally, ARC/APEX® allows students to recover ‘previously lost credits’ towards their high school/AB216 graduation requirements.</p> <p>2. Overall usage of technology in the classrooms Odysseyware®, APEX®, READ180/Math 180®, Achieve3000®, Imagine Math®, Rosetta Stone®, System 44®, and Sora® aligned with Glenn Rockey High School’s <i>Instructional Focus</i>. Reading Comprehension., JSWP®, instructional strategies, and intervention instructional programs across the curriculum.</p> <p>3. Social-emotional Learning (SEL) strategies combined with JSWP® methodology benefit students throughout the educational day. Students’ reading, writing, listening & speaking skills will focus on their behavioral awareness levels.</p>	<p>\$4,104 non-capitalized equipment</p> <p>\$16,699 - Instructional materials</p> <p>\$0 DBT Resource Training</p> <p>\$1,207 Travel / Conferences</p>	<p>\$4,104 non-capitalized equipment</p> <p>\$16,699 – Instructional materials</p> <p>\$0 DBT Resource Training</p> <p>\$1,207 Travel / Conferences</p>

<u>Planned Strategies/Activities</u>	<u>Actual Strategies/Activities</u>	<u>Proposed Expenditures</u>	<u>Estimated Actual Expenditures</u>
<p>benefit students throughout the educational day.</p> <p>4. On a monthly and/or “as needed” basis, academic/transitional counselors continue advising students on course placement, credit status, and graduation standing. The transitional counselor takes part in all MDT scheduled meetings.</p> <p>5. Teachers are working to ensure that all students complete the course requirements to receive a H.S. diploma.</p>	<p>4. On a monthly and/or “as needed” basis, academic/transitional counselors continue advising students on course placement, credit status, and graduation standing. The transitional counselor takes part in all MDT scheduled meetings.</p> <p>5. Teachers implement daily assessments aligned with our CCSS and RTSA Thematic Unit Plans developed during their weekly PLC structured planning time.</p>	<p>NA Contract Services</p>	<p>NA Contract Services</p>

ANALYSIS

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

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

Implementing scientific, research-based student learning strategies/intervention programs and directly partnering with LACOE curriculum specialists in core curriculum development. The intervention programs, Imagine Math[®], Read 180/Math 180[®], Achieve3000[®], APEX[®], Rosetta Stone[®], System 44[®], and RENAISSANCE STAR Reading/Math[®] Assessments aligned with RTSA’s Thematic Interdisciplinary Project (TIP). Students-based learning enhances/encourages more active student engagement. This improves students’ English language academic proficiency across the curriculum and the usage of their respective skills. By continuing to foster student collaboration and improving student academic achievement, our Social Emotional Learning adds a level of “personal accountability” for *all* Glenn Rockey High School students.

Applying scientific research-based intervention strategies and district-adopted EL programs that align with Glenn Rockey High School’s student learning strategies. Students will use prior background knowledge, linguistic cues, various student instructional methods of reading, writing, speaking & listening skills, and frequent checking for student understanding.

Teachers continue to discuss with students the ‘social-emotional aspects’ of learning in school/society. Glenn Rockey High School teachers are continuing to create an environment that engages all students, establishing a climate that promotes fairness and respect amongst all students, promoting social development amongst their

peers, and establishing and maintaining appropriate student behavior, planning, and implementing consistent classroom procedures, routines that actively engage, and support student learning.

Collaborate with community-based organizations/agencies, the Los Angeles County Probation Department, and the Los Angeles Department of Mental Health, to ensure students' welfare, care, safety, and security throughout Glenn Rockey High School's campus.

Our academic and/or transitional counselors continually monitor student transcripts and inform parents and/or legal guardians of their child's graduation eligibility and/or transitioning to a traditional high school for a diploma.

Counselors and Parent liaisons continue meeting monthly with parents to provide classes and educational resources for their child's academic success.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Scientific research-based student learning strategies/intervention programs and direct partnering with LACOE curriculum specialists in core curriculum development consist of Imagine Math®, Read 180/Math 180®, Achieve3000®, APEX®, RENAISSANCE STAR® reading and math assessments aligned with RTSA's Thematic Interdisciplinary Project (TIP) Based Learning is enhancing/encouraging more active student engagement. Improving students' English language literacy across the curriculum and their math skills. The process will continue to foster student collaboration, improve student academic achievement and Social-Emotional Learning, and add a level of "personal accountability."

Scientific research-based intervention strategies/programs and our LACOE district-adopted EL programs are helping prioritize Glenn Rockey's High School student learning strategies. Using students' prior background knowledge, linguistic cues, instructional methods, reading, writing, speaking, and listening skills, and frequent checking for students understanding.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

After appropriate SSC collaborative review(s) and consensus vote - any/all program changes are approved and validated per our School Site Council (SSC) program changes (these changes may/may not interfere with the expenditure of funds).

Attachment 1: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Attachment 1 must be aligned with the Consolidated Application.

LEA Goal #1: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of English/Language Arts on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel & Conferences Mileage Mileage	\$30,000 \$10,000 \$20,000 \$10,000 \$2,000 \$5,000	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D
b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.		Various Personnel Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators 1 Program Specialist	\$19,100 \$43,819 \$197,876 \$ 664,407 \$ 159,073	Title I Part A

		Coordinator II – Transition and Homeless 20% Part A 80% Part D Senior Program Specialist	\$43,000 \$171,990 \$182,369	Title I Part A Title I Part D Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 9 Paraeducators Program Specialist	\$959,906 \$268,350 \$664,407*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876 *repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons Extended Hours	\$120,000	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID,	\$ 948,351	Title I Part A

		Renaissance STAR licenses, Aztec Software BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can Drumming for Your Life	\$ 295,698 \$32,400	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance Aztec HiSET PD Aztec HiSET	\$24,552 *repeat \$76,650 *repeat \$ 40,406 *repeat \$ 19,000 *repeat \$ 21,498 *repeat \$ 9,995 *repeat \$5,000 *repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher	\$959,906 *repeat	Title I Part A

		(2 FTE)	\$268,350*repeat	Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducator 9 – Part A 7 – Part D	\$664,407*repeat \$509,505	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1 FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906 \$268,350 \$509,505 \$159,073 *All repeated	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$120,000 \$115,500 \$32,400 *80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #2: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of Math on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel and Conferences Mileage Mileage	\$30,000 \$10,000 \$10,000 \$20,000 \$2,000 \$5,000 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D

d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A
2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876*repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000*repeat	Title I PartA
		Parent Liaisons Extended Hours	\$120,000*repeat	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement,		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a

school activities and student learning.				
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$948,351*repeat	Title I Part A
		Read180, Math 180, Systems 44	\$76,650*repeat	
		BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can	\$295,698*repeat	Title I Part D
		Drumming for Your Life	\$32,400 *repeat	Title I Part D
				Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV

technology. Incorporate technology into the classroom with computers and learning resources.				
b. Utilize computer-based programs for low performing students.		APEX Read180, Math 180/Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552*repeat \$76,650*repeat \$40,406*repeat \$19,000*repeat \$21,498*repeat \$9,995*repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6FTE) Math Specialist Teacher (2 FTE)	\$959,906*repeat \$268,350*repeat	Title I Part A Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7– Part D	\$664,407*repeat \$509,505*repeat	Title I Part A Title I Part D
c. Program Specialists to		Program Specialist (1	\$159,073*repeat	Title I Part A

provide guidance and supplemental services to teachers to transfer to classroom.		FTE)		
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906*repeat \$268,350*repeat \$509,505*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$180,000 \$115,500 \$32,400 \$80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #3: Title I Part A and/or D: English language learner students (ELs) will reach common core state standards, at a minimum, attaining ‘Standard Met’ and /or ‘Standard Exceeded’ in the area of English/Language Arts on the CAASPP and improve upon their respective performance levels on ELPAC.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Para Educator Travel Mileage	\$30,000*repeat \$20,000*repeat \$2,000*repeat	Title I Part A Title I Part A Title I Part A

<p>b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.</p>		<p>Various Personnel - Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators Program Specialist</p>	<p>\$19,100 \$43,819 \$197,876 \$664,407 \$159,073 *all repeated</p>	<p>Title I Part A</p>
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		Coordinator II – Transition and Homeless 20% Part A 80% Part D	\$43,000 \$171,990 *all repeated	Title I Part A Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2FTE)	\$ 380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$ 120,000 *all repeated	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence-based programs.		APEX	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$ 948,351*repeat	Title I Part A

		Read180, Math 180, Systems 44, BASE Ed, Crisis Prevention Institute, Amer-I-Can Drumming for Your Life	\$295,698*repeat \$32,400 *repeat	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552 \$76,650 \$40,406 \$19,000 \$21,498 \$9,995 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A

b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7 – Part D	\$664,407 \$509,505 *all repeated	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$ 959,906 \$268,350 *all repeated	Title I Part A Title I Part A

<p>e. Supplemental contract services to provide direct services to students.</p>		<p>ArtworxLA New Earth Spirit Awakening Theatre of Hearts</p> <p>Drumming For Your Life Amer-I-Can</p>	<p>\$140,000 \$120,000 \$180,000 \$115,500</p> <p>\$32,400 \$80,000</p> <p>*all repeated</p>	<p>Title I PartA Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D</p>
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LEA Goal #4: Title I Part A and/or D: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>1. Positive Behavior Intervention Support (PBIS)</p>	<p>07/01/2023 - 06/30/2024</p>			
<p>a. Continue to implement the PBIS process, during and after the school day.</p>		<p>Positive Behavior Intervention Support (PBIS)</p>	<p>\$35,000</p>	<p>Title I Part D</p>

<p>b. Participate in the intake process that includes student's social emotional needs such as the Camps Assessment Unit (CAU) and initial assessments.</p>		<p>Wellness Counselors (2)</p> <p>Paraeducators (9) – Part A (7) – Part D</p>	<p>\$380,490</p> <p>\$664,407 \$509,505</p> <p>*All repeated</p>	<p>Title IV</p> <p>Title I Part A Title I Part D</p>
<p>c. Participate in the meetings for student transitions including Multidisciplinary Teams (MDT).</p>		<p>Wellness Counselors (2)</p>	<p>\$ 380,490</p> <p>*all repeat</p>	<p>Title IV</p>
<p>d. Purchase supplemental curriculum and/or programming to encourage social justice, tolerance, create cultural awareness, and social skills.</p>		<p>Base Education</p> <p>Academic Bowl</p>	<p>\$44,500 *repeated</p> <p>\$40,000</p>	<p>Title I Part D</p> <p>Title I Part D</p>

		Equity and Justice Summer Curriculum	\$10,000	Title I Part A
e. Teachers will receive training in effectively de-escalating behavioral situations and in behavioral modification.		Crisis Prevention Institute	\$13,548	Title I Part D
f. Students to receive direct support regarding behavioral wellness and modification.		Wellness Counselors = (2)	\$ 380,490 *repeat	Title IV
g. Provide ongoing support to parents and families including those of students who are English Learners.		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$120,000 *all repeated	Title I Part A

LEA Goal #5: Title I Part A and/or D: Performance Goal Five: All students will graduate from high school.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
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Development)				
1. Students will have opportunities to complete high school by:	07/01/2023 - 06/30/2024			
b. Hi-SET prep and sustained program. Students will use a preparatory program such as Aztec to prepare them for the Hi-SET.		Aztec Program for HiSet	\$5,000 *repeat	Title I Part A
c. APEX credit recovery program for students.		APEX	\$24,552 *repeat	Title I Part A

Division of Student Programs

Title I School Plan for Student Achievement Snapshot 2023-24

Name of School: Road to Success Camp Kilpatrick **Date:** January 9, 2024

Student Demographic Information

Enrollment by Subgroup – Road to Success Academy at Campus Kilpatrick

Subgroup	2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%
African American	—	—	8	36.4%	4	13.3%
Asian	—	—	—	—	1	3.3%
Hispanic or Latino	—	—	12	54.5%	24	80.0%
White	—	—	2	9.1%	1	3.3%
English Learners	—	—	3	13.6%	7	23.3%
Foster Youth	—	—	1	4.5%	2	6.7%
Homeless Youth	—	—	0	0.0%	0	0.0%
Migrant Education	—	—	0	0.0%	0	0.0%
Students with Disabilities	—	—	8	36.4%	8	26.7%
Socioeconomically Disadvantaged	—	—	22	100.0%	30	100.0%

“—” no data available

Source: CDE DataQuest [cde.ca.gov](https://www.cde.ca.gov) <https://www.cde.ca.gov/ds/ad/filesenr.asp>

2023-2024 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys

Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys, LCFF Local Indicators, LCAP
Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

2023-2024 Program Description – PAU

LEA Goal	School Initiatives	School Evaluation Methods
English Language Arts	Project-Based Lessons, Writing Programs, Professional Development, Professional Learning (Conferences), Read 180, Achieve 3000, ELO, Parent/Family Engagement, Contract Services, Paraprofessional	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Project-Based Lessons, Imagine Learning, Achieve 3000, Math 180, ELO, Parent/Family Engagement, Paraprofessional, Professional Development, Professional Learning (Conferences)	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Review and disaggregate student achievement data for EL, Achieve 3000, Computer-Based Programs, Professional Development, ELO, Parent/Family Engagement, Paraprofessional	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	PBIS, Positive Reinforcement, Collaboration with other agencies, Parent/Family Engagement, Contract Services	Discipline Referral Data, PBIS Reports, Parent Engagement Surveys, CHKS Site Surveys
Graduation/Equivalency	AVID, Professional Development, Individualized Learning Plan (ILP), Parent/Family Engagement	AVID Participation, HiSET Passage Rate and Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

Road to Success Academy at Campus Kilpatrick High School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Road to Success Academy (RTSA) at Campus Kilpatrick	19101990121954	November 16, 2023	January 9, 2024

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). The use of this plan will also be to support a schoolwide program and Comprehensive Support and Improvement (CSI) needs aligned with the 2022 CSI eligibility of Low Performance.

School Mission & Vision

Mission

Road to Success Academy at Campus Kilpatrick supports, empowers, and educates traditionally underserved students by providing a well-rounded, academically rigorous, college-preparatory, and career-ready education within a therapeutic setting that promotes the development of students' unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.

Vision

To guide students to gain a deeper understanding of themselves and develop a robust academic **identity** that will facilitate multiple pathways to **healing**. From these foundations, students will develop a personal, local and global **responsibility** that will **empower** them to respond to challenges with self-awareness, motivation, and confidence as they **persevere** through life's challenges.

Santa Monica Mountains Schools Profile

RTSA Campus at Kilpatrick (Santa Monica Mountains PAU) is part of Los Angeles County Office of Education's (LACOE) Division of Student Programs serving youth located at a juvenile detention facility that are operated by the Los Angeles County Probation Department. English Learners receive services through our site EL Program while Special Education students receive services as part of our inclusion program, as well as, support in the general education classroom through a "push in" program provided by Education Specialists. Special Education students have mainstreaming opportunities. All students receive 300 minutes of daily instruction, with optional participation in extended-day classes. The site specializes in providing education programs that offer opportunities for developing the academic, vocational and social skills of students. The educational program is accredited by the Western Association of Schools and Colleges (WASC).

The Santa Monica Mountains PAU has a new population, Secured Youth Treatment Facility (SYTF). Students typically enter our school at or older than 18 years and can stay in the facility until they are 25 years old, which increase or decrease based on student progress and behavior.

Students who enter our school have a history of chronic academic failure and truancy. As a result, many tend to have low literacy skills, minimal content knowledge, and only partial credits completed toward high school graduation. On average, students are two semesters behind when they arrive at our school. Students enrolled in our program will likely satisfy high school graduation requirements while with us and transition to college. Additionally, students could earn another 5 – 15 credits in the APEX credit recovery program.

Campus Kilpatrick's primary focus areas are professional development and training for increased fidelity and support of positive behaviors through PBIS, integrating technology in our Common Core Curriculum Unit Plans, learning for all students and increasing academic rigor with writing; whereas, the Department of Probation focuses on safety. Fortunately, there is a close and collaborative working relationship between school and probation staff. There is daily communication between the two agencies on student behavior and academic performance. Probation supports student learning by offering college course(s), providing Operation Read staff to support students in literacy (Achieve 300) and after school reading programs. Probation supports school activities such as exhibitions, award ceremonies, parent engagement workshops, PBIS development and implementation. Students with behavioral challenges inside and/or outside of the classroom are counseled by school, probation and Department of Mental Health staff showing students we are a united unit. In extreme cases, an emergency meeting can be called with school, Probation, and mental health to devise a plan to meet the needs of students known as an emergency MDT.

School programs offered during the day include: thematic interdisciplinary project-based learning instruction based on the Common Core and state standards, reading and math intervention programs, Career Technical Education (CTE). Students can receive an industry recognized certificate in OSHA. Students with a reading score of approximately 7th grade are eligible to participate in the program which utilizes an on-line curriculum, APEX. An individual learning path is created for each student allowing them to retrieve credits at an accelerated pace.

A Positive Behavior Intervention and Support (PBIS) program was implemented in January 2012, and this approach has significantly improved the presence of the school's expected positive behaviors centered on safety, responsibility and respect. The Probation Department's Behavior Management Program (BMP) nicely overlaps with the school's PBIS program.

After school or extended learning opportunity (ELO) programs include HISET preparation and certification, APEX, Achieve3000 and Imagine Math skill work as well as college courses, and other academic programs. Opportunities to develop language arts skills and increase self-esteem through drama, poetry, music and theatre are also available. These programs are facilitated by the regular classroom teachers and contracted vendors.

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

The Los Angeles County Office of Education LCAP identifies the state priorities, including those for County Offices of Education (Expelled and Homeless). As the LCAP is modified to align with the changing academic needs of the students through various avenues of feed-back; the SPSA also changes to align to the academic needs of the student. The SPSA is up-dated throughout the year based upon data (i.e. Dashboard and feedback.) The LCAP, Consolidated Application, and the LCAP Federal Addendum constitute the Local Education Agency Plan (LEA Plan). As the three documents adjust, the LEA Plan is updated. Santa Monica Mountains PAU revises its SPSA plan based on updates provided by the LCAP, Consolidated Application, LCAP Federal Addendum, LCAP

is updated yearly Consolidated Application is submitted in February and June of every year LCAP Federal Addendum is completed yearly Teachers Parents Students Other Staff Administrators SPSA Evaluation and Results of the Comprehensive Needs Assessment.

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

Annual Review - The school site council conducts a review and evaluation of the previous year's SPSA which identifies certain growth areas and strategies which are effective in raising student achievement. Programs are adjusted to reflect the results of the analysis to align to student academic achievement needs and the SPSA goals.

The PAU administers the Star Renaissance, ELPAC, and CAASPP. As a result of the size of the school population, CAASPP data and the other California Dashboard Indicators are not available. Hence, local assessments will provide data for review and analysis. The assessment results are accessible to the teachers in the AERIES database and through "Data Chats" and are available to all stakeholders. Assessment results establish individual student performance baselines to guide teachers' curriculum design and delivery of data-driven instruction.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets.

The Title I Parent & Family Education and Consultation Program (PFCEP) workshops provide the forum for the review of Title I programs and provide stakeholder feedback updated yearly to meet changing needs of parents and the school. Through these PECP workshops, parents will be involved on an ongoing basis in the planning, review, and improvement of programs including the parental involvement policy and the school-wide Title I plan

Local Control and Accountability Plan (LCAP) Surveys. As a result of the size of the school population, CAASPP data and the other California Dashboard Indicators are not available. Hence, local assessments will provide data for review and analysis. LCAP Surveys are distributed and analyzed at PECP workshops throughout the year and provide feedback to the SPSA

Central Office Title I Advisory Council meets regularly and provides input on supplemental programs.

Teachers and staff at the respective Principal Administrative Unit (PAU) meet monthly to discuss curriculum, instruction, best practices, and academic intervention programs

Resource Inequities

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

After looking at the LCAP we find no Inequities

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1: English Language Arts Proficiency

- Increase student grade equivalency using STAR Reading every 60 days
- Increase in students Lexile level in Achieve 3000
- Increase in students Lexile level in Read 180
- Progress in SBAC assessments

Identified Needs

The majority of CVK students Reading scores are 3-5 levels below their current grade levels. Our goal is to increase their ELA proficiency using the following benchmark above. Data for the years 2022-2023 is complicated, Kilpatrick population was reduced to zero due to change in programing. Most of the students were released early and collection of data on these students was limited. We continue to base our overall Data from a larger sample of students which shows the average STAR reading score to be 5.7. There was not enough CAASPP test scores to collect any Data. The identified need is to work on improving both reading and writing scores for all students.

Annual Measurements Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English/Language Arts on the CAASPP	Average student proficiency level from pervious ELA CAASPP (when available) Baseline outcomes are specific to serving a small student population	Average school-wide proficiency level will increase one or more grade levels for every 120 days of instruction.
STAR Assessment Tool	Current student GLE score Baseline outcomes are specific to serving a small student population	Students will increase GLE at or above the STAR expectation rate every 60 days assessment.
Schoolwide writing assessment	Average student score using teacher created writing rubric on a scale of 1-4 will be used Baseline outcomes are specific to serving a small student population	Students will increase their average writing score using the rubric by 0.50 every 60 days

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 who are performing below grade level in English/Language Arts

Strategy/Activity

LEA wide reading strategies and activities:

Continue to provide teachers with sound research based instructional strategies. Instructional Strategies are: Close Reading, Citing Textual Evidence and Argumentative Writing.

Schedule classroom visits to provide support and coaching opportunities

Achieve 3000 (Achievement Report), Read 180 (Achievement Report), Contracted services using CBO's (Community Based Organizations).

PLC and PD opportunities to review data from each unit's focus essays to implement best practices and increase student achievement. These opportunities may include "Writing across the Curriculum," DAS, Jane Schaffer Writing, and other strategies.

Saturday Summits to increase teacher's knowledge.

Bi-Monthly Checking for Mastery writing assignment for all students to be evaluated by all staff in PLC's to calibrate to the rubric.

School Specific Strategies:

ELO – (Extended learning opportunities) to support students reading and writing.

Comprehensive Support Intervention (1 Teacher on Special Assignment [TOSA])

Supplemental reading materials that support Differentiation Academic Support (DAS) levels.

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.

ELA	Amount
Contract Services	Kilpatrick: \$1,666 (Part D)
Equipment	Kilpatrick: \$0 (Part D)
Supplemental supplies	Kilpatrick: \$2,000 (Part D) 4310
CSI	\$0 (Part A)
Parent/Family Engagement	\$0 (Part D) Parent involvement required
Conferences	\$833 (Part D)

Annual Review

SPSA Year Reviewed: 2022-2023

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.

Campus Kilpatrick implemented the Principles of Instruction/Lesson Design using Assessment Data (data driven instruction) to create ELA lessons using the Road to Success Academy approach to learning. With limited numbers of students, data from the CAASPP were not available. Using STAR Reading data showed students growth from the previous year were consistent.

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

The largest impact on the budget and strategies was the non-implementation of extended learning for students. With the low population numbers and eventual change in student population, there has not been opportunity to implement.

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.

Additional Saturday PLC meetings to support development of supplemental lessons. Maintain professional development activities and teacher collaboration.

Hiring of appropriate number of para educators to assist in assessments and to meet student needs. Provide additional ELO intervention programs. Wrap around services to address the needs of the students for optimal learning.

Goal 2: Math Proficiency

- Increase student grade level equivalency using STAR Math every 60-days
- Show progress in Imagine Math program
- Progress in the SBAC assessments

Identified Needs

The majority of CVK students Math scores place them 3-5 grade levels below their current grade level. Our goal is to increase their Math proficiency using the following benchmark assessments listed above. Data for the year 2022-2023 is complicated, Kilpatrick population was reduced to zero due to change in programming. Most of the students were released early and collection of data on these students was limited. The population has increased to an average of only 5 students.

A review of Data shows that for the year 2022-2023 the overall STAR Math score average was 4.5. Due to the low population, there was not enough CAASPP test scores to collect any Data. The identified need is to work on improving math scores for all students. A closer look at the Data shows students need improvement on computational skills.

Annual Measureable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TTM (Think Through Math)	Average lessons per student passed in 2022-2023 or students will increase Grade Level Equivalent at or above TTM guidelines.	Students will increase their grade level Equivalent 0.50 to 1 grade level every 80 days.
CAASPP students will increase their achievement level in the for Math from the prior year as presented in the Dashboard. If CAASPP is not available STAR will be used as a local assessment.	LCAP and DASHBOARD	Increase of 5% from previous year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students that score below grade level of STAR Math or CAASPP

Strategy/Activity

LEA Math wide strategies and activities:

PLC and PD opportunities to review data from each unit's focus essays to implement best practices and increase student achievement. These opportunities will include focus on Common Core Standards in Algebra/Geometry/Math Basics with support on computational mastery.

DAS provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS).

School Specific Strategies

Additional Saturday PLC meetings to support development of supplemental lessons. Maintain professional development activities and teacher collaboration.

Hiring of appropriate number of para educators to assist in assessments and to meet student needs. Provide additional ELO intervention programs. Wrap around services to address the needs of the students for optimal learning.

Maintain Behavior Counselor

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.

Math	Amount
Contract Services	Kilpatrick: \$1,666 (Part D)
Supplemental supplies	Kilpatrick: \$2,000 (Part D) 4310
CSI	\$0 (Part A)
Parent/Family Engagement	\$0 (Part D) Parent involvement required
Conferences	\$833 (Part D)

Annual Review

SPSA Year Reviewed: 2022-2023

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

Campus Kilpatrick implemented the Principles of Instruction/Lesson Design using Assessment Data (data driven instruction) to create Math lessons using the Road to Success Academy approach to learning. Think Through Math (TTM) an online Math program is one of the main interventions used to support the student. With the limited numbers of student's data from Imagine Math and the CAASPP were inadequate. Using STAR Math data showed students growth from the previous year were consistent.

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

The largest impact on the budget and strategies was the non-implementation of extended learning for students.

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.

Additional Saturday PLC meetings to support development of supplemental lessons. Maintain professional development activities and teacher collaboration.

Hiring of appropriate number of para educators to assist in assessments and to meet student needs.

Hiring a Math Specialist Teacher (MST).

Provide additional ELO intervention programs. Wrap around services to address the needs of the students for optimal learning.

Maintain TOSAs and additional student support staff.

Goal 3: English Language Development

- Increase English Learners proficiency rate on English Language Proficiency Assessment for California (ELPAC)
- Integrated EL instruction is performed in all classrooms
- Enrollment in English Language Development courses (Designated EL) as determined by the ELPAC.
- Enrollment in Read 180
- Progress shown in Read 180
- System in place for reclassification

Identified Need

District wide for ELA/CAASPP, Interim Assessment and/or ELPAC data. On average, thirty percent of CVK students are identified as English Learners (EL). Our goal is to continually support these students using the above benchmarks.

Annual Measurable Outcomes

<u>Metric/Indicator</u>	<u>Baseline/Actual Outcome</u>	<u>Expected Outcome</u>
Writing samples from writing prompts given at the end of each unit	Initial start of the school year school-wide writing prompt.	70% of students will score better than there baseline
ELPAC	Number of students considered for reclassification in 2022-2023 school year.	All EL students who are Intermediate or Advanced will be monitored for reclassification.
RFEP Data	2022-2023 RFEP Data	Reclassification process for EL students will be monitored and all students who qualify will be RFEP

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 English Learner Students

Strategy/Activity

LEA EL wide strategies and activities:

Continue to provide sound research based instructional strategies. Instructional Strategies are: Close Reading, Citing Textual Evidence and Argumentative Writing focusing on English Language Learners (ELL).

Title I Intervention Programs: Achieve 3000 (Achievement Report), Read 180 (Achievement Report), Imagine Math and Rosetta Stone

Develop ELL instructional strategies that drive and support Writing Across the Curriculum at professional development workshops and trainings.

School Specific Strategies

Parent Engagement Community Program monthly activities at school sites to articulate areas of academic concern to parents as well as improvements in academic abilities

Multi-Tiered System of Supports (MTSS) provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS).

Extended Learning Opportunities (ELO) -Academic support to students in EL

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.

EL	Amount
Contract Services	Kilpatrick: \$1,666 (Part D)
Supplemental supplies	Kilpatrick:\$2,000 (Part D) 4310
CSI	\$0 (Part A)
Parent/Family Engagement	\$0 (Part D) Parent involvement required
Conferences	\$833 (Part D)

Annual Review

SPSA Year Reviewed: 2022-2023

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.

Staff consistently reviewed District-released results, READ180 SRI, STAR tests results, daily usage reports for ACHIEVE 3000, Imagine Math results, Circulation Data, and Aeries Data base. The implementation of the Jane Schafer Writing Program to strengthen students writing is expected to show results. The ELD program suffered with the lack of direct instruction in the classroom with the teacher. Students with limited English skills require in person instruction, direct interaction and feedback.

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

Continued support with LST using Read 180, System 44, Rosetta Stone and Imagine Math as a pullout program to give direct instruction to focus on the students’ needs based on data.

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.

To more accurately monitor students reading level and combination of assessments are to be implemented. At minimum 4 data points will be used these include STAR Reading, Read 180 SRI, Achieve 3000 and teacher made assessments and evaluation.

Goal 4: Special Education

- IEP Meetings
- Triennial Assessments
- Progress Reports
- Transition and Behavior Plans
- Summaries of Performance

Identified Need

All students will be served by these strategies/activities. Traditionally, thirty-five percent of our students qualify for IEP’s. CVK strives to meet the goals stated in each student’s IEP. The goal is to place each student in the least restricted environment using the above benchmarks.

Annual Measureable Outcomes (This need to be special ED)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IEP meetings	2023-2024 Ongoing in 100% compliance with SELPA timelines	The IEP team works together to create Specially Designed Instruction and goals for the student. The Initial IEP is done before an initial placement in special education. The IEP is reviewed every year to measure the student's progress and must be

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		completed by the anniversary date. An IEP amendment can be done anytime a change in the program is needed.
Triennial Assessments	2023-2024 Ongoing in 100% compliance with SELPA timelines	A three-year reevaluation is completed by the three-year anniversary date of the initial evaluation. Off-cycle evaluations can be proposed by a parent or the school in one or all areas at any time prior to the 3-year evaluation.
Progress Reports Transition and Behavior Plans Summaries of Performance	2023-2024 Ongoing in 100% compliance with SELPA timelines	Transition plans are a required component of Individual Education Plans. Develop transition plans with a team approach

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 with IEP's

Strategy/Activity

Progress monitoring is an ongoing formative process used to assess students' academic and behavioral performance over time. It is used to measure student growth and responsiveness to educational strategies (e.g. instruction, supports, etc.). Along with other information progress data allows us to evaluate the effectiveness of a student's education. With respect to IEPs, progress monitoring refers to systematic and planned methods for collecting and analyzing data to determine whether a student is benefitting from educational strategies linked to IEP 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.

Special Education	Amount
Contract Services	Kilpatrick: \$1,666 (Part D)
Equipment	Kilpatrick: \$833 (Part D)
Supplemental supplies	Kilpatrick: \$2,000 (Part D) 4310
CSI	\$0 (Part A)
Parent/Family Engagement	\$0 (Part D) Parent involvement required
Conferences	\$833 (Part D)

Annual Review

SPSA Year Reviewed: 2022-2023

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.

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

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

There were no budget challenges in this area.

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.

All goals were satisfied using current SELPA guidelines.

Goal 5: MTSS (Multiple Tiered Support Strategies) and Safe School

- Decrease student behavioral issues in the school.
- Implement PBIS with fidelity school-wide.
- Incorporate LA Model components, including DMH's Dialectal Behavior Therapy (DBT) and Probation's Developmental Stage System (DSS).
- Utilize Trauma Informed and Restorative Justice practices in and out of the classroom.
- Safe School protocols.
- Adherence to the three tiered system (Identification of student who would benefit from Tier 1, Tier 2, or Tier 3).

Identified Need

All students and staff will continue to build an effective school-wide wellness program with socio-emotional support to address the strategies and benchmarks listed above.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease student behavioral issues in the school.	Use discipline/suspension data to inform appropriate interventions. Implement PBIS with fidelity.	A 10% decrease in student behavior in their school program
Trauma Informed and Restorative practices in and out of the classroom	Conduct / participate in annual CPI-NCI training. Use CPI-NCI strategies weekly.	A reduction in individual students behavioral restructures in their school program
Incorporate LA Model components, including DMH's Dialectal Behavior Therapy (DBT), and Probation's Developmental Stage System (DSS)	Incorporate at least one strategy from each component into daily school operations.	A 10 % decrease in school-wide behavior issues for the entire school environment..

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 stakeholders

Strategy/Activity

CVK's primary focused is to address our students social-emotional and academic needs. By doing so we expect an increase in students' academic and behavior performance in the classroom.

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.

MTSS/Safe Schools	Amount
Contract Services	Kilpatrick: \$1,666 (Part D)
Equipment	Kilpatrick: \$833 (Part D)
Supplemental supplies	Kilpatrick: \$2,000 (Part D) 4310
CSI	\$0 (Part A)
Parent/Family Engagement	\$0 (Part D) Parent involvement required
Conferences	\$833 (Part D)

Annual Review

SPSA Year Reviewed: 2022-2023

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.

Last year with all of the changes that population and occurring Covid-19 issues continued to have on our students. All of our students received full support from all of the behavioral counselor and Mental health when students requested it. The staff looks forward to further implementing all of the programs listed above to insure the students at CVK are fully supported emotional and academically.

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

This year we added a Behavioral counselor that is able to address our student's behavioral issues. The goal is to decrease school suspensions and referrals, with not a full year of data to make a complete analyst and partial analyst seems to show a decrease in suspensions with many of those being reduced to restructures and student returned to class.

Continued collaboration with parents and partner agencies to ensure the welfare, care, safety and security of the students to promote a positive educational experience. A fully implemented PBIS program with all stakeholders participating, to support positive environment.

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.

None

Goal 6: Graduation/Career Pathways

- Traditional pathway 220 credits to graduate
- Evaluate AB 216 qualification
- Hi-SET – Gradational alternative. For students who cannot graduate in the traditional manner.
- Credit recovery of APEX (credit recovery)
- Enrollment of additional courses (CTE/College) to support transition back to community

Identified Need

All students will meet with counselors to develop an Individual Learning Plan (ILP) for the most effective pathway to ensure their academic and transitions goals. Constant review of academic progress and alignment of students' future goals are evaluated. Pathways are listed above.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student transcripts/Transition	Review to show correct classes assigned towards graduation	All students will meet with counselor and receive updated transcript at least every 30 days.
Number of Apex courses assigned	Compare number of courses assigned to courses completed	60% of students assigned Apex course to complete course and will complete 11 credits of recovery.
Number of students enrolled in AB 216	Number of students enrolled in AB 216 and work towards graduation	All students that qualify for AB 216 will be identified and enrolled in proper courses.
Number of students enrolled in CTE/College courses	Number of students enrolled in CTE/College courses	80% of students enrolled in CTE or College courses will complete course with passing grades.

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

Graduation/Pathways strategies and activities:

Students will receive updated transcripts and progress report explained to them by a counselor and also work on a transition plan with all stakeholders. Students will discuss educational needs and any support programs needed to enrich the students educational experience.

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.

Graduation/Pathways	Amount
Contract Services	Kilpatrick: \$1,666 (Part D)
Equipment	Kilpatrick: \$833 (Part D)
Supplemental supplies	Kilpatrick: \$2,000 (Part D) 4310
CSI	\$0 (Part A)
Parent/Family Engagement	\$0 (Part D) Parent involvement required
Conferences	\$833 (Part D)

Annual Review

SPSA Year Reviewed: 2022-2023

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.

Last year with all of the changes of a reducing population and changing population all of our students received full support from all of the counseling and all students received bi-monthly reports from the counselors.

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

Counselors increased the amount of meetings with students to keep the students updated with their progress and any changes needed in their educational programs.

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.

With the anticipation of an older student population that is schedule to be enrolled at CVK, emphasis on CTE and College course will be included as electives.

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	\$ 27,000 (Title I Part D) \$0 (\$0 discretionary & \$0 parent engagement) – Title I, Part A
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	\$ 27,000

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 (\$)
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

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 (\$)
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

Road to Success Academy at Campus Kilpatrick

Parent Engagement Policy

Revised 8/14/2021

- RTSA at Campus Kilpatrick recognizes that a critical part of effective schooling is parent engagement. *
- The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.
- Research has shown that engagement by parents as partners in their children's education contributes greatly to student achievement and conduct.
- Families provide the primary educational environment.
- Parental engagement in their children's education improves student achievement.
- Parental engagement in their children's education is more important to student success than family income or education.
- Parental engagement in the school is most effective when it is supportive, long-lasting, and well-planned.
- The benefits of parent engagement for students are not limited to early childhood or the elementary grades; positive benefits continue on through high school.

The staff of Campus Kilpatrick believes that the education of its students is a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the Common Core State Standards.

Parents shall have the responsibility and opportunity to work with the schools in a mutually supportive and respectful partnership with the goal of helping their children succeed in school.

Parental Engagement

Parental engagement as described in this policy shall be developed with the assistance of parents, agreed to by parents, incorporated in the school's action plan, and reviewed and updated annually by parents. The policy shall be made available to the local community and be distributed to the parents of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The importance of communication between teachers and parents on an ongoing basis, using reports on student progress, discipline, and reasonable access to staff for parental input regarding their children's education.

Building Capacity for Parent Engagement

This policy supports building the capacity of schools and parents to work together for strong parent engagement in support of increased student achievement.

Parents will be informed on an ongoing basis about student support programs, classroom activities and school events, and will receive information and training on family and education related topics and activities requested by parents to assist them in working with their children. Parents will be provided with progress reports every 80 school days and “positive behavior” cards when appropriate.

Timely informational meetings/workshops will be held so parents can gain a better understanding of: The school’s curriculum, academic standards adopted by California, the proficiency level all students are expected to meet in learning the standards, local and state assessment results, and the requirements of programs their students are participating in, including Title 1 program requirements.

How to monitor their children’s progress through interpreting local and state assessment reports and student progress reports.

How to contact and use student support programs, family counseling, and other available services provided by community agencies.

School staff shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children’s education by using strategies to: Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent practical, in a language parents understand.

Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including participating on School Site Council, English Learner Advisory Committee and regular attendance in parent meetings.

Become knowledgeable about parent rights as specified in California statutes.

To further the goal of effective parent engagement, school staff will:

Train parents in leadership roles so they may serve effectively on the Parent Association, English Learner Advisory Committee, School Site Council, and other school committees as appropriate.

Form alliances with community-based agencies and businesses to connect families, in need of assistance, to appropriate services.

Inform parents about resources that support and encourage parental engagement in their children’s education.

Road to Success Academy at Campus Kilpatrick Student, School and Guardian Compact

Revised 8/14/2021/ Reviewed 11/16/23

The purpose of this compact is to define the responsibilities of the student, school, and community to assure that the student achieves to his/her utmost potential.

The School's responsibilities include:

an academic program that is rigorous and challenging and an environment that promotes learning based on the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).

Providing school-to-career preparation using up-to-date technology and guidance counselors.

Involving the parents/guardians, community, staff and students in the governance of the school educational programs.

Providing guidance counseling to students to facilitate completion of high school diploma and for GED completion.

Adhering to the Williams Legislation Guidelines.

The Parent/Guardian/en loco parentis responsibilities includes:

Sending students to school on time, appropriately groomed and prepared to learn.

Encouraging students to follow rules and follow the Positive Behavioral Intervention and Support (PBIS) expectations.

Assisting with students' academic program and support of their academic environment.

The Student's responsibility includes:

Coming to school appropriately groomed and prepared to learn.

Complete class assignments to the best of their ability.

Following institution and classroom rules and honoring the PBIS expectations.

Having a positive and respectful attitude towards themselves and others.

Working to resolve conflicts in a positive and nonviolent manner.

Participating fully in all academic activities.

Student _____ **Date** _____

Parent/Guardian/en loco parentis _____

School Administrator/Teacher _____

Attachment 1: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Attachment 1 must be aligned with the Consolidated Application.

LEA Goal #1: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of English/Language Arts on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel & Conferences Mileage Mileage	\$30,000 \$10,000 \$20,000 \$10,000 \$2,000 \$5,000	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D
b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.		Various Personnel Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators 1 Program Specialist	\$19,100 \$43,819 \$197,876 \$ 664,407 \$ 159,073	Title I Part A

		Coordinator II – Transition and Homeless 20% Part A 80% Part D Senior Program Specialist	\$43,000 \$171,990 \$182,369	Title I Part A Title I Part D Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 9 Paraeducators Program Specialist	\$959,906 \$268,350 \$664,407*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876 *repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons Extended Hours	\$120,000	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID,	\$ 948,351	Title I Part A

		Renaissance STAR licenses, Aztec Software BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can Drumming for Your Life	\$ 295,698 \$32,400	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance Aztec HiSET PD Aztec HiSET	\$24,552 *repeat \$76,650 *repeat \$ 40,406 *repeat \$ 19,000 *repeat \$ 21,498 *repeat \$ 9,995 *repeat \$5,000 *repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher	\$959,906 *repeat	Title I Part A

		(2 FTE)	\$268,350*repeat	Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducator 9 – Part A 7 – Part D	\$664,407*repeat \$509,505	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1 FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906 \$268,350 \$509,505 \$159,073 *All repeated	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$120,000 \$115,500 \$32,400 *80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #2: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of Math on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel and Conferences Mileage Mileage	\$30,000 \$10,000 \$10,000 \$20,000 \$2,000 \$5,000 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D

d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A
2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876*repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000*repeat	Title I PartA
		Parent Liaisons Extended Hours	\$120,000*repeat	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement,		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a

school activities and student learning.				
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$948,351*repeat	Title I Part A
		Read180, Math 180, Systems 44	\$76,650*repeat	Title I Part D
		BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can	\$295,698*repeat	Title I Part D
		Drumming for Your Life	\$32,400 *repeat	Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV

technology. Incorporate technology into the classroom with computers and learning resources.				
b. Utilize computer-based programs for low performing students.		APEX Read180, Math 180/Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552*repeat \$76,650*repeat \$40,406*repeat \$19,000*repeat \$21,498*repeat \$9,995*repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6FTE) Math Specialist Teacher (2 FTE)	\$959,906*repeat \$268,350*repeat	Title I Part A Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7– Part D	\$664,407*repeat \$509,505*repeat	Title I Part A Title I Part D
c. Program Specialists to		Program Specialist (1	\$159,073*repeat	Title I Part A

provide guidance and supplemental services to teachers to transfer to classroom.		FTE)		
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906*repeat \$268,350*repeat \$509,505*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$180,000 \$115,500 \$32,400 \$80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #3: Title I Part A and/or D: English language learner students (ELs) will reach common core state standards, at a minimum, attaining ‘Standard Met’ and /or ‘Standard Exceeded’ in the area of English/Language Arts on the CAASPP and improve upon their respective performance levels on ELPAC.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Para Educator Travel Mileage	\$30,000*repeat \$20,000*repeat \$2,000*repeat	Title I Part A Title I Part A Title I Part A

<p>b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.</p>		<p>Various Personnel - Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators Program Specialist</p>	<p>\$19,100 \$43,819 \$197,876 \$664,407 \$159,073 *all repeated</p>	<p>Title I Part A</p>
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		Coordinator II – Transition and Homeless 20% Part A 80% Part D	\$43,000 \$171,990 *all repeated	Title I Part A Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2FTE)	\$ 380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$ 120,000	Title I Part A
			*all repeated	
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence-based programs.		APEX	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$ 948,351*repeat	Title I Part A

		Read180, Math 180, Systems 44, BASE Ed, Crisis Prevention Institute, Amer-I-Can Drumming for Your Life	\$295,698*repeat \$32,400 *repeat	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552 \$76,650 \$40,406 \$19,000 \$21,498 \$9,995 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A

b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7 – Part D	\$664,407 \$509,505 *all repeated	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$ 959,906 \$268,350 *all repeated	Title I Part A Title I Part A

<p>e. Supplemental contract services to provide direct services to students.</p>		<p>ArtworxLA New Earth Spirit Awakening Theatre of Hearts</p> <p>Drumming For Your Life Amer-I-Can</p>	<p>\$140,000 \$120,000 \$180,000 \$115,500</p> <p>\$32,400 \$80,000</p> <p>*all repeated</p>	<p>Title I PartA Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D</p>
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LEA Goal #4: Title I Part A and/or D: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>1. Positive Behavior Intervention Support (PBIS)</p>	<p>07/01/2023 - 06/30/2024</p>			
<p>a. Continue to implement the PBIS process, during and after the school day.</p>		<p>Positive Behavior Intervention Support (PBIS)</p>	<p>\$35,000</p>	<p>Title I Part D</p>

<p>b. Participate in the intake process that includes student's social emotional needs such as the Camps Assessment Unit (CAU) and initial assessments.</p>		<p>Wellness Counselors (2)</p> <p>Paraeducators (9) – Part A (7) – Part D</p>	<p>\$380,490</p> <p>\$664,407 \$509,505</p> <p>*All repeated</p>	<p>Title IV</p> <p>Title I Part A Title I Part D</p>
<p>c. Participate in the meetings for student transitions including Multidisciplinary Teams (MDT).</p>		<p>Wellness Counselors (2)</p>	<p>\$ 380,490</p> <p>*all repeat</p>	<p>Title IV</p>
<p>d. Purchase supplemental curriculum and/or programming to encourage social justice, tolerance, create cultural awareness, and social skills.</p>		<p>Base Education</p> <p>Academic Bowl</p>	<p>\$44,500 *repeated</p> <p>\$40,000</p>	<p>Title I Part D</p> <p>Title I Part D</p>

		Equity and Justice Summer Curriculum	\$10,000	Title I Part A
e. Teachers will receive training in effectively de-escalating behavioral situations and in behavioral modification.		Crisis Prevention Institute	\$13,548	Title I Part D
f. Students to receive direct support regarding behavioral wellness and modification.		Wellness Counselors = (2)	\$ 380,490 *repeat	Title IV
g. Provide ongoing support to parents and families including those of students who are English Learners.		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$120,000 *all repeated	Title I Part A

LEA Goal #5: Title I Part A and/or D: Performance Goal Five: All students will graduate from high school.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
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Development)				
1. Students will have opportunities to complete high school by:	07/01/2023 - 06/30/2024			
b. Hi-SET prep and sustained program. Students will use a preparatory program such as Aztec to prepare them for the Hi-SET.		Aztec Program for HiSet	\$5,000 *repeat	Title I Part A
c. APEX credit recovery program for students.		APEX	\$24,552 *repeat	Title I Part A

**Division of Student Programs
Title I School Plan for Student Achievement
Snapshot 2023-24**

Name of School: Los Padrinos Juvenile Hall School Date: January 9, 2024

Student Demographic Information

Enrollment by Subgroup

Subgroup	2023-24	
	Count	%
African American	88	35.3%
American Indian	1	0.40%
Asian	1	0.40%
Filipino	—	—
Hispanic or Latino	147	59%
Pacific Islander	—	—
Two or More Races	1	0.40%
White	11	4.4%
Not Reported	20	3.6%
English Learners	44	17.7%
Foster Youth	39	15.7%
Homeless Youth	21	8.4%
Migrant Education	0	0.0%
Students with Disabilities	102	41%
Socioeconomically Disadvantaged	249	100%

“—” no data available
Source: CALPads retrieved 12/12/23

2023-2024 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys

Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys, LCFF Local Indicators, LCAP
Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

2023-2024 Program Description – PAU

LEA Goal	School Initiatives	School Evaluation Methods
English Language Arts	Project-Based Lessons, Writing Programs, Professional Development, Read 180, Achieve 3000, ELO, Parent/Family Engagement, Contract Services, Paraprofessional	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Project-Based Lessons, Imagine Learning, Achieve 3000, Math 180, ELO, Parent/Family Engagement, Paraprofessional	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Review and disaggregate student achievement data for EL, Achieve 3000, Computer-Based Programs, Professional Development, ELO, Parent/Family Engagement, Paraprofessional	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	PBIS, Positive Reinforcement, Collaboration with other agencies, Parent/Family Engagement, Contract Services	Discipline Referral Data, PBIS Reports, Parent Engagement Surveys, CHKS Site Surveys
Graduation/Equivalency	AVID, Professional Development, Individualized Learning Plan (ILP), Parent/Family Engagement	AVID Participation, HiSET Passage Rate and Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

School Year: 2023-2024

Los Padrinos School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Los Padrinos Juvenile Hall School	Los Padrinos J.H. CDS Code: 19 10199 0121871	December 19, 2023	January 9, 2024

District: Division of Student Programs-Los Angeles County Office of Education

Principal: Mr. Jackson

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mr. Gregory Jackson

Position: Principal

Telephone Number: 323-225-4362

Address: 7825 Quill Drive, Downey, Ca. 90242

E-mail Address: Jackson_Gregory@lacoedu.edu

The District Governing Board approved this revision of the SPSA on January 9, 2024.

Purpose and Description

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

Our Los Padrinos Juvenile Hall School Plan for Student Achievement (SPSA) consists of four critical components. We will analyze our assessment school data to determine the needs of our students, teachers, and school partners. We will execute a school-wide plan to provide support services to our students partnering with community agencies, engaging parents in the education of their children, and providing teachers with opportunities to attend professional development in subject content knowledge. It is imperative to note that as of July 2023, as a result of a directive from the state regulatory board, Los Padrinos is comprised of what was previously two Los Angeles County juvenile halls with an enrollment of about 275 students. Hence, the data represents two schools' results from the CAASPP, ELPAC, and STAR local assessments. Overall, the data reveals that our students need intensive services as we pursue efforts to improve student achievement in reading and mathematics. We will use these funds to provide all students with educational opportunities during, after school, and on weekends to develop their academic skills in reading and mathematics, all core classes, and credit recovery courses. In executing this plan, we will integrate technology to measure results and track our progress. Our primary goal is to implement the SPSA with fidelity and include all stakeholders in improving our student achievement and academic performance.

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.

Los Padrinos Juvenile Hall will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate increased scores or proficiency on the state's academic standards and California Dashboard Indicators, and will adhere to the Individuals with Disabilities Education Act (IDEA), which is a federal law that establishes a formal process for evaluating children with disabilities and providing individualized education programs and services. Our school goals will focus on the data we collected and the strategies we adopt to improve student achievement for all students. As a result of the assessment data, some of our actions will include lesson planning, formative assessments, professional development, social-emotional support, intensive support for students that have low test scores, and both parent engagement and community partnerships. Our goals are aligned with the Learning Continuity and Attendance Plan/LCAP and the key Dashboard indicators such as school climate, academic achievement, graduation, and college and career readiness will be targeted in determining the allocation of resources and delivery of resources.

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

1. Involvement Process for the SPSA and Annual Review and Update:
2. School Site Council (SSC) - The Los Padrinos SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. The SSC meets once a month for 10 months and includes teachers, parents, students, other staff, and administration. If necessary, the SSC does have emergency meetings.
3. PFCEP - The Title I Parent and Family Education and Consultation Program (PFCEP) workshops provide the forum for the review of Title I programs and provide stakeholder feedback updated yearly to meet changing needs of parents and the school. Through these PECP workshops, parents are involved on an ongoing basis in the planning, review, and improvement of programs including the parental involvement policy and the school-wide Title I plan. The parent workshops are held twice a month for 11 months. Parents, community, and students are involved.
4. Qualitative Faculty and Staff Survey- Participants responded to questions regarding the efficacy of current elements of the instructional program and suggestions for improvement.
5. LCAP Surveys - LCAP Surveys are distributed and analyzed at PECP workshops throughout the year and provide feedback to the SPSA. Parents do the survey during January-June.
6. Title 1 Advisory Council - Central Office Title I Advisory Council meets regularly and provides input on supplemental programs. They meet quarterly and members include parents, teachers, students, and other administration staff.
7. The Parent Advisory Committee (PAC) is held at the Central Office. The PAC is held bimonthly and provides parents with an overview of programs in which members are asked for input and feedback.
8. Curriculum Department Meetings/PLCs - Teachers and staff at Los Padrinos Juvenile Hall meet and use 18 PLC and teacher planning time for professional learning experiences in developing “subject content knowledge.” Teachers will be learning subject content knowledge collaborating with their peers and embedding the lessons into their classrooms. Teachers will also review student behavior issues in the classroom and academic needs of students who are about to fail to suggest intervention programs and tutoring.
9. English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) Monthly at Los Padrinos Office. On site, an ELAC to advise our governing bodies on EL instruction, due to an increase in our ELD student population. As a result, it decided to hold monthly ELD Parent meetings to discuss students’ academics, parent engagement, and parent input for the education of their son/daughter.

10. DELAC meetings are conducted bimonthly at LACOE Committee input and feedback are collected especially for students designated as English Learners.

11. Student Stakeholder 13 Surveys and Staff Stakeholder 25 Surveys were given to students and all staff to include their perspective on our school needs assessment. The surveys are held bi- annually to guide our progress.

Resource Inequities

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

Los Padrinos serves an average of 245 students and is facing a devastating inequity in staffing. Despite serving a population with intense academic and social-emotional needs, the site currently has no Behavior Management Counselor, no Transition Counselor, two Literacy Specialist Teachers (4th grade is the average reading level for 9-12 grade) for a site with 80% of its students reading below proficiency levels, no Math Specialist despite a 90% of students testing below math proficiency levels, and no on-site Instructional Coach or Coordinator. In addition, the current “Inclusion Model” has created a shortage of Special Education teachers, resulting in a failure to honor IDEA, or to provide a continuum of services to special education students. SPED teachers are currently assigned to two General Education teachers, making it impossible to provide a continuum of services to students in two classrooms throughout the week. Finally, the Office of Juvenile Justice and Delinquency Prevention contends, “Vocational education and training is a crucial part of child rehabilitation in Juvenile Homes. Vocational education and training offer children in conflict with law, an access to economic opportunities and technical training that can lower their risk of re-offending and improve their chances of a successful social re-integration in the society.” However, outside of the online computer courses (OSHA), the students have no (CTE) career or vocational services for practical or hands-on opportunities for training.

Los Padrinos Juvenile Hall Principal Administrative Unit (PAU)

School Vision

Los Padrinos Juvenile Hall School strives to provide a nurturing environment where students are challenged to discover their full potential through education.

School Mission

Los Padrinos Juvenile Hall School empowers at-risk youth to become responsible and productive scholars through the use of a multi-tiered system of support. We focus on social emotional learning as well as a holistic approach to nurture the whole child. We work with students towards transformation so they can be lifelong learners by building students’ resilience and providing students with the skills needed to improve their lives through the education and recovery process.

District and School Status

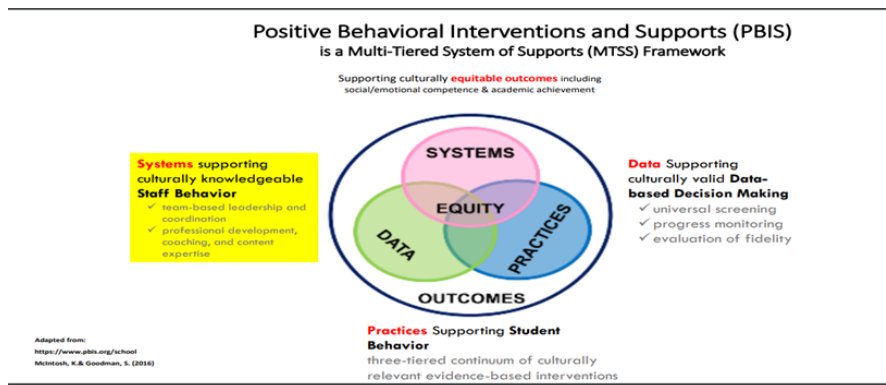
Los Angeles County Office of Education Division of Student Programs is participating in the following programs:

The school is operating a Title I School-wide Program and has included the following federal programs:

- a. Title I, Part A
- b. Title I, Part D

Los Padrinos Juvenile Hall School PAU Profile

Los Padrinos Juvenile Hall School is part of the Division of Student Programs (DSP), under the direction of the Los Angeles County Office of Education. The Los Padrinos JH school calendar comprises a 3 academic semester program with 218 days of instruction. The Los Padrinos JH school provides standards-based curriculum aligned to the Common Core State Standards during its 300-minute instructional day. The teacher to student ratio in regular education classes is 15:1. Los Padrinos Juvenile Hall School instructs and serves either students, who have been adjudicated or are awaiting adjudication, under the authority of the Los Angeles County Juvenile Court, or who are under the protection of the Los Angeles County Children’s Court. The Los Padrinos JHS PAU was reviewed by Western Association of Schools and Colleges during the Spring of 2017 and received a six-year accreditation with no review. The school is scheduled for re-accreditation in 2023. Our instructional program’s ideology is centered around the research-based approach aligned to PBIS (see figure).



The Los Padrinos Juvenile Hall School is in a juvenile hall facility operated by the Los Angeles County Probation Department. The facility houses two types of students: those awaiting adjudication or transfer to placement or camp and adult-charged students awaiting adjudication or transfer to other correctional institutions. The average enrollment period for 60% of the juvenile males is 15 to 30 days, and the other 40%, comprised of specialized populations, have an average stay of 3 to 9 months. The average stay for female students in the North School is 15 days (about 2 weeks) to 3 months. The male students attend classes in the main school with one classroom excepted.

Los Padrinos Juvenile Hall School Curricular

All PAU subject and grade level content is mandated by the California Department of Education (CDE) and the LACOE Board of Education Policy 0460 for the Local Control and Accountability Plan. The PAU implements the California Common Core State Standards (CCSS) to ensure that students meet the state achievement and assessment standards.

The core subjects are **Mathematics** (Basic Mathematics); **English** (Grades 9-12); **History/Social Studies** (American Government, Economics, U.S. History, Modern World History); **Science** (Earth Science, Life Science); Physical Education, Visual and Performing Arts and Health.

The primary elective classes are Math C and Math D, ELA Strategic and Intensive Support, and English Language Development (ELD).

For students who qualify for AB216 and AB 2306, the school counselors modify their course placement in accordance with legal mandates.

Needs Assessment

The Los Padrinos PAU School Site Council conducted a Needs Assessment for identifying the direction and the priority needs to support in increasing student achievement. The PAU reviewed the Dashboard from the California Department of Education to identify the standards, and the evaluation of the CAASSP for school year 2021-2022 and 2022-2023 identified that over 90% of the students did not meet the standard in ELA for both years and more than 100% of the students did not meet the standard in Mathematics for both years. In addition, the excessive amount of suspension warrants an MTSS

approach. As a result, the school site council conducted a review and evaluation of the educational program from teaching assignments, curriculum, assessments preparation, staff priorities and teacher professional development in subject content knowledge to provide our students with “Equitable Access to Excellent Educators.” We identified growth areas and strategies effective in raising student achievement, and we are in the process of implementing new models of instruction, classroom instruction, curriculum and behavioral intervention processes and professional learning experiences for teacher in subject content knowledge. Students, school staff and other stakeholders were surveyed to determine the priorities for allocating site Title I funds.

Parental Involvement

Los Padrinos is a model for the district’s Parental Involvement Program. Los Padrinos conforms to LACOE Board Approved Parental Involvement Policy PB 6020. The policy is available to the local community. At Los Padrinos PAU, the Parental Involvement policy is distributed to the parents during Virtual Parent Meetings and by mail through the school’s Parent Outreach/Parent Education and Consultation Workshops. Parents are invited to attend monthly Title 1 Update/Parent Meetings that are held prior to student visitation during the weekends. The district has utilized the parent meetings to solicit their input for the Local Control and Accountability Plan (LCAP). Currently, the school has conducted Town Hall meetings to provide parents with updated information regarding the educational program. Parent Liaisons serve as conduits between the parents and school for current information and parent concerns or requests.

The school’s Parental Involvement Team includes two Parent Liaisons and one Parent Project Liaison that spearhead the Parent Education and Consultation Program workshops, under the direction of the district’s Title 1 unit, who also funds them. The workshops consist of topics that address the needs of our parents and students. Through these meetings, parents are involved in the planning, review, and improvement of the school programs, including the parental involvement policy and the school-wide Title 1 plan. Another Parent Liaison provides parents with a Spanish Parenting Class that is voluntary and sometimes mandated by the court. English parenting class is taught by another PFEC staff.

Professional Development

Los Padrinos PAU conducts at least 18 days of professional development each year. The SSC is committed to connecting teachers to content expertise. Objectives for each in-service are based on The School-Wide Learner Outcomes and California Standards for the Teaching Profession. Our site-based professional developments will be determined by the quantitative and qualitative assessments and more importantly State Assessment Data. Therefore, the School Site Council for this school year 2023-2024 will focus on the professional learning experiences for teachers with multiple subject credentials to develop subject content knowledge that is required for high school subject content and grade level standards. All teachers who are co-teaching will also have mandated training as required in Universal Design for Learning (UDL), multi-tiered systems of support (MTSS), and the inclusive model training. Teachers will also be given training in working with students with specific learning needs like Autism, Developmental Disability, and Emotionally Disturbed students that suffer from Disruptive, Impulsive control, and Conduct Disorder. The major areas of focus include the utilization of data to make appropriate instructional decisions and implementation of the California Core State Standards Curriculum and standard aligned instructional materials for the classroom. The training in the specific learning needs of students will allow the teachers to better manage the classroom through behavior modification interventions.

Some of the division-wide professional development trainings include the following: Jane Schaffer Writing Program, Odyssey ware, Star Renaissance Testing, Trauma Informed practices, Nonviolent Crisis Prevention and Intervention, Suicide Prevention, Child Abuse Mandated Reporter Training and Distant Learning. Training in technology includes Microsoft Teams, Impero Training, Achieve3000, ELPAC, Imagine Math, and integration of technology in classroom instruction. The Title I Central Office provides funding for additional vendors that includes Theatre of Hearts, Spirit Awakening among other community-based agencies.

Assessment

The district Testing Office implements all state-mandated tests and assessments, including the CAASSP and ELPAC assessments. The school site council will collaborate with the Central Office to implement the STAR Renaissance Assessments in ELA and Mathematics with priority to growth and not participation rates. The assessment results are accessible to teachers in the Aeries database. Students in special education are given all mandated assessments to measure

their growth and meet their IEP goals. The built-in assessment tools (SRI & SPI) of the Read 180/System 44 programs assist in monitoring growth and are implemented by the Literacy Specialist Teachers (LST).

Transition Services

Los Padrinos PAU transition services involve support for students returning to the community, regular school districts, probation camps or other correctional facilities. Los Padrinos is currently without a Transition Counselor, which is a key role, to ensure delivery of services to assist students with planning prior to being released, and to reduce the likelihood of recidivism.

The Office of Juvenile Justice and Delinquency Prevention contends, “Vocational education and training is a crucial part of child rehabilitation in Juvenile Homes. Vocational education and training offer children in conflict with law, an access to economic opportunities and technical training that can lower their risk of re-offending and improve their chances of a successful social re-integration in the society.” However, outside of the online computer courses (OSHA), the students have no (CTE) career or vocational services for practical and hands-on opportunities for training. A select group of educators have participated in AVID training to help students with study habits and to deliver instructional strategies to motivate youth to consider higher education opportunities.

Preparation for Career Opportunities

Los Padrinos PAU has limited resources to expose students to a variety of careers using multiple online platforms, such as Odyssey ware, Cal Osha Safety programs, and Guest Speakers. However, outside of the online computer courses (OSHA), the students have no (CTE) career or vocational services for practical and hands-on opportunities for training.

Technology, literacy centers and media resources

All classrooms in the PAU have access to Wi-Fi. Students have their own laptops, filtered through the network, and can access website applications, a variety of supplemental software and intervention programs such as Imagine Math, Achieve3000 and Read180. The PAU has a video-conferencing center that provides access to virtual field trips. APEX (the online credit recovery program) offers a vast amount of instructional links that enhance student learning and provide technological differentiation in the acquisition of various subject matter. The PAU will develop its own website which will provide students, parents, and community partners with essential information about visiting hours, rights of families, Probation department, school information, and more importantly, parent access to workshops, community resources, and school achievement.

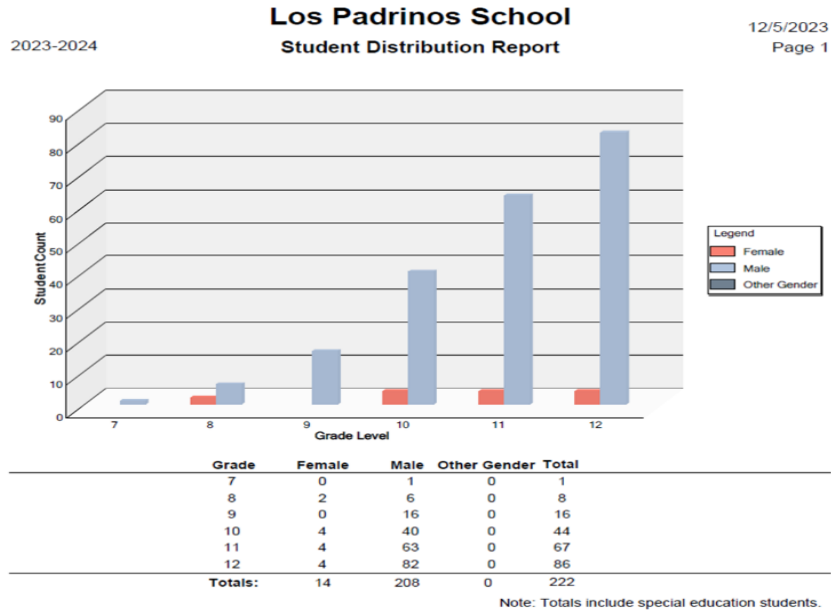
Attendance and Discipline

Los Padrinos PAU implements the Positive Behavior Interventions and Supports (PBIS) program. The PBIS committee is the lead in the development and implementation of positive support for student behavior such as point systems, Matrix for School and Classroom behavior, recognition, and reward system. Normally, Behavior Management Counselors coordinate and oversee PBIS. Currently, the site is without a Behavior Management Counselor. PBIS support system goal is to ultimately decrease suspensions and referrals and increase student attendance. Student Planning Team (SPT) meetings are also held to address struggling students. In addition, parent and Probation involvement in the students’ education has helped students focus on academics and appropriate school behaviors. The school Probation staff is involved in student placement. Students are assessed for their criminogenic concerns to minimize conflicts and create safe classrooms conducive to learning.

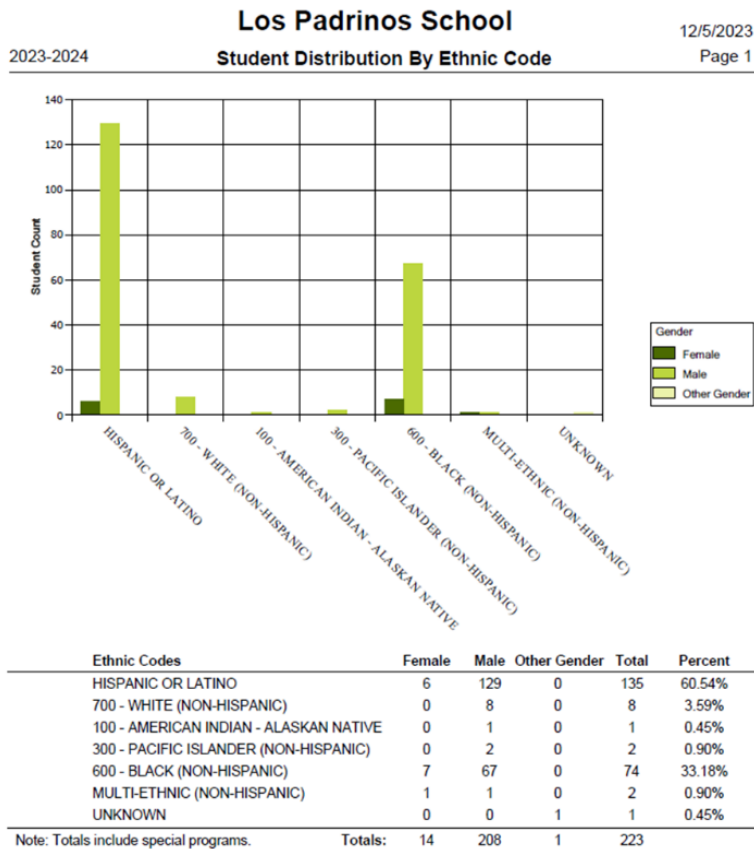
The safety, cleanliness, and adequacy of school facilities

The school complies with the Williams Legislation relevant to classroom safety and cleanliness. However, there is a shortage of Special Education teachers. A safety team inspects the school buildings and its surroundings and provides monthly reports to the division office. Daily maintenance items are logged, and work orders are submitted in a timely manner. In addition, the school has a Site Safety Committee that developed and implemented the Site Safety Plan per district and state mandates. The School Safety Plan is reviewed and amended under the auspices of the School Decision Making Committee, if necessary, every year.

Los Padrinos Juvenile Hall School and Student Data for School Year 2023-2024
Student Distribution by Gender and Grade on Dec. 7, 2023: We currently have 14 Girls and 208 Boys



Student Distribution by Ethnicity:
The largest group of minors are Hispanic 64.54% and African American 33.18%

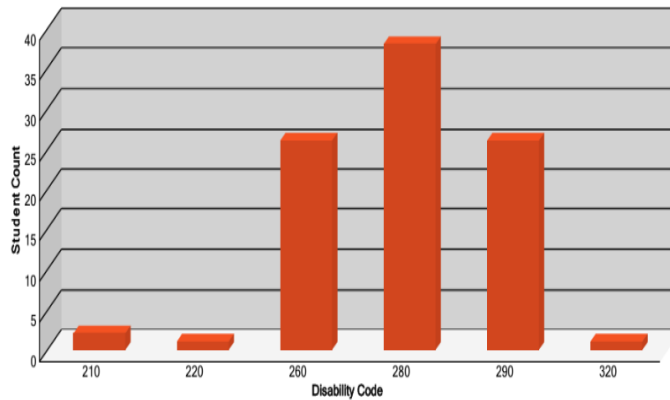


Los Padrinos Students with Disabilities Report

Students with Disabilities enrolled on the day of this report Dec. 7, 2023, were 95 students. Please note that some days we are at more than 50% SPED students.

More importantly, 244 students were suspended from July 1, 2023, till December 7, 2023, who were Special Education students that should have been designated to an SDC class not a general education class.

Los Padrinos School 12/7/2023
 2023-2024 **Students With Disabilities Distribution** Page 1



Code	Disability	Student Count
210	Intellectual Disability (ID)	2
220	Hard of hearing (HH)	1
260	Emotional Disturbance (ED)	26
280	Other Health Impairment (OHI)	38
290	Specific Learning Disability (SLD)	26
320	Autism (AUT)	1

Total Students: 94

Los Padrinos Discipline (Suspension) Distribution Report

Discipline Distribution report shows the data of student suspensions from 7/3/2023 - 12/07/2023 were 942 students suspended. Most suspensions based on the data were 103 students of which 20 were females and 83 were males for 48900(a)(1) Caused, attempted to cause or threatened serious physical injury to another person and for disruption school activities or otherwise.

Los Padrinos School														12/7/2023			
2023-2024 Discipline Distribution Report from 7/3/2023 to 12/7/2023														Page 1			
Code # and Name	Total	Grade						Gender			Hispanic/Latino?	Race (Not Hispanic)					
		7	8	9	10	11	12	F	M	OGN	Y	100	200	300	400	600	700
01 MBC1- Constantly Out of Seat	63	-	1	12	8	21	21	-	63	0	29	-	-	-	-	34	-
02 MBC1- Contraband	3	-	1	-	-	1	1	-	3	0	1	-	-	-	-	2	-
03 MBC1- Excessive Talking	29	1	-	9	3	5	11	-	29	0	8	-	-	-	-	21	-
04 MBC1- Unacceptable/Failure to	114	1	-	20	23	33	37	1	113	0	53	-	-	-	-	60	1
05 MBC1- Gang Activity	21	1	1	6	2	5	6	-	21	0	12	-	-	-	-	9	-
06 MBC1- Horse Play	32	-	1	5	5	11	10	-	32	0	16	-	-	-	-	16	-
07 MBC1- Name calling	23	1	1	9	3	3	6	1	22	0	8	-	-	-	-	15	-
08 MBC1- Unacceptable Peer Agit	38	-	-	9	9	7	13	-	38	0	14	-	-	-	-	23	1
09 MBC1- Inappropriate Language	34	1	1	10	3	7	12	-	34	0	14	-	-	-	-	20	-
22 48900(c) Possession, Use, Sale	1	-	-	-	-	1	-	-	1	0	1	-	-	-	-	-	-
23 48900(d) Offering, Arranging, o	1	-	-	-	-	-	1	-	1	0	-	-	-	-	-	1	-
30 48900(h) Possession or Use of	1	-	-	-	-	1	-	-	1	0	1	-	-	-	-	-	-
43 48900.2 and 212.5 Sexual Harc	1	-	-	-	-	-	1	-	1	0	-	-	-	-	-	1	-
51 48900(a)(1) Caused, attempted	103	-	2	5	20	37	39	20	83	0	54	-	-	1	-	48	-
52 48900(t) Aided or Abetted Phys	1	-	-	-	-	-	1	-	1	0	-	-	-	-	-	1	-
53 48915(a)(1)(E) Committed Assa	1	-	-	-	-	-	1	-	1	0	-	-	-	-	-	1	-
54 48900(a)(2) Willfully used force	55	3	2	4	16	13	17	7	48	0	30	-	-	-	-	24	1
56 48900.4 Harassment or Intimid:	28	-	-	2	6	11	9	2	26	0	9	-	-	-	-	19	-
57 48900(o) Harassment, Intimidat	9	-	1	1	2	1	4	-	9	0	5	-	-	-	-	4	-
58 48900.7 - (a) Made Terrorist Th	1	-	-	-	-	-	1	-	1	0	1	-	-	-	-	-	-
59 48900(q) Hazing	3	-	-	2	1	-	-	-	3	0	-	-	-	-	-	3	-
60 48900(i) Obscene Acts, Habitua	54	1	2	13	8	9	21	4	50	0	17	-	-	-	-	36	1
61 48900(k) Disruption, Willful Def	66	-	1	8	11	18	28	4	62	0	28	-	-	-	-	37	1
62 48900(f) Property Damage	52	-	1	8	3	8	32	3	49	0	23	-	-	-	-	24	5
63 48900(r) Bullying	9	-	-	3	2	-	4	-	9	0	5	-	-	-	-	4	-
71 48900(g) Property Theft	19	-	-	3	1	3	12	1	18	0	5	-	-	-	-	14	-
72 48900(l) Received Stolen Prop	1	-	-	-	-	-	1	-	1	0	1	-	-	-	-	-	-

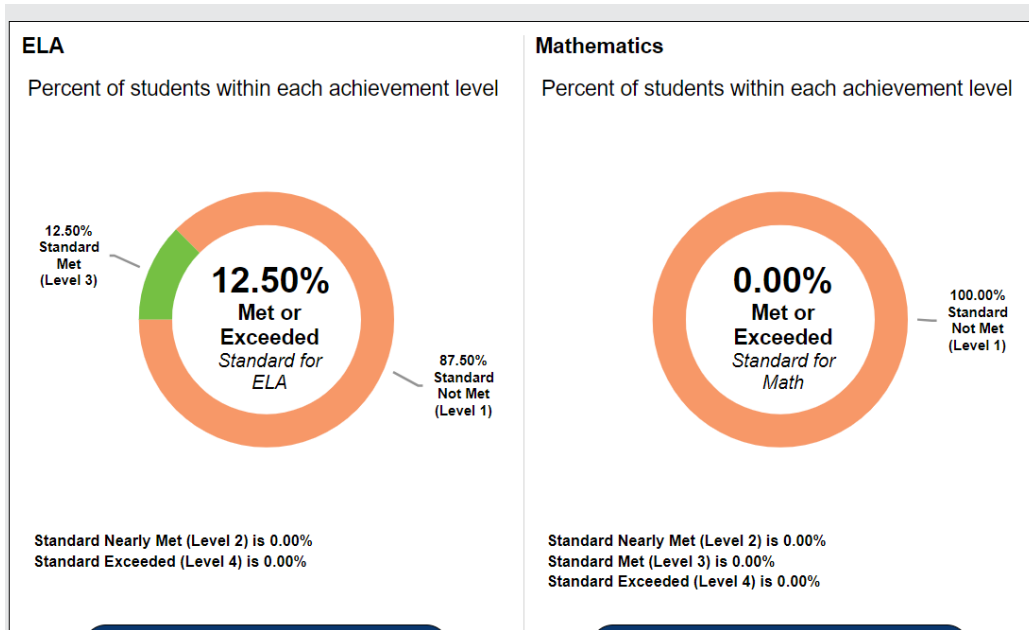
Los Padrinos School														12/7/2023			
2023-2024 Discipline Distribution Report from 7/3/2023 to 12/7/2023														Page 2			
Code # and Name	Total	Grade						Gender			Hispanic/Latino?	Race (Not Hispanic)					
		7	8	9	10	11	12	F	M	OGN	Y	100	200	300	400	600	700
73 48900(e) Committed, or attemp	1	-	-	-	-	-	1	-	1	0	-	-	-	-	-	1	-
80 MBC2- Constantly Out of Seat	22	-	-	2	3	2	15	-	22	0	9	-	-	-	-	13	-
82 MBC2- Excessive Talking	10	1	2	-	2	1	4	-	10	0	4	-	-	-	-	6	-
83 MBC2- Unacceptable/Failure to	35	-	3	4	3	3	22	-	35	0	17	-	-	-	-	18	-
84 MBC2- Gang Activity	8	-	-	3	1	1	3	-	8	0	1	-	-	-	-	6	1
85 MBC2- Horse Play	11	1	-	3	2	-	5	-	11	0	7	-	-	-	-	4	-
87 MBC2- Name calling	7	-	-	1	3	1	2	-	7	0	4	-	-	-	-	3	-
89 MBC2- Unacceptable Peer Agit	15	-	-	2	1	3	9	-	15	0	6	-	-	-	-	9	-
90 MBC2- Inappropriate Language	17	-	1	3	1	3	9	1	16	0	8	-	-	-	-	9	-
91 MBC2- Property Misuse	20	-	-	5	1	5	9	-	20	0	9	-	-	-	-	11	-
92 MBC2- Technology AUP Violati	5	-	-	1	-	1	3	-	5	0	3	-	-	-	-	2	-
93 MBC2- Tardy/Truant/Out of Cla	2	-	-	-	-	1	1	-	2	0	1	-	-	-	-	1	-
97 MBC1- Property Misuse	24	-	-	2	2	6	14	-	24	0	11	-	-	-	-	13	-
98 MBC1- Technology AUP Violati	2	-	-	-	-	2	-	-	2	0	2	-	-	-	-	-	-
Totals:	942	11	21	155	145	224	386	44	898	-	417	-	-	1	-	513	11

Conclusion: Most suspensions were assaults on another student, teacher or staff member. Most students that were suspended were 513 African Americans even though they are 33% of students and most were males 898 students. In School Goal 2 we will address this disproportion suspension of African American youth.

SMARTERBALANCED AND STAR TEST RESULTS

CENTRAL JUVENILE HALL 2022-2023

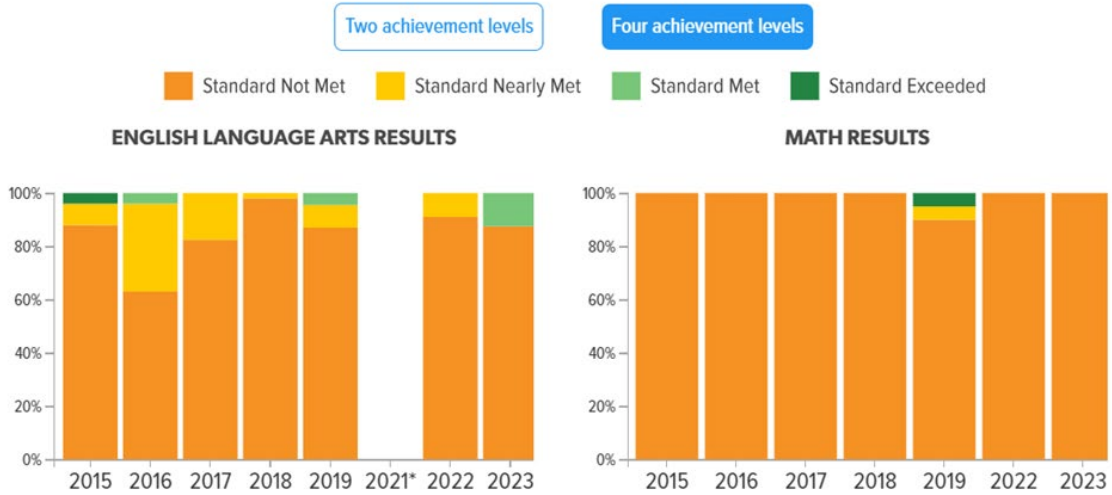
In the overall Central Juvenile Hall test results for ELA 2023, 12.5% of students met or exceeded the state standard in English, while 87.5% Standard Not Met. In math, 0.0% of students met or exceeded the state standard, with 100.0% not meeting it: a change of 0.0% from 2022.



Subject	Standard Not Met 2023	Chg. From 2022	Standard Nearly Met 2023	Chg. From 2022	Standard Met 2023	Chg. From 2022	Standard Exceeded 2023	Chg. From 2022
English	87.5%	-3.4%	*	-9.09%	12.5%	+12.5%	*	+0.0%
Math	100.0%	+0.0%	*	+0.0%	*	+0.0%	*	+0.0%

OVERALL TEST RESULTS

In the overall Central Juvenile Hall test results for 2023, 12.5% of students met or exceeded the state standard in English, while 87.5% did not, a change of 12.5% from 2022. In math, 0.0% of students met or exceeded the state standard, with 100.0% not meeting it: a change of 0.0% from 2022.



* Tests for 2020 were not given statewide due to Covid-19 pandemic. Testing in 2021 was optional.

2023 TEST RESULTS BY GRADE LEVEL

Two achievement levels

Four achievement levels

Grade	English: Standard Not Met	English: Standard Nearly Met	English: Standard Met	English: Standard Exceeded
Grade 11	87.5%	0.0%	12.5%	0.0%

Grade	Math: Standard Not Met	Math: Standard Nearly Met	Math: Standard Met	Math: Standard Exceeded
Grade 11	100.0%	0.0%	0.0%	0.0%

L1Y23U L4L1Y23U5 L12L1Y23U5 L4L1Y23U5 L4L1Y23U5

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ¹	N/A	N/A	N/A	N/A	N/A	*	52	53
Number of Students Tested ¹	N/A	N/A	N/A	N/A	N/A	0	16	16
Number of Students With Scores ¹	N/A	N/A	N/A	N/A	N/A	0	16	16
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2403.6	N/A
■ Standard Exceeded (Level 4) ¹	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
■ Standard Met (Level 3) ¹	N/A	N/A	N/A	N/A	N/A	N/A	12.50 %	12.50 %
■ Standard Nearly Met (Level 2) ¹	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
■ Standard Not Met (Level 1) ¹	N/A	N/A	N/A	N/A	N/A	N/A	87.50 %	87.50 %

These are the ELA Benchmark goals for students to have mastered in high school.

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*

The Mathematics Test Results show that 0% of our students met the standards.

[Mathematics Area Achievement Level Descriptors](#)

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ¹	N/A	N/A	N/A	N/A	N/A	*	51	52
Number of Students Tested ¹	N/A	N/A	N/A	N/A	N/A	0	17	17
Number of Students With Scores ¹	N/A	N/A	N/A	N/A	N/A	0	17	17
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2384.4	N/A
Standard Exceeded (Level 4) ¹	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met (Level 3) ¹	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Nearly Met (Level 2) ¹	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Not Met (Level 1) ¹	N/A	N/A	N/A	N/A	N/A	N/A	100.00 %	100.00 %

These are the Math Benchmark goals for students to have mastered in high school.

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

[Mathematics Area Achievement Level Descriptors](#)

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

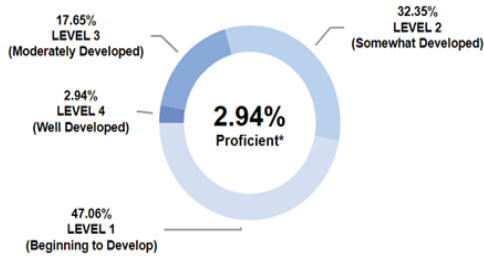
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	*	*

Conclusions: Our teachers need professional learning in subject content knowledge in English Language Arts and Mathematics. Our PLC's need to focus on reviewing and understanding the areas of the test to prepare our instructional lessons and to increase student engagement.

The Central Juvenile Hall English Language Proficiency for Summative ELPAC Results for 2022-2023

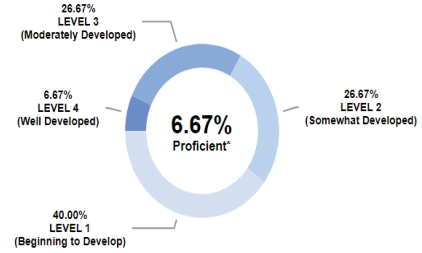
The 2022-2023 results showed that students are less proficient than 2021-2022.

English Language Proficiency for Summative ELPAC
Percent of students within each performance level



*The State Board of Education approved the use of the ELPAC Overall Performance Well Developed as one of the proficiency criteria for reclassification.

English Language Proficiency for Summative ELPAC
Percent of students within each performance level



*The State Board of Education approved the use of the ELPAC Overall Performance Well Developed as one of the proficiency criteria for reclassification.

VIEW DETAILED TEST RESULTS

Conclusion: The ELPAC results show that most of our students are 47.06% Level 1 Beginners compared to last year we were 40.00% Levels 1, and 32.35% Level 2 Somewhat Develop compared to last year 26.67%. Therefore, we need to focus on the development of a newcomer class or hiring more ELD support paraprofessionals. We need to prepare the students for the ELPAC by providing the ELPAC Practice Test.

Number of Students and Mean Scale Scores

Reporting Categories	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled ⁱ	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	5	15	14	38
# of Students Tested ⁱ	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	5	12	14	35
# of Students Tested with Scores ⁱ	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	4	12	14	34
Mean Scale Score - Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	1467.4	1520.3	N/A
Mean Scale Score - Oral Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	1455.8	1521.4	N/A
Mean Scale Score - Written Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	1478.8	1518.6	N/A

Number and Percentage of Students at Each Performance Level

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	1	0	1
Level 4 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	8.33%	0.00%	2.94%
Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	0	3	6
Level 3 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	0.00%	21.43%	17.65%
Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	4	5	11
Level 2 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	33.33%	35.71%	32.35%
Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	7	6	16
Level 1 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	58.33%	42.86%	47.06%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	12	14	34

Oral Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	1	2	4
Level 4 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	8.33%	14.29%	11.76%
Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	1	6	10
Level 3 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	8.33%	42.86%	29.41%
Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	5	3	10
Level 2 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	41.67%	21.43%	29.41%
Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	5	3	10
Level 1 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	41.67%	21.43%	29.41%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	12	14	34

Written Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	0	0	1
Level 4 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	0.00%	0.00%	2.94%
Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	0	1	1
Level 3 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	0.00%	7.14%	2.94%
Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	3	6	12
Level 2 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	25.00%	42.86%	35.29%
Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	9	7	20
Level 1 ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	75.00%	50.00%	58.82%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	12	14	34

Number and Percentage of Students by Domain: Listening, Speaking, Writing, and Reading.

Number and Percentage of Students by Domain

Listening

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	1	1	2
Well Developed ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	8.33%	7.14%	5.88%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	3	7	15
Somewhat/Moderately ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	25.00%	50.00%	44.12%
Beginning to Develop Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	8	6	17
Beginning to Develop ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	66.67%	42.86%	50.00%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	12	14	34

Speaking

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	5	7	17
Well Developed ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	41.67%	50.00%	50.00%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	2	6	9
Somewhat/Moderately ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	16.67%	42.86%	26.47%
Beginning to Develop Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	5	1	8
Beginning to Develop ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	41.67%	7.14%	23.53%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	12	14	34

Reading

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	0	1	2
Well Developed ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	0.00%	7.14%	5.88%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	3	4	10
Somewhat/Moderately ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	25.00%	28.57%	29.41%
Beginning to Develop Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	9	9	22
Beginning to Develop ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	75.00%	64.29%	64.71%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	12	14	34

Writing

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	0	1	1
Well Developed ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	0.00%	7.69%	3.03%
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	6	7	18
Somewhat/Moderately ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	50.00%	53.85%	54.55%
Beginning to Develop Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	6	5	14
Beginning to Develop ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	50.00%	38.46%	42.42%
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	12	13	33

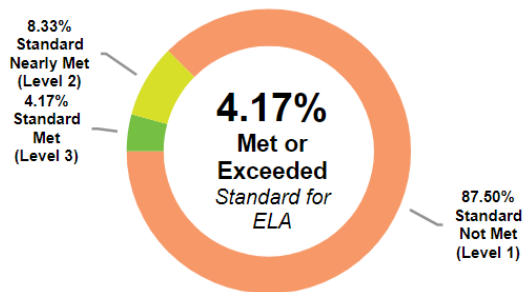
BARRY J. NIDORF JUVENILE HALL

In the overall BJN Juvenile Hall test results for ELA 2023, 4.17% of students met or exceeded the state standard in English, 8.32% Nearly Met the Standard, and 87.50% Standard Not Met.

In math, 0.00% of students met or exceeded the state standard, 12.50% Nearly Met the Standard, and 87.50% Standard Not Met.

ELA

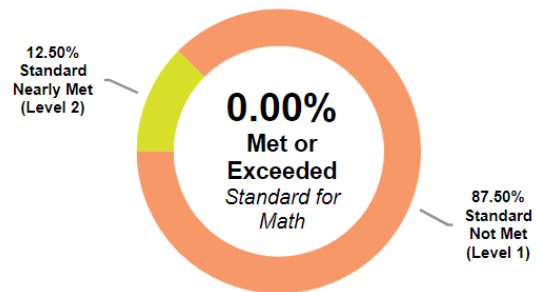
Percent of students within each achievement level



Standard Exceeded (Level 4) is 0.00%

Mathematics

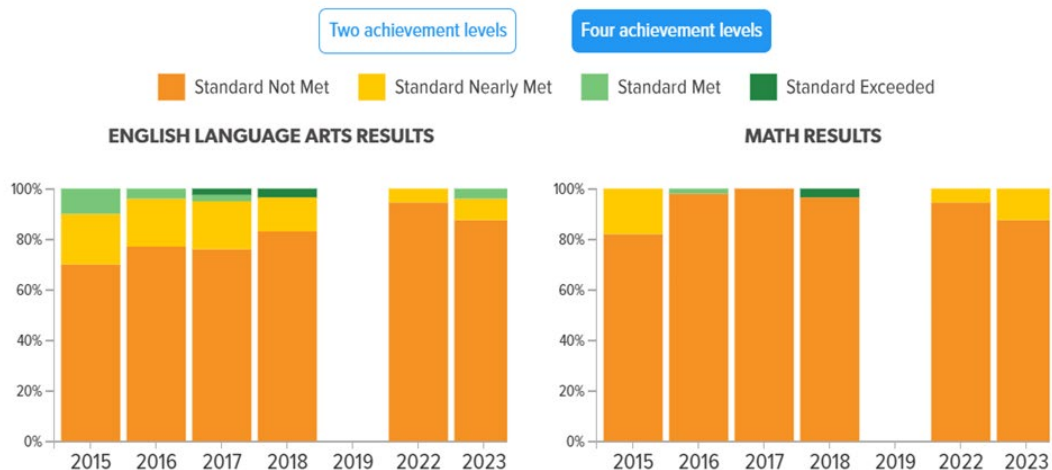
Percent of students within each achievement level



Standard Met (Level 3) is 0.00%
Standard Exceeded (Level 4) is 0.00%

OVERALL TEST RESULTS

In the overall Nidorf, Barry J. test results for 2023, 4.17% of students met or exceeded the state standard in English, while 95.83% did not, a change of 4.17% from 2022. In math, 0.0% of students met or exceeded the state standard, with 100.0% not meeting it: a change of 0.0% from 2022.



* Tests for 2020 were not given statewide due to Covid-19 pandemic. Testing in 2021 was optional.

2023 TEST RESULTS BY GRADE LEVEL

Two achievement levels

Four achievement levels

Grade	English: Standard Not Met	English: Standard Nearly Met	English: Standard Met	English: Standard Exceeded
Grade 11	90.48%	4.76%	4.76%	0.0%

Grade	Math: Standard Not Met	Math: Standard Nearly Met	Math: Standard Met	Math: Standard Exceeded
Grade 11	92.31%	7.69%	0.0%	0.0%

English Language Arts Results for Barry J. Nidorf

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ¹	N/A	N/A	N/A	N/A	*	4	40	45
Number of Students Tested ¹	N/A	N/A	N/A	N/A	*	*	21	24
Number of Students With Scores ¹	N/A	N/A	N/A	N/A	*	*	21	24
Mean Scale Score	N/A	N/A	N/A	N/A	*	*	2394.6	N/A
■ Standard Exceeded (Level 4) ¹	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
■ Standard Met (Level 3) ¹	N/A	N/A	N/A	N/A	*	*	4.76 %	4.17 %
■ Standard Nearly Met (Level 2) ¹	N/A	N/A	N/A	N/A	*	*	4.76 %	8.33 %
■ Standard Not Met (Level 1) ¹	N/A	N/A	N/A	N/A	*	*	90.48 %	87.50 %

Areas of the ELA tests

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	-	-	-	-
Near Standard ¹	N/A	N/A	N/A	N/A	-	-	-	-
Below Standard ¹	N/A	N/A	N/A	N/A	-	-	-	-

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	-	-	-	-
Near Standard ¹	N/A	N/A	N/A	N/A	-	-	-	-
Below Standard ¹	N/A	N/A	N/A	N/A	-	-	-	-

LISTENING: How well do students understand spoken information?





Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*

Mathematics Results for Barry J. Nidorf

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ¹	N/A	N/A	N/A	N/A	*	6	38	45
Number of Students Tested ¹	N/A	N/A	N/A	N/A	*	*	14	17
Number of Students With Scores ¹	N/A	N/A	N/A	N/A	*	*	13	16
Mean Scale Score	N/A	N/A	N/A	N/A	*	*	2379.7	N/A
 Standard Exceeded (Level 4) ¹	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
 Standard Met (Level 3) ¹	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
 Standard Nearly Met (Level 2) ¹	N/A	N/A	N/A	N/A	*	*	7.69 %	12.50 %
 Standard Not Met (Level 1) ¹	N/A	N/A	N/A	N/A	*	*	92.31 %	87.50 %

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

[Mathematics Area Achievement Level Descriptors](#)


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*

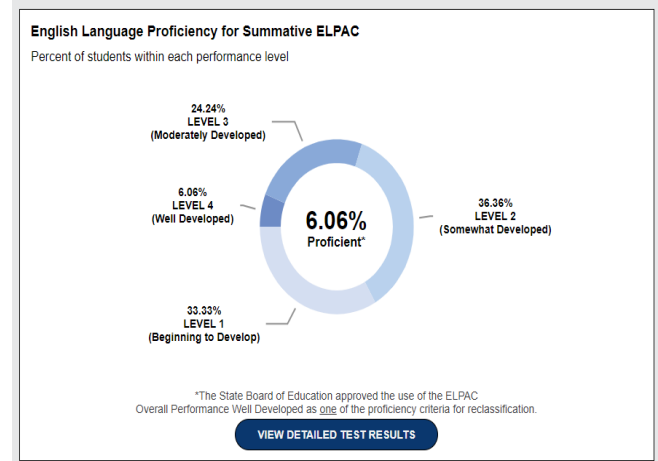
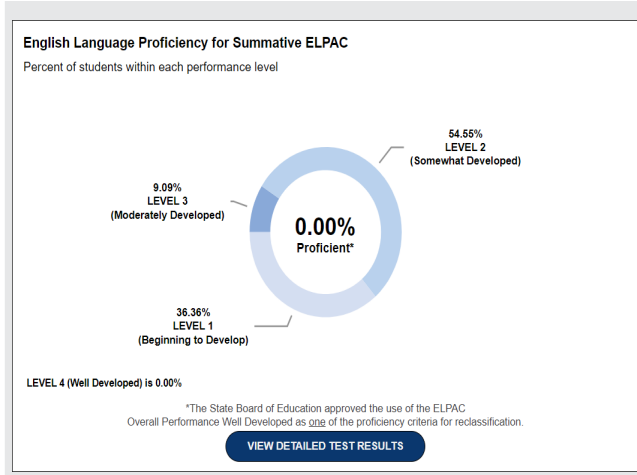
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*
Near Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*
Below Standard ¹	N/A	N/A	N/A	N/A	*	*	*	*

Conclusions: Our teachers need professional learning in subject content knowledge in English Language Arts and Mathematics. Our PLC’s need to focus on reviewing and understanding the areas of the test to prepare our instructional lessons and increase student engagement.

The BJN Juvenile Hall English Language Proficiency for Summative ELPAC Results for 2022-2023

The 2022-2023 results showed that students are less proficient than 2021-2022.



Conclusion: The ELPAC results show that most of our students are 36.36% Level 1 Beginners compare with school year 2021-2022 results of 33.33% Level 1 Beginners, and 54.55% Level 2 Somewhat Develop compared with last year results of 36.36% Level 2 Somewhat Develop. Therefore, we need to focus on the development of a newcomer class or hiring more ELD support paraprofessionals. We need to prepare the students for the ELPAC by providing the ELPAC Practice Test.

Number of Students and Mean Scale Scores

Reporting Categories	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	5	7	10	27
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	5	7	5	22
# of Students Tested with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	5	7	5	22
Mean Scale Score - Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	N/A
Mean Scale Score - Oral Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	N/A
Mean Scale Score - Written Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	N/A

Percentage of Students at Each Performance Level

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	0.00%
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	9.09%
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	54.55%
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	36.36%

Oral Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	9.09%
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	27.27%
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	45.45%
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	18.18%

Written Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	0.00%
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	4.55%
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	22.73%
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	72.73%

Number and Percentage of Students by Domain: Listening, Speaking, Writing, and Reading.

Percentage of Students by Domain

Listening

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	0.00%
Somewhat/Moderately ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	59.09%
Beginning to Develop ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	40.91%

Speaking

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	47.62%
Somewhat/Moderately ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	28.57%
Beginning to Develop ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	23.81%

Reading

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	0.00%
Somewhat/Moderately ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	18.18%
Beginning to Develop ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	81.82%

Writing

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	0.00%
Somewhat/Moderately ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	55.00%
Beginning to Develop ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	*	*	45.00%

**STAR LOCAL ASSESSMENTS RESULTS FOR LOS PADRINOS
FOR JULY 1, 2023 – DECEMBER 7, 2023**

STAR MATHEMATICS AVERAGE GRADE EQUIVALENT OF 4.9

District

LA Educational Programs Division

School	Star Math Enterprise			
	2023-2024 Year			
	Average Grade Equivalent (GE)	Rank	Median Grade Equivalent (GE)	Rank
Los Padrinos School	4.9	1	4.7	2
Average	4.9		4.7	

STAR READING AVERAGE GRADE EQUIVALENT OF 4.8

District

LA Educational Programs Division

School	Star Reading Enterprise			
	2023-2024 Year			
	Average Grade Equivalent (GE)	Rank	Median Grade Equivalent (GE)	Rank
Los Padrinos School	4.8	1	4.5	2
Average	4.8		4.5	

Conclusions: The administration of STAR, which is a local assessment-not a State Assessment, is always determined by the SSC and local site. The SSC Curriculum and Instruction Committee will monitor the growth of students and prioritize testing those students with prior test scores. Transiency and unpredictable court-impact discharges warrant a site-level approach to assessments. Hence, for the 2023-2024 school year, Los Padrininos will establish its own internal test schedule, based on the extreme transiency levels, and the need to regularly assess growth. The Literacy Specialists and requested Math Specialist (district-funded) will serve as Leads in assisting with the administration, review, and planning around the data collected from site assessments. Based on the STAR data, our students need intensive support in Reading and Mathematics.

The STAR Assessment data shows that are students are reading at 4th grade level in ELA and their math scores show they are at 4th grade. However, the administration of the STAR Assessment in the noisy classroom, with no prior test score given to student, and the lack of explanation on why the test matters is evident on the results shown on the data. The students do not take the test seriously they guess.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school’s goals. Duplicate the table as needed.

Goal 1

LCAP GOAL #1: All students will have equitable access to a 21st century education by providing them with standards aligned instructional materials and with the technological skills to become college and career ready.

School Goal #1: All students will have “Equitable Access to Excellent Educators” by providing our multiple subject credential teachers with professional development in subject grade level content knowledge, and standards aligned instructional materials. Our Teacher Learning Professional Development will meet the criteria of ESSA Title II Professional Development: Sustained, Intensive, Collaborative, Job-embedded, data-driven, and classroom-focused.

All SPED students will have a continuum of services and programs that include but are not limited to SDC, SAI, RSP, Inclusive Model and General Education programs. Students in co-teaching inclusion classrooms will be provided MTSS resources, ULD and both the general education teacher and Special education teacher will be provided with professional development in UDL, MTTs, Team collaboration, time for planning, scheduling, and reflection.

Identified Need

The students mirror the classroom learning environment where the majority of teachers hold a multiple subject credential for a high school setting that requires specific content knowledge and standard aligned instructional materials that incorporate technology skills. Unlike a traditional high school, which may serve an average of 8-10% of SPED students, Los Padrininos typically serves a population of 35 to 50 percent. As a result, our SSC’s goal this year is to provide “Equitable Access to Excellent Educators” by using professional development and trainings on supporting teachers in learning “subject content knowledge.” Research indicates that teachers are the most important school-based factor for student growth and achievement. A single year with an ineffective teacher can cost a student up to one and one-half years’ worth of achievement. Therefore, our priority is to provide all students with “Equitable Access to Excellent Educators.”

This system of silos can be summarized with a question asked to each level of teacher, “What do you teach?” The elementary teacher might say “children,” the middle school teacher might say “adolescent kids” or “science,” and

the secondary teacher would say “chemistry” or “biology.” Subject content knowledge is needed by all teachers for all grade levels.

Our PLCs need to focus on specific content-based professional development and content seminars for teachers to develop a unit (three weeks) lesson plan as their final project after they complete the content subject matter professional development. The lesson plan will include high-quality instructional materials and technology that are developed with teachers and adapted to their specific student needs in their classrooms, not a unit plan that disregard student learning needs. We need small learning communities of PLCs that are aligned around the subject content they teach. Also, some PLCs will be aligned with the specialized units to discuss curriculum development for specific student needs.

The Board of Education adopted a digital curriculum “Odyssey ware,” which is somewhat aligned to the state standards. However, there is a need for supplemental texts and professional development in adopting a Blending Learning Model for classrooms to engage the students in whole group (direct instruction), small group and one-one intervention.

Basis for Goal: Our State and Local assessments data indicate that our students are not meeting the Standards because of the lack of subject content knowledge.

CAASPP English Language Arts test results for Central 2022-2023 indicate that most of our students 87.5 % of all subgroups did not meet the Standard (Standard Not Met).

CAASPP English Language Arts test results for BSN 2022-2023 indicate that most of our students 87% of all subgroups did not meet the Standard (Standard Not Met).

CAASPP Mathematics test results for 2022-2023 indicate that 100% of our students, and all subgroups did not meet the Standard (Standard Not Met).

CAASPP Mathematics test results for 2022-2023 indicate that 87.5% of our students and all subgroups did not meet the Standard (Standard Not Met).

The STAR READING results for 2021-2022 and 2022-2023 indicate that our students are still reading between 4th-5th grade level and below.

The STAR MATHEMATICS results for 2021-2022 and 2022-2023 indicate that our students are grasping 4th grade standards in mathematics for both years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	CAASPP 2022-2023 ELA Standard Nearly Met 8.3%	Increase CAASPP 2022-2023 ELA Standard Nearly Met to 20%
STAR READING	STAR READING 2022-2023 Average Grade Equivalent 4.8 grade level	Increase the Average Grade Equivalent in STAR READING by 1 grade level.
MATH CAASPP	CAASPP 2022-2023 Mathematics Standard Nearly Met 12.5%	Increase the Standard Nearly Met On the 11th grade Math CAASPP by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR MATHEMATICS	STAR MATHEMATICS 2022-2023 Average Grade Equivalent 4.9 grade level	Increase the Average Grade Equivalent in STAR MATHEMATICS by 1 grade level

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 will have “Equitable Access to Excellent Educators” via professional development.

Strategy/Activity

Our model of school improvement is based on the research that teachers are the key to school improvement and student academic achievement. The data on teacher credentialing at our site demonstrates that the majority of our teachers hold a multiple subject for an alternative educational setting (Juvenile Hall) in which more than 95% of the students require “subject content knowledge” to meet the A-G requirements. Although many of our teachers have taught multiple subjects for many years, our State Assessment and Local Data indicate that our students lack the “subject content knowledge” required for academic achievement. Our needs assessment of our teachers is data driven and is targeted toward sustained professional learning experiences that are classroom focused on subject content knowledge that is relevant to instructional process to provide our students with “Equitable Access to Excellent Educators” this school year or the next 8 months. These professional development learning experiences for teachers are job-embedded in that teachers will be able to integrate and implement their learning experiences into their day-to-day responsibilities and classroom instruction.

Our teachers will be assigned to learning teams (PLC) by their subject content and elect an instructional leader for their learning team who will participate as part of the instructional leadership team. Our learning teams of teachers will be engaged in expert to group, peer to peer, and collaborate as a learning team to analyze the subject content and standards to be taught. Then, each teacher in their learning teams (PLC) will select a professional development learning course that is intensive, meaning the duration required to develop competency in their subject content knowledge of professional learning.

Strategy/Activity

Teachers will engage in a comprehensive professional development initiative that centers on Universal Design for Learning, to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. Designated teachers will attend the California Collaborative for Learning Acceleration Conference to identify strategies, discover best practices, and collaborate with peers. <https://ccla.sccoe.org/summit>

PROFESSIONAL DEVELOPMENT ACCOUNTABILITY

In their learning teams each teacher will collaborate by first teaching their lessons to their peers and discussing the subject content and its integration in the classroom. Therefore, teachers will be sharing responsibility for both teaching and learning from one another in their subject content learning teams.

Our model for teacher professional learning experiences of subject content knowledge meets the ESSA guidelines for quality professional development like Professional Learning that includes teacher college course to improve their subject content

in terms of the six criteria: be sustained, be intensive, be collaborative, be job- embedded, be data-driven, and be classroom focused.

1. Our Instructional Leadership Team will focus on one specific component of a high-quality curriculum and explain its purpose, teachers can better understand it and teach it as intended and improve instruction.
2. Our LSTs, and other Title 1 staff will provide training 3 times a year to discuss strategies for teaching specific material.
3. Our Sustained Professional Development for subject-matter competency will be held twice a month for the remainder of the school year.
4. Our Professional Development must be built around the specific content of curricula to ensure that teachers have the knowledge they need in the classroom to provide students with an equitable education.
5. Our Job-Embedded Professional Development will be Integrated into the teaching and learning environment.
6. Our Collaboration Professional Development for subject-matter competency will collaborate in Subject Content PLCs to share ideas and develop subject content lessons to be implemented in the classroom.
7. Our Intensive Professional Development for teachers in subject content knowledge.
8. Our PLC's will provide videos and pictures of instructional delivery that depict culturally and linguistically diverse classrooms so teachers can picture conducting the lessons with their own students.
9. Our PLC's will provide Opportunities for reflection and application that provide space for teachers to better understand their instruction, their school context, and their own classrooms.
10. Our professional learning experiences will allow teachers to develop subject content lessons for their specific students and classrooms, rather than taking a more generic approach to the implementation of a unit plan that disregards individual teachers' professional standards, their classrooms and their student learning needs.
11. Our Science Teachers will be offered online professional learning experiences to learn Science Subject Content in Earth Science and Biology through the American Museum of Natural History Educator Professional Development for Educators online.
12. Our Social Studies Teachers will be offered online professional learning experiences to learn Social Studies Subject Content in US History, World History, Government and Economics through the Dominican University of California.
13. Our ELA teachers will be offered online professional learning experience to learn ELA subject content knowledge in writing, responding to literature, literature, multicultural literature, reading, and literacy.
14. Our SPED teachers will be offered online professional learning experiences on how to address the needs of students with special needs: UDL readiness, MTSS training, intellectually disabled, SPED discipline, and others.
15. Our PLCs will collaborate with the Office of Curriculum and Instruction to deepen the subject content knowledge of all teachers and teachers complete their professional development in subject content knowledge.
16. The SSC with the Principal will implement and monitor the School Improvement actions in the SPSA according to Ed. Code 64001.
17. Our mathematics teachers will be given an opportunity to for professional learning to earn a Introductory Mathematics Supplemental at UC Riverside.
18. All teachers will given professional learning professional development to take CSET prep course to get a Single Subject in a content area of their interest.
19. Paraeducators will support students in the classroom with direct, 1 on 1, small group and intensive strategies.

Enrichment Learning Opportunities

1. Professional Development will be provided on days of site professional development days (18 days), prep periods or/and after school hours to small clusters of teachers who are interested in how to use standard aligned material resources in their classrooms.

2. Professional Development will be provided on days of site professional development (18 days), prep periods and/or after school hours school hours to small clusters of teachers who are interested in training on integrating technology in the classroom.

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)
\$6,000.00 (Part A)	Universal Design for Learning Summit (4 Representatives from PLC Leads and 2 Paraeducators- Registration and Travel)
\$4,000.00 (20 participants) (Part A)	Professional Learning Online Courses (6-weeks @ \$200 per person) MAS Unit Training (Free –\$200 per session) https://lacoepd.catalog.instructure.com/browse/cis?query=eENGLISH%20LEARNER
\$5,000.00 (20 participants) (Part A)	NGSS Materials and Webinars (Free- \$200 per session) Curriculum and Instruction Professional Development Across Content Areas (\$190- \$250 per session)
\$6,000.00 (3 participants)	National Science Teachers Association Conference, Denver, Co. https://www.nsta.org/national-conference-science-education-denver-2024
\$5,000.00	Science Courses at American Museum of Natural History online for teachers.
\$8,000.00 (3 teachers)	UC Riverside Extension Introductory Mathematics Supplemental.
Total: Total= \$32,000 (Part A)	

Strategy/Activity -SPED

Special Education Students will have a continuum of programs: RSP, SDC, Inclusive Model, SAI as required by IDEA and California SPED Laws.

Students to be Served by this Strategy/Activity

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

All students will benefit from compliance with Federal and State SPED laws.

Strategy/Activity

Strategy/Activity

1. All teachers will be trained in UDL, Multi-tiered Systems of Support, and Inclusive Model.
2. All teachers teaching SPED students with Specific Learning Needs will be provided with professional learning opportunities to be prepared and able to teach these students with Autism, Developmental Disabled, and Emotionally Disturbed and be able to develop behavioral plans with SPED teachers.
3. All general education teachers and special education teachers that are co-teaching will be given a planning period to discuss lessons, scaffolding and interventions, and behavior.
4. All general education teachers and special education teachers that are co-teaching will be given professional development in team collaboration, subject content knowledge, and other training to support students.

Strategy/Activity

All students will have access to CBOs which address a trauma-informed approach using Literacy Tools.

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 Vendor Contract (Part D)	Tia Chucha’s (Luis Rodriguez) From Trauma to Transformation (Social-Emotional Learning Partnership using Literacy Tools)
FREE	2023-2024 Foundations of CA MTSS In-Person Trainings (LACOE) Jan. 30 – Feb. 1, 2024 https://lacoepd.catalog.instructure.com/browse/asm/cdcb/programs/foundations-of-ca-mtss-in-person-trainings
FREE	UDL (Literacy Across Disciplines) https://lacoepd.catalog.instructure.com/browse/cis/laas/programs/udl-literacy-across-disciplines

Goal 2

LCAP GOAL #2: Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.

School Goal #1: All students will have access to Mental Health Counselors and Behavioral Specialist Personnel that will provide counseling services that follow the ASCA model as well as community-based organizations to help support their social-emotional needs and mental health needs of our students.

School Goal #2: Our PBIS will be strengthened to improve our school climate in the classrooms as demonstrated by the decrease in suspensions for the school year 2023-2024.

School Goal #3: Los Padrinos will increase parent engagement participation by 10% or more at the PECP workshops.

Basis for Goal: Students need in-school counseling and mental health services in order to decrease the number of incidents that lead to suspensions and/or violent outbursts. Staff need to be trained in trauma-informed care in the school setting and MTSS training. Teachers need professional learning to teach students with specific learning disorders like Autism, Developmental Disable, Emotional Disturbed, Conduct Disorder, and other learning needs of students.

Identified Need

Students need multi-tiered systems of support to address delinquent behavior and current choices. Counseling, mental health services, trauma-informed approaches, and individuals with “lived experiences are research-based practices which reduce incidents and/or violent outbursts and foster a climate of support. Teachers would benefit from professional learning opportunities to better understand behaviors, learning disorders, SEL, and the manifestations of designated disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE/Dashboard for Central or BJJ for suspensions was not reported for school year 2022-2023. Distribution Suspension Report was downloaded from AERIES. [https://laco.easp.aeries.net/]	School Suspension total of 942 from July 1, 2023 – Dec. 7, 2023, with the majority aligned assaults or attempts to injure others.	Our goal is to reduce suspension by 15-10% by with our PBIS and Behavioral strategies and professional development.
CDE Suspension Rates for African American for school year 2021-2022 was 35%.	Our school suspensions for African Americans for school year 2023-2024 were disproportionately higher.	Suspension rate for African American youth will decrease for school year 2023-2024. Behavior Counselor will develop a plan to identify youth who are continuously suspended to provide mental health resources, behavioral aides.
Chronic Absenteeism for school year 2022-2023 no reporting	Chronic absence reports for 2023-2024 show a low rate.	Decrease absence rate by 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 -PBIS Team

Students to be Served by this Strategy/Activity

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

All the students will be served.

Strategy/Activity

1. The Behavior Counselor and Transitional counselor with the support of IT will gather school data to collaborate with CBOs that are specific to the demographics of our student population so that they can provide services to students upon release.
2. The Behavior Counselor will provide professional development to all staff on trauma informed care and positive behavior support three-tiered model.
3. The Behavior Counselor will meet individual teachers to discuss students' academic and behavioral progress during the teacher planning time for those students with classroom suspension or school suspension.
4. The school site needs to develop a holistic school model to address the mental health, social emotional, and behavioral needs of our students.
5. Interventions and approaches for suspension reduction should entail culturally responsive strategies.
6. The Behavioral Counselor will be trained by PBIS apps on School-Wide Information System (SWIS) program to monitor school-wide behavioral data, disaggregate behavioral referrals by ethnicity, referral risk ratio, and referral risk index to address disproportional suspensions of African-American 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)
\$10,000.00	Title I, Part D – CBO contracts Trauma to Transformation
\$400.00	SWIS Facilitator Certification Training -- Online This 15-hour in-person and online hybrid training prepares and certifies participants to provide services and supports as a SWIS Facilitator to local schools interested in implementation of the School-Wide Information System (SWIS).
\$ 1,000.00	PBIS apps SWIS Suite

Strategy/Activity 2 – PBIS COMMITTEE

Students to be Served by this Strategy/Activity

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

All Students will be served.

Strategy/Activity

The PBIS model is a collaboration with Los Padrinos JH School and Probation to reward all students for positive behavior.

Strategy/Activity

1. Our PBIS team will keep weekly data on the number of students who did not receive positive behavior points. These students will meet with the Behavior Counselor to address behavioral modification strategies. These students will have priority for learning lost mitigation services after school and weekends.
2. Our PBIS team will have a logo design contest to print on school supplies and rewards for positive behavior.
3. Our PBIS team will have a monthly award ceremony for those students with consistent positive behavior.
4. Allot time for teachers to meet and discuss student's academic and behavioral progress, if necessary, with Behavior Counselor.
5. Book Clubs to address social-emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$ 10,000	PBIS Incentive Program (Books, Journals, Luncheons, Ambassador Logo Shirts)
\$ 5,500 (300 copies)	Mental Health and SEL Youth Text, i.e. "The Anxiety and Depression Workbook for Teens: Simple CBT Skills to Help You Deal with Anxiety, Worry, and Sadness"

Strategy/Activity 3 – Youth Promises Conference

Students to be Served by this Strategy/Activity

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

All the students will be served.

Strategy/Activity

Instructional Leadership Team members will engage in intensive workshops, conferences, and boot camps to explore innovative teaching, social emotional learning techniques, trauma-informed approaches, and equity and inclusion for marginalized youth. Key activities will include:

1. Saturday Study Sessions at LP (District Funded, other funding))
2. Collaborative Conferences with At-risk Youth Providers (Site-funded)

- a) Innovative Teaching Conference (SEL)
- b) Innovative Teaching Conference (Overcoming Learning Loss)

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)
\$8,000	Accutrain, “Innovative School Summits” (3 members of ILT and Administrator) https://accutrain.com/ Registration \$600 pp Lodging -\$600 Travel- \$600

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All parents and students will be served.

Strategy/Activity

1. Integrate parents and families to participate in PFCEP workshops, community programs and school governance committees.
2. Parent Outreach Assistant, a stipend-based position, assists in calling, mailings, surveys and gathering information for a parent resource website. The Parent Outreach Assistant will be trained and supervised by the School Parent Liaison.
3. Parent Liaison will organize 3 “Virtual Open Houses for Parents and Teachers”: Fall, Spring and Summer semester.

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)
\$10,155.00	Title I, Part A Parent Engagement

Goal 3

LCAP GOAL # 3: All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improve overall English proficiency.

School ELA Goal: 15% of our students will meet the standard and 20% will have nearly met the standard on the English Language Arts as measured by the CAASPP tests.

School STAR Reading Goal: Most of our students will increase by 1 grade level as measured on the STAR READING Average Grade Equivalent.

School MATH Goal: 5% of our students will meet the standard and 15% will nearly meet the standard in Mathematics as measured by the CAASPP.

School STAR Mathematics Goal: Most of our students will increase by 1 grade level as measured on the STAR MATHEMATICS Average Grade Equivalent.

School ELD SBAC Goal: 5% English Learners will obtain a minimum score of 2400 for a Nearly Met Standard on the English Language Arts as measured by the CAASPP.

School ELPAC GOAL: The majority of English Learner in all levels of proficiency will advance one proficiency level in the ELPAC for school year 2023-2024.

Identified Need

Our results on the CAASPP ELA results for 2022-2023 indicate that 87.5% of our students were in Level 1 (Standard not met) and our results on the CAASPP Mathematics results for 2022-2023 indicate that 100% of our students were in Level I (Standard Not Met). Our ELD students on the CAASPP English Language Arts and Mathematics results for 2022-2023 indicate that 100% of our ELD students were in Level I (Standard Not Met).

Teachers need professional development in subject content knowledge in the areas of Mathematics, Literacy, English Composition, English Literature, and Science. Our students need more support individually from tutors, and paraprofessionals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	CAASPP 2022-2023 ELA Standard Met 12.5% & 4.57%	Increase CAASPP 2022-2023 ELA 15% will have met standard, and 20% standard nearly met.
STAR READING	STAR READING 2022-2023 Average Grade Equivalent 4.8 grade level equivalency.	Increase the Average Grade Equivalent in STAR READING by 1 grade level.
ELPAC	Our 2022-2023 ELPAC scores on Level 1 and Level 2 show no improvement.	Increase the Proficiency Level of all ELD students on the ELPAC by one Proficiency Level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR MATHEMATICS	STAR MATHEMATICS 2022-2023 Average Grade Equivalent 4.9 grade level equivalency.	Increase the Average Grade Equivalent in STAR MATHEMATICS by 1 grade level
Math CAASPP	CAASPP 2021-2022 Mathematics Standard Nearly Met 0% & 12.5%	Increase the Standard Nearly Met On the 11th grade Math CAASPP by 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 the students will be served.

Strategy/Activity

Strategy/Activity

1. ELA Teachers will use either the Writable, Jane Schaffer or a research-based tool to model, guide, and enable independent practice in secondary writing tasks: Writing across the curriculum to improve how well students communicate in writing, respond to literature, and respond to non-fiction stories.
2. ELA Teachers in their PLC will focus on aligning Achieve3000, Writable, or a culturally responsive tool, (Newsela, etc.) to foster engagement and comprehension in their lessons.
3. ELA Teachers in their PLC will analyze STAR Reading data for their classes and identify students that need additional support and create a plan of action for after school intervention.
4. Literacy Specialists will provide 4 professional developments a year on strategies to improve reading comprehension and writing across the curriculum.
5. ELA Teachers in their PLC will review the CAASPP practice questions and writing prompts to adopt in their lessons in the months of March and April.
6. The SSC Curriculum and Instruction Committee will develop a testing protocol for the STAR Reading Assessment and a calendar that prioritizes testing those students with prior test scores to track growth and intervention.
7. All tutors will be assigned on a rotational schedule to provide support to all teachers and students.
8. All teachers will participate in a STAR Short Cycle formative assessment professional development to adopt as a school assessment.
9. All ELA teachers will be given professional learning experiences on learning “subject content knowledge” to meet the ESSA goal of “Equitable Access to Excellent Educators.”

10. Title I/ELD Paraprofessionals will assist in SBAC/ELPAC testing and pre-testing.

Tier II/III

1. All students who are reading below the 6th grade level will be enrolled in Read 180. For ELA support class with LST's monitoring attendance and daily grades.
2. All students who are reading below their grade level will be assigned two articles a week on Achieve3000 or Writable.

Enrichment Learning Opportunities

1. All students will be given an opportunity to attend after-school support in ELA to make up for the Learning Loss Mitigation.
2. Paras and tutors will assist teachers in extended learning support after 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)
\$8,000	Multi-cultural Short Stories (Culturally Relevant)
\$10,000 Para \$30,000 Teachers	ELO (site-funded) LLM (district-funded)
\$10,000 Counselors	
\$5,000.00	Writable https://www.writable.com/
\$5,000.00	Magazine Subscriptions (National Geographic, Smithsonian, and TIME for KIDS, Sports Illustrated Kids)
\$ 5,000.00	PBL Works Conference June 24-27,2024 American Canyon High School, California https://www.pblworks.org/pbl-world-conference-schedule

Strategy/Activity 2 - Mathematics

Students to be Served by this Strategy/Activity

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

All the students will be served.

Strategy/Activity Mathematics

1. All Mathematics teachers will collaborate to write their own syllabus for Basic Mathematics and Algebra that build upon skills sequentially/linear.
2. All Mathematics teachers in their PLC will focus on aligning Imagine and Math Tutor in their lessons.
3. All Mathematics teachers in their PLC will analyze STAR Mathematics data for their classes and identify students that need additional support and create a plan of action for after-school intervention.
4. All teachers in their PLC will review the CAASPP math practice questions to adopt in their lessons.
5. The SSC will assign a testing committee to develop a testing protocol for the STAR Mathematics Assessment and a calendar that prioritizes testing those students with prior test scores to track growth and intervention.
6. All tutors will be assigned on a rotational schedule to provide support to all teachers and students.
7. All teachers will participate in a STAR Short Cycle formative assessment professional development to adopt as a school assessment.
8. All Math teachers will be given professional learning experiences on learning “subject content knowledge” to meet the ESSA goal of “Equitable Access to Excellent Educators.”
9. Title 1 Paraprofessionals will assist in SBAC/ELPAC testing and pre-testing.
10. Adaptive mathematics program IXL for differentiation and direction instruction strategies.

Tier II/III

1. All students who are below their grade level in mathematics will be assigned to use Imagine Math as a supplement after completing their math work.

Enrichment Learning Opportunities

1. All students will be given an opportunity to attend after-school support in Mathematics to make up for the Learning Loss Mitigation.
2. Paras and tutors will assist teachers in extended learning support after 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)
\$4,000.00	NTSS Materials, Workshops, and Webinars for Math/Science Educators (Dr. Anthony Quan \$200 per session)
\$20,000.00	4 Piper Make Kits (\$2900 a set) 4 Piper Computer Kits (20 @ \$350.00 each) https://www.playpiper.com/
\$7,000.00	IXL Licenses (unduplicated and based on transiency rates)

Amount(s)	Source(s)
\$10,000.00 Para \$30,000.00 Teachers \$10,000.00 Counselors	ELO (site-funded) LLM (district-funded)
\$8,000.00	Legends of Learning (Mathematics and Science) For remediation and learning loss.
\$5,000.00 (2 teachers)	ISTE Conference, June 23- 26, 2024 Denver ISTELive is one of the world's most comprehensive edtech events, attended by a global contingent of education leaders, teachers, coaches, librarians/media specialists and more.

Strategy/Activity 3 - ELD

Students to be Served by this Strategy/Activity

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

All ELD students will be served.

Strategy/Activity

1. All English learners will be using 3-D during their ELD period support period.
2. ELD teacher with support from the ELD para will reclassify English Learner as appropriate.
3. ELD team will provide ELD students with CAASPP ELA practice questions before the CAASPP testing window.
4. Title 1 Paraprofessionals will assist in SBAC/ELPAC testing and pre-testing.
5. All ELD students will be given the ELPAC PRACTICE in the months of January – June for the ELPAC TESTING WINDOW.

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)
\$126,000.00 (Part D)	ELD Paraprofessional
\$4,000.00	3-D books for Level A and Level B

Goal 4

LCAP Goal #1: All Students will have equitable access to a 21st century education by providing them with standards aligned instructional materials and with the technology skills to become college and career ready.

School Goal: Increase the percentage of students who complete high school through strategic review of student graduation credit data (Juvenile Court Schools and County Community Schools)

School Goal: All students will graduate high school prepared to successfully enter into a community college and/or pursue a viable career path.

School Goal: All students will have access to career education and preparation courses through CAL OSHA, Universal Class, and other programs.

Identified Need

The California Dashboard indicates that most of the students at Los Padrinos are not college/career ready. Our SBAC scores show that 90% of our students do not meet the CDE Smarter Balanced Summative Assessments: Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics or the Smarter Balanced Summative Assessments: Score of Level 2 “Standard Nearly Met” on both ELA and mathematics to be considered College Ready. Furthermore, the Los Angeles County Office of Education graduation requirements for students in the Juvenile Court Schools are not align with Cal State University Admissions.

Basis for goal: Our school enrollment data 2023-2024 shows that the majority of our students are in Grade 11= 67 students and in Grade 12 = 86 students. As a juvenile court school, our students have an option to graduate with 130 credits if they meet the guidelines, which our students do meet the guidelines. However, our obstacle is that our students are transitory, and therefore, we will focus on those students who are assigned to specialized units and begin the process of putting them on track for graduation by making them eligible for the 130 graduation credits.

The LACOE graduation requirements for juvenile hall students are an “equity” issue given that the other specialized schools (I-Poly and LACHSA) are aligned to the A-G requirements with single subject credential teachers and the graduation requirements for juvenile hall students allow students to only attend a community college.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
39 % (86 students) of students are eligible to graduate from Los Padrinos.	Los Padrinos does not currently have a graduation rate.	Our goal is to have a 39% graduation rate.
In the College/Career Readiness Prepare students for Community College.	Los Padrinos College/Career Readiness Prepare 1%	Increase Los Padrinos College/Career Readiness Prepared rate to 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 Graduation and Career Readiness

Students to be Served by this Strategy/Activity

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

All the students will be served.

Strategy/Activity

Strategy/Actions for Graduation and Career Readiness

1. The Academic Counselors will review all 11th and 12th graders who qualify for the 130 credits and prepare them for 130 credits and graduation.
2. Students will have an opportunity to participate in APEX credit recovery program to increase graduation rates by 10% during school and after school.
3. Provide interventions Read 180 and tutoring opportunities to all students to meet the graduation requirement of reading above 6th grade.
4. Recommendation to collaborate with Probation Education Services to develop and implement a CTE hands on career education course/s for all students at Los Padrinos.
5. Provide students with CAL OSHA online courses for Safety Certification.
6. Provide the girls with the e-food handling certificate for employment in the restaurant and food industry.
7. Provide access to e-food handling certificates on the student portal.
8. Provide students with information regarding community college admissions, costs, majors, and trade and professional certificates.
9. Organize a Community College Fair for our students.
10. Collaborate with Oasis Center International to provide online career arts opportunities.
11. Collaborate with Reignite Hope to provide students with Welding Career Opportunities.
12. All teachers will be trained and able to assign APEX to all students to provide registration, support, and tutoring to students
13. Provide Digital Arts through OASIS Digital Arts Curriculum: Photoshop tutorials, web commerce, product design, and marketing.
14. Culinary Trades Workshop embedded with food handling, and ServSafe certification. These classes will span three weeks of 4-hour classes on both Saturdays and Sundays. Students will learn culinary and customer service skills with a culminating event is a working restaurant activity.
15. Metal Fabrication Welding Reignite Hope Mobile Welding Program will provide students on Saturdays and Sundays students will be provided with hands on training on both SMAW and GMAW welding techniques through handheld simulator. Students will receive AWS certification.

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)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 2 - Preparing Students for Graduation and Community College and Career.

Students to be Served by this Strategy/Activity

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

Eligible students will have access to Aztec Learning for HI Set/GED Preparation during ELO/LLM.

Strategy/Activity

Strategy/Actions for Graduation and Career Readiness

1. The Academic Counselors will review all 11th and 12th graders who qualify HI Set/GED preparation.

Expanded Learning Opportunities and Learning Loss Mitigation

1. All students will be given an opportunity to attend after-school support for Cal OSHA / e-food handling certificate to make up for the Learning Loss Mitigation and to Expanding Learning Opportunities.
2. All students will be given career opportunities at weekends by CBO's.
3. Paras and tutors will assist teachers in Learning Loss Mitigation and ELO after school.
4. All students will be given an opportunity to do APEX after school and weekends with ELO/LLM.

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)

\$ 40,000

ELO (site-funded)
LLM (district-funded)

\$10,000

Title I, Part A - College and Career Fair
(College flags, tablet, FAFSA application, poster, etc.)

\$5,000 (Other: Career Education - County Fund)

OASIS Digital Arts Curriculum
<https://oasiscenterintl.org/>

*Subject to procurement requirements for contracts and bids.

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	\$56,160 Title I, Part A \$11, 076 (Parent Involvement) \$363, 600 Title I, Part D
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	\$419, 760
Other Career Education CTE County Fund	\$5,000.00

Attachment 1: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Attachment 1 must be aligned with the Consolidated Application.

LEA Goal #1: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of English/Language Arts on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel & Conferences Mileage Mileage	\$30,000 \$10,000 \$20,000 \$10,000 \$2,000 \$5,000	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D
b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.		Various Personnel Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators 1 Program Specialist	\$19,100 \$43,819 \$197,876 \$ 664,407 \$ 159,073	Title I Part A

		Coordinator II – Transition and Homeless 20% Part A 80% Part D Senior Program Specialist	\$43,000 \$171,990 \$182,369	Title I Part A Title I Part D Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 9 Paraeducators Program Specialist	\$959,906 \$268,350 \$664,407*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876 *repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons Extended Hours	\$120,000	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID,	\$ 948,351	Title I Part A

		Renaissance STAR licenses, Aztec Software BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can Drumming for Your Life	\$ 295,698 \$32,400	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance Aztec HiSET PD Aztec HiSET	\$24,552 *repeat \$76,650 *repeat \$ 40,406 *repeat \$ 19,000 *repeat \$ 21,498 *repeat \$ 9,995 *repeat \$5,000 *repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher	\$959,906 *repeat	Title I Part A

		(2 FTE)	\$268,350*repeat	Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducator 9 – Part A 7 – Part D	\$664,407*repeat \$509,505	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1 FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906 \$268,350 \$509,505 \$159,073 *All repeated	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$120,000 \$115,500 \$32,400 *80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #2: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of Math on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel and Conferences Mileage Mileage	\$30,000 \$10,000 \$10,000 \$20,000 \$2,000 \$5,000 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D

d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A
2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876*repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000*repeat	Title I PartA
		Parent Liaisons Extended Hours	\$120,000*repeat	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement,		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a

school activities and student learning.				
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$948,351*repeat	Title I Part A
		Read180, Math 180, Systems 44	\$76,650*repeat	Title I Part D
		BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can	\$295,698*repeat	Title I Part D
		Drumming for Your Life	\$32,400 *repeat	Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV

technology. Incorporate technology into the classroom with computers and learning resources.				
b. Utilize computer-based programs for low performing students.		APEX Read180, Math 180/Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552*repeat \$76,650*repeat \$40,406*repeat \$19,000*repeat \$21,498*repeat \$9,995*repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6FTE) Math Specialist Teacher (2 FTE)	\$959,906*repeat \$268,350*repeat	Title I Part A Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7– Part D	\$664,407*repeat \$509,505*repeat	Title I Part A Title I Part D
c. Program Specialists to		Program Specialist (1	\$159,073*repeat	Title I Part A

provide guidance and supplemental services to teachers to transfer to classroom.		FTE)		
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906*repeat \$268,350*repeat \$509,505*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$180,000 \$115,500 \$32,400 \$80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #3: Title I Part A and/or D: English language learner students (ELs) will reach common core state standards, at a minimum, attaining ‘Standard Met’ and /or ‘Standard Exceeded’ in the area of English/Language Arts on the CAASPP and improve upon their respective performance levels on ELPAC.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Para Educator Travel Mileage	\$30,000*repeat \$20,000*repeat \$2,000*repeat	Title I Part A Title I Part A Title I Part A

<p>b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.</p>		<p>Various Personnel - Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators Program Specialist</p>	<p>\$19,100 \$43,819 \$197,876 \$664,407 \$159,073 *all repeated</p>	<p>Title I Part A</p>
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		Coordinator II – Transition and Homeless 20% Part A 80% Part D	\$43,000 \$171,990 *all repeated	Title I Part A Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2FTE)	\$ 380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$ 120,000 *all repeated	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence-based programs.		APEX	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$ 948,351*repeat	Title I Part A

		Read180, Math 180, Systems 44, BASE Ed, Crisis Prevention Institute, Amer-I-Can Drumming for Your Life	\$295,698*repeat \$32,400 *repeat	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552 \$76,650 \$40,406 \$19,000 \$21,498 \$9,995 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A

b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7 – Part D	\$664,407 \$509,505 *all repeated	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$ 959,906 \$268,350 *all repeated	Title I Part A Title I Part A

<p>e. Supplemental contract services to provide direct services to students.</p>		<p>ArtworxLA New Earth Spirit Awakening Theatre of Hearts</p> <p>Drumming For Your Life Amer-I-Can</p>	<p>\$140,000 \$120,000 \$180,000 \$115,500</p> <p>\$32,400 \$80,000</p> <p>*all repeated</p>	<p>Title I PartA Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D</p>
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LEA Goal #4: Title I Part A and/or D: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>1. Positive Behavior Intervention Support (PBIS)</p>	<p>07/01/2023 - 06/30/2024</p>			
<p>a. Continue to implement the PBIS process, during and after the school day.</p>		<p>Positive Behavior Intervention Support (PBIS)</p>	<p>\$35,000</p>	<p>Title I Part D</p>

<p>b. Participate in the intake process that includes student's social emotional needs such as the Camps Assessment Unit (CAU) and initial assessments.</p>		<p>Wellness Counselors (2)</p> <p>Paraeducators (9) – Part A (7) – Part D</p>	<p>\$380,490</p> <p>\$664,407 \$509,505</p> <p>*All repeated</p>	<p>Title IV</p> <p>Title I Part A Title I Part D</p>
<p>c. Participate in the meetings for student transitions including Multidisciplinary Teams (MDT).</p>		<p>Wellness Counselors (2)</p>	<p>\$ 380,490</p> <p>*all repeat</p>	<p>Title IV</p>
<p>d. Purchase supplemental curriculum and/or programming to encourage social justice, tolerance, create cultural awareness, and social skills.</p>		<p>Base Education</p> <p>Academic Bowl</p>	<p>\$44,500 *repeated</p> <p>\$40,000</p>	<p>Title I Part D</p> <p>Title I Part D</p>

		Equity and Justice Summer Curriculum	\$10,000	Title I Part A
e. Teachers will receive training in effectively de-escalating behavioral situations and in behavioral modification.		Crisis Prevention Institute	\$13,548	Title I Part D
f. Students to receive direct support regarding behavioral wellness and modification.		Wellness Counselors = (2)	\$ 380,490 *repeat	Title IV
g. Provide ongoing support to parents and families including those of students who are English Learners.		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$120,000 *all repeated	Title I Part A

LEA Goal #5: Title I Part A and/or D: Performance Goal Five: All students will graduate from high school.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
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Development)				
1. Students will have opportunities to complete high school by:	07/01/2023 - 06/30/2024			
b. Hi-SET prep and sustained program. Students will use a preparatory program such as Aztec to prepare them for the Hi-SET.		Aztec Program for HiSet	\$5,000 *repeat	Title I Part A
c. APEX credit recovery program for students.		APEX	\$24,552 *repeat	Title I Part A

Division of Student Programs

Title I School Plan for Student Achievement Snapshot 2023-24

Name of School: Renaissance County Community **Date:** January 9, 2024

Student Demographic Information

Enrollment by Subgroup – Renaissance County Community

Subgroup	2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%
African American	21	16.2%	46	19.8%	29	21.5%
American Indian	—	—	—	—	1	0.7%
Asian	2	1.5%	3	1.3%	2	1.5%
Filipino	1	0.8%	—	—	1	0.7%
Hispanic or Latino	99	76.2%	172	74.1%	95	70.4%
Pacific Islander	—	—	1	0.4%	1	0.7%
Two or More Races	2	1.5%	3	1.3%	4	3.0%
White	5	3.8%	7	3.0%	2	1.5%
English Learners	23	17.7%	51	22.0%	22	16.3%
Foster Youth	8	6.2%	21	9.1%	15	11.1%
Homeless Youth	38	29.2%	48	20.7%	33	24.4%
Migrant Education	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities	13	10.0%	15	6.5%	12	8.9%
Socioeconomically Disadvantaged	100	76.9%	188	81.0%	110	81.5%

“—” no data available
Source: CDE DataQuest [cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp](https://www.cde.ca.gov/ds/ad/filesenr.asp)

2023-2024 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys

English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys, LCFF Local Indicators, LCAP
Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

2023-2024 Program Description – PAU

LEA Goal	School Initiatives	School Evaluation Methods
English Language Arts	Project-Based Lessons, Writing Programs, Professional Development, Professional Learning (Conferences), Read 180, Achieve 3000, ELO, Parent/Family Engagement, Contract Services, Paraprofessional	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Project-Based Lessons, Imagine Learning, Achieve 3000, Math 180, ELO, Parent/Family Engagement, Paraprofessional, Professional Development, Professional Learning (Conferences)	STAR Reports, CAASPP, Interim Assessments, Title I Programs Reports, AVID, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Review and disaggregate student achievement data for EL, Achieve 3000, Computer-Based Programs, Professional Development, ELO, Parent/Family Engagement, Paraprofessional	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	PBIS, Positive Reinforcement, Collaboration with other agencies, Parent/Family Engagement, Contract Services	Discipline Referral Data, PBIS Reports, Parent Engagement Surveys, CHKS Site Surveys
Graduation/Equivalency	AVID, Professional Development, Individualized Learning Plan (ILP), Parent/Family Engagement	AVID Participation, HiSET Passage Rate and Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

Renaissance PAU

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Renaissance County Community Schools	CDS Code: 19-10199-1996214	November 16, 2023	January 9, 2024

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)

The School Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students. The California Code Sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education act (ESEA) require each school to consolidate all school plans for programs funded through the Con-App and ESSA Improvement into the SPSA. This plan identifies goals aligned with the Comprehensive Support and Improvement (CSI) which is aligned to our LCAP goals. Specifically, Our Renaissance PAU Plan for Student Achievement (SPSA) consists of four critical components. We will analyze our assessment school data to determine the needs of our students, teachers, and school partners. We will execute a school-wide plan to provide support services to our students partnering with community agencies, engaging parents in the education of their children, and providing teachers with opportunities to attend professional development in subject content knowledge. Based on our school results from the CAASPP, ELPAC, and STAR local assessments, our students need intensive services in an effort to improve student achievement in reading and mathematics. We will use Title 1 funds to provide all students with educational opportunities after school and on weekends to develop their academic skills in reading and mathematics, all core classes, and credit recovery courses. In executing this plan, we will integrate technology to measure results and track our progress. Our primary goal is to implement the SPSA with fidelity and include all stakeholders in improving our student achievement and academic performance.

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

The School Site Council has analyzed the academic performance of all student groups and has identified several trends in our sub-groups that we must consider as key elements of the effectiveness of our instructional program for students failing to meet Dashboard yearly progress growth targets- CAASPP Assessments in Math and ELA, STAR Renaissance Math and Reading Mean Scores, and ELPAC Summative performance data 2022-2023. Renaissance PAU had an increase in homeless population, students with disabilities, and English Learners.

Renaissance PAU will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate increased scores or proficiency on the state's academic standards and California Dashboard Indicators. Our school goals will focus on the data we collected and the strategies we adopt to improve student achievement for all students. As a result of the assessment data, some of our actions will include lesson planning, formative assessments, social-emotional support, intensive support for students that have low test scores, and both parent engagement and community partnerships. Our goals are aligned with Learning Continuity and Attendance Plan/LCAP and the key dashboard indicators such as school climate, academic achievement, graduation, and college and career readiness which will be targeted in determining the allocation of resources and delivery.

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

1. All Staff met at the start of the academic school year in September to review CAASSP and STAR data in both ELA and Math to identify intervention programs to support the academic achievement of our students and to increase summative and formative assessment results.
2. The School Site Council met on November 2, 2023, to review the Title 1 Part A and Part D Budget allocations. The members discussed and identified the specific needs relevant to Renaissance PAU. The council allocated funds to the specific areas of need.
3. The SPSA draft was completed by representative of the SPSA on November 9, 2023.
4. The SPSA was presented to all staff, parents, and community partners on November 14, 2023, for review and feedback
5. The SPSA was reviewed and approved by our School Site Council on Thursday, November 16, 2023

Resource Inequities

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

Renaissance County Community Schools Administrative Unit (PAU)

School Mission

Our mission is to offer a safe and supportive learning environment for students who need an alternative setting. We embrace our stakeholders by expanding partnerships with parents/guardians, school districts, probation and community agencies. We provide a multi-discipline, standards-based education that is comprehensive, challenging, and engaging. We also support the development of life skills and individual talents. We graduate students from a rigorous educational program that produces goal-oriented, industrious citizens who are independent thinkers and able to compete in a global society.

School's Vision

We expect success. Our vision is to be an action-oriented community that values collaboration, communication, and commitment to enhance student academic achievement. As dynamic educators, we continue to develop and deliver rigorous standards-based education. We emphasize high expectations and promote excellence for our diverse student population.

Renaissance PAU School Profile

Renaissance PAU County Community Schools comprise of three geographically diverse school sites with both in person all day school programs and independent studies programs that are either in person or online.

1. Boys Republic County Community School in Monrovia has one classroom for students in grades 8-12.
2. Jonas Salk County Community School/La Brea Independent Studies in Hawthorne has two classrooms and 1 independent studies program
3. Mujeres Y Hombres Nobles County Community School in Monterey Park has one classroom for students in grades 6-12. Within this school we have Bermudez Independent Studies program both in person and online.

At Renaissance PAU community schools our purpose is to support our students with credit recovery, classroom behavioral development and assist students with returning to their home district or remaining at Renaissance to earn their High School Diploma. We focus on student academic needs to ensure they meet the district's graduation requirements of 220 credits or 130 credits with AB 216 and all course work is aligned to the California Common Core Standards. Our county community schools (CCS) address academic as well as their social-emotional needs through the Road to Success Academy curriculum which provides thematic, interdisciplinary, student-centered, project-based learning, with an emphasis on social-emotional growth. Independent Studies (IS) classroom teachers are able to connect with each student and provide the personalized support they may not have received in previous schools. Renaissance PAU strives to ensure that students are empowered with the skills to address wellness issues and know that support is available for them and how to access that support. Upon

graduation, our students demonstrate a greater understanding of their potential to pursue college, career, and work options; they are provided with support throughout their tenure by our academic and transition counselors, social worker and community school specialists. Our graduates have developed the capacity to be critical and independent thinkers and they contribute to their communities and families in a productive manner.

Needs Assessment

Renaissance PAU School Site Council conducted a Needs Assessment for identifying the direction and the priority needs to support in increasing student achievement. The PAU reviewed the Dashboard from the California Department of Education to identify the standards, and the evaluation of the CAASSP for school year 2021-2022 and 2022-2023 identified that over 90% of the students did not meet the standard in ELA for both years and more than 100% of the students did not meet the standard in Mathematics for both years. We also identified that our students STAR Renaissance Math and Reading formative assessments throughout the year are significantly lower than they should be for students to be performing at grade level. The needs assessment identified a number of inequities in supporting students to increase academic achievement. We identified the need to focus on Math instruction with both Algebra standards and tiered math support. We also identified the need to focus on ELA instruction and tiered interventions to increase reading comprehension and writing skills. To support the targeted goals we will focus on increasing technology integration in the RTSA frameworks to raise student scores.

Renaissance PAU Student Performance Data for School Year 2022-2023

Enrollment by Subgroup

Subgroup	2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%
African American	21	16.2%	46	19.8%	29	21.5%
American Indian	—	—	—	—	1	0.7%
Asian	2	1.5%	3	1.3%	2	1.5%
Filipino	1	0.8%	—	—	1	0.7%
Hispanic or Latino	99	76.2%	172	74.1%	95	70.4%
Pacific Islander	—	—	1	0.4%	1	0.7%
Two or More Races	2	1.5%	3	1.3%	4	3.0%
White	5	3.8%	7	3.0%	2	1.5%
Total	130		232		135	
English Learners	23	17.7%	51	22.0%	22	16.3%
Foster Youth	8	6.2%	21	9.1%	15	11.1%
Homeless Youth	38	29.2%	48	20.7%	33	24.4%
Migrant Education	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities	13	10.0%	15	6.5%	12	8.9%
Socioeconomically Disadvantaged	100	76.9%	188	81.0%	110	81.5%

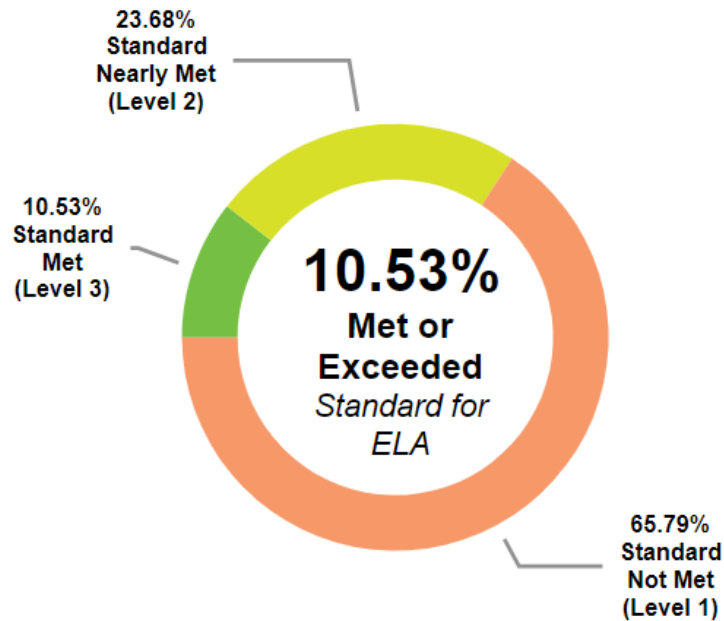
“—” no data available

Source: CDE DataQuest [cde.ca.gov](https://www.cde.ca.gov) <https://www.cde.ca.gov/ds/ad/filesenr.asp>

2022-23 CAASPP ELA – All Grades

ELA

Percent of students within each achievement level



Standard Exceeded (Level 4) is 0.00%

Subgroup	Met + Exceeded	Not Met	Nearly Met	Met	Exceeded
	%	%	%	%	%
All Students	10.53	65.79	23.68	10.53	0
African American	8.33	75	16.67	8.33	0
Hispanic	10.71	62.5	26.79	10.71	0
Socioeconomically Disadvantaged	9.52	65.08	25.4	9.52	0
Students with Disabilities	—	—	—	—	—
English Learner	5.88	88.24	5.88	5.88	0
RFEP	21.05	36.84	42.11	21.05	0

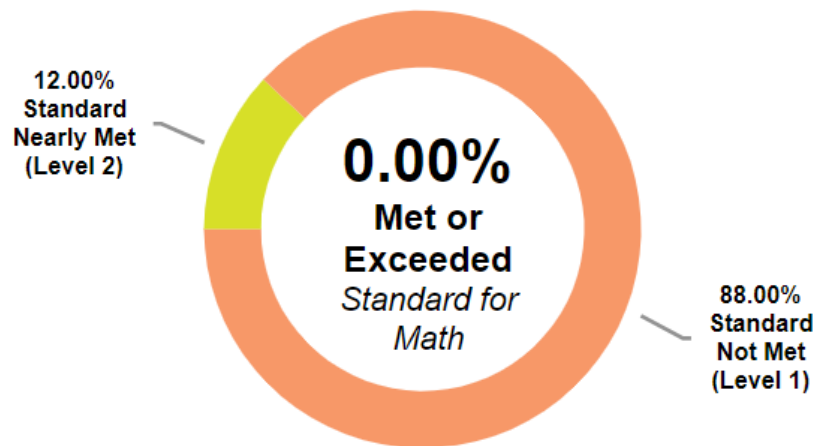
“—” no data available, 10 or fewer students
 Source: CAASPP Research Files <https://caaspp-elpac.cde.ca.gov/caaspp/>

Renaissance PAU CAASPP reading results saw an increase 4% increase from 2021-22 to 2022-2023 school year in met or exceeded category. Our goal to increase student achievement results by at least 5% next year to ‘met and exceeded’.

2022-23 CAASPP Math – All Grades

Mathematics

Percent of students within each achievement level



Standard Met (Level 3) is 0.00%
Standard Exceeded (Level 4) is 0.00%

Subgroup	Met + Exceeded	Not Met	Nearly Met	Met	Exceeded
	%	%	%	%	%
All Students	0	88	12	0	0
African American	0	91.67	8.33	0	0
Hispanic	0	89.29	10.71	0	0
Socioeconomically Disadvantaged	0	88.71	11.29	0	0
Students with Disabilities	—	—	—	—	—
English Learner	0	100	0	0	0
RFEP	0	80	20	0	0

“—” no data available, 10 or fewer students
 Source: CAASPP Research Files <https://caaspp-elpac.cde.ca.gov/caaspp/>

Renaissance PAU CAASPP math results saw no increase from 2021-22 to 2022-2023 school year in met or exceeded category. There were 0% of students who were at the met or exceeded category. Our goal to increase student achievement results by at least 5% next year to ‘met and exceeded’ in the Math assessment.

All students are assessed on the STAR READING AND STAR MATHEMATICS throughout the school year, below is the Renaissance PAU

STAR READING Average Grade Equivalent growth results from school years: 2022-2023

STAR Renaissance: Reading

Grade	# of Students	Rank	GP	SS (Star Unified)	GE	PR	NCE	IRL
Grade 7	3	2	7.21	902	3.7	10	23.4	2
Grade 8	13	3	8.36	981	4.5	8	20.8	3.5
Grade 9	4	5	9.25	1012	4.6	5	15.4	4.2
Grade 10	31	4	10.24	1025	5.1	6	17.5	4.5
Grade 11	55	2	11.21	1038	6	10	23.1	4.8
Grade 12	47	1	12.06	1053	6.5	12	24.9	5.3

Mean Grade Equivalent: 5.4

Summary: Renaissance PAU students continue to test below grade level for all grades listed above.

The mean average for all students in STAR reading is 5.4 grade equivalent. Reading intervention programs and intensive reading support is a high priority to meet the academic needs of our students and raise achievement scores.

STAR Renaissance: Math

Grade	# of Students	Rank	GP	SS (Star Unified)	GE	PR	NCE
Grade 7	3	5	7.21	986	4.4	10	22.9
Grade 8	13	3	8.36	1017	5.2	13	26.4
Grade 9	4	3	9.25	1022	5.5	13	26.7
Grade 10	31	2	10.24	1016	5.7	16	28.8
Grade 11	55	1	11.21	1051	6.8	18	30.7
Grade 12	47	4	12.06	1026	5.9	12	25.2

Mean Grade Equivalent: 5.7

Summary: Renaissance PAU students continue to test below grade level for all grades listed above for the school year 2022-2023. The mean average for all students is 5.7 grade level equivalent. Math intervention programs and intensive math support is a high priority to meet the academic needs of our students and raise achievement scores.

2022-23 ELPAC – All Grades – All Students

	Minimally Developed	Somewhat Developed	Moderately Developed	Well Developed
	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
English Language Proficiency for Summative ELPAC	28.13	31.25	40.63	0
Oral Language Performance	6.25	37.5	40.63	15.63
Written Language Performance	46.88	37.5	15.63	0
“—” no data available, 10 or fewer students Source: CAASPP Research Files https://caaspp-elpac.ets.org/elpac/				

2022-2023 ELPAC scores indicate that most of our students fall into the lower categories of English development. On 40.63% (Level 3) of our students were moderately developed and 0% were well developed (Level 4). The majority of our students fell into Levels 1 and 2. 59.38 or Renaissance students are only somewhat developed and minimally developed. It is clear that resources and a greater emphasis must be placed in supporting our English Learner students so that they can Move to ELPAC levels 3 and 4 and be eligible to be reclassified.

2021-22 ELPAC – All Grades – All Students

	Minimally Developed	Somewhat Developed	Moderately Developed	Well Developed
	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
English Language Proficiency for Summative ELPAC	31.03	34.48	24.14	10.34
Oral Language Performance	13.79	37.93	20.69	27.59
Written Language Performance	41.38	44.83	13.79	0
“—” no data available, 10 or fewer students Source: CAASPP Research Files https://caaspp-elpac.ets.org/elpac/				

2021-2022 ELPAC scores indicate that most of our students fall into the lower categories of English development. Only 34.48% of our English Learners can be categorized as Moderately or Well Developed in English Proficiency. The majority of our students or 65.51% are scoring in Levels 1 and 2 in the summative ELPAC. It is clear that resources and a greater emphasis must be placed in supporting our English Learner students so that they can Move to ELPAC levels 3 and 4 and be eligible to be reclassified.

Graduation Rate for LACOE Court Schools and County Community Schools by Category Refreshed on 2023-10-04

School Year <input type="radio"/> 2019-2020 <input type="radio"/> 2020-2021 <input type="radio"/> 2021-2022 <input checked="" type="radio"/> 2022-2023	School Type <input type="checkbox"/> Select all <input type="checkbox"/> Camp <input checked="" type="checkbox"/> CCS <input type="checkbox"/> Halls	Number of Days Enrolled <input type="checkbox"/> Select all <input type="checkbox"/> 90 days or less <input checked="" type="checkbox"/> More than 90 days	Enrolled 922	Graduated 402	Graduation Rate 43.60%
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Enrolled Students by Category

Total	African American	Hispanic/Latino	English Learners	Special Ed.	Foster Youth	Homeless
62	9	47	15	9	40	35

Graduated Students by Category

Total	African American	Hispanic/Latino	English Learners	Special Ed.	Foster Youth	Homeless
41	7	31	8	7	27	22

Graduation Rate

Total	African American	Hispanic/Latino	English Learners	Special Ed.	Foster Youth	Homeless
66.13%	77.78%	65.96%	53.33%	77.78%	67.50%	62.86%

Graduation Rate for LACOE Court Schools and County Community Schools by Category Refreshed on 2023-10-04

School Year <input type="radio"/> 2019-2020 <input type="radio"/> 2020-2021 <input type="radio"/> 2021-2022 <input checked="" type="radio"/> 2022-2023	School Type <input type="checkbox"/> Select all <input type="checkbox"/> Camp <input checked="" type="checkbox"/> CCS <input type="checkbox"/> Halls	Number of Days Enrolled <input type="checkbox"/> Select all <input type="checkbox"/> 90 days or less <input checked="" type="checkbox"/> More than 90 days	Enrolled 922	Graduated 402	Graduation Rate 43.60%
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Enrolled Students by Category

Total	African American	Hispanic/Latino	English Learners	Special Ed.	Foster Youth	Homeless
45	9	31	8	4	20	12

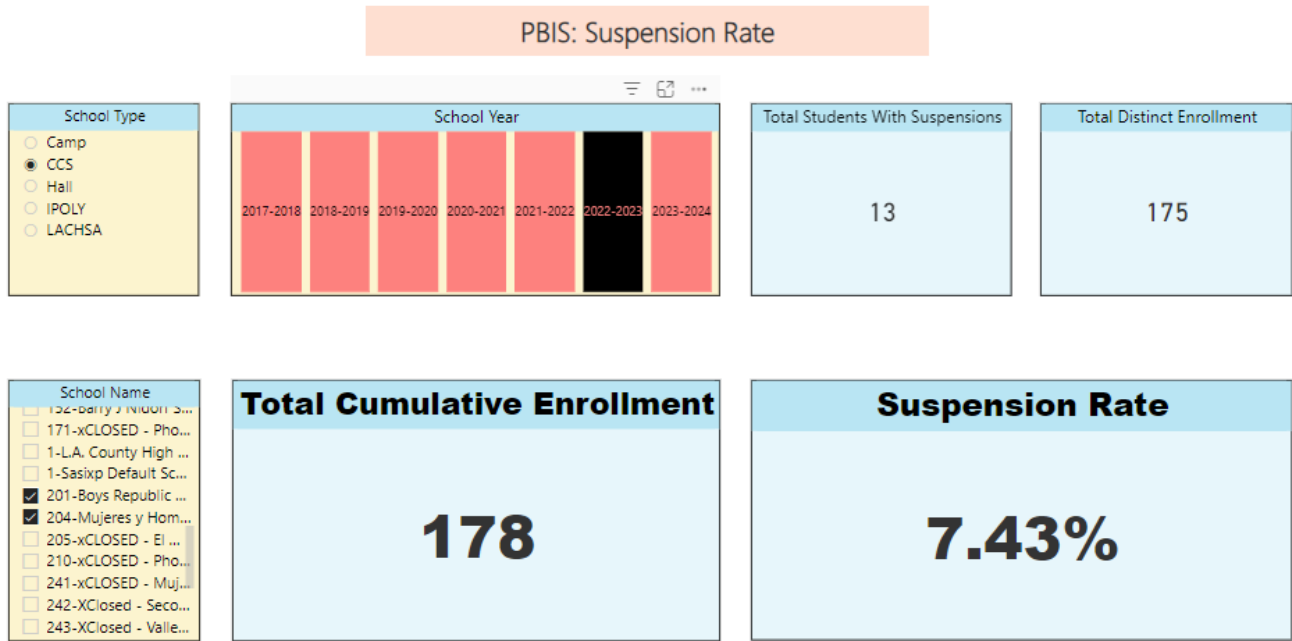
Graduated Students by Category

Total	African American	Hispanic/Latino	English Learners	Special Ed.	Foster Youth	Homeless
14	3	9	3	1	6	3

Graduation Rate

Total	African American	Hispanic/Latino	English Learners	Special Ed.	Foster Youth	Homeless
31.11%	33.33%	29.03%	37.50%	25.00%	30.00%	25.00%

The goal of Renaissance PAU County Community Schools is to increase our graduation rate to 95% compared to the current graduation rate of 43.6%. Many of our students stay in our school program to fulfill their requirements of expulsion and return to their home school to continue their studies and graduate with their classmates.



Our suspension rate of 7.43% is still significantly higher than the state goal of less than 5%. It is our goal to decrease suspensions to less than 5% for this 2023-2024 academic year. Renaissance PAU will utilize a number of PBIS Strategies to decrease the suspension rate to below 5% with the ultimate goal to have 0% suspensions through the full implementation of PBIS and restorative justice strategies within our community schools. As a Platinum awarded PBIS school we already practice and utilize positive behavior intervention strategies at our community schools and will collaborate with all our stakeholders which include students, parents, and school staff to create a process and system to minimize suspensions with alternative strategies throughout the year.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school’s goals. Duplicate the table as needed.

Goal 1

LCAP Goal #1 All students will have equitable access to a 21st century education by providing them with standards-aligned instructional materials and with the technology skills needed to become college and career ready.

SCHOOL GOAL 1: Students will be engaged in a rigorous common core curriculum embedded in both CCS and IS curriculum to prepare them to successfully achieve, meet or exceed standards in the Math, ELA and Science components of the CASSPP assessment

SCHOOL GOAL 2: All students will have “Equitable Access to Excellent Educators” by providing our teachers and paraeducators with professional development trainings every Thursday during our PLC time as well as opportunities to participate in various professional development in academic conferences.

Identified Need

Students at Renaissance PAU continue to not meet the state standards in both Math and English on the CAASPP. Students also are not performing at grade level in the STAR reading and math formative assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	CAASPP 2022-2023 ELA Standard Met 10%	Increase CAASPP ELA Standard Nearly Met to 16%
MATH CAASPP	CAASPP 2022-2023 Mathematics Standard Nearly Met 0%	Increase the Standard Nearly Met on the 11th grade Math CAASPP by 5%
STAR READING	STAR READING 2022-2023 Average Grade Equivalent 5.7 grade level	Increase the Average Grade Equivalent in STAR READING by 1 grade level
STAR MATH	STAR Math 2022-2023 Average Grade Equivalent 5.4 grade level	Increase the Average Grade Equivalent in STAR MATH by 1 grade level

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 who are enrolled in the County Community Schools and Independent Studies programs. at Renaissance PAU.

STRATEGY/ACTIVITY

Literacy Across the Curriculum**LACOE-wide:**

Provide workshops to connect the Common Core State Standards at the Professional Learning Communities (PLC) emphasizing the importance of equity among our student population and staff.

Continue to provide sound evidence-based instructional strategies. Instructional Strategies such as citing textual evidence to support an argument.

Schedule classroom visits to provide support and coaching opportunities led by the DASS TOSA, and MST.

Observations of Depth of Knowledge (DOK) used in the classrooms; Focused Classroom Walk-Through tool.

Title I Intervention Programs:

Achieve3000 (Achievement Report)

Theatre of Hearts CBO

Artworxla CBO

Jane Schaffer Writing Program (JSWP)

AVID

Professional Development:

Multi-Tiered System of Supports (MTSS) provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS).

RTSA Summit – Staff development for EL instruction, curriculum, and instructional strategies.

Depth of Knowledge (DOK) – Curricular activities and assessment tasks or Costas Levels of Thinking/Questioning (AVID).

On-going training Writing Across the Curriculum (Jane Schaffer)

Getting Reading Right: Filling in the Gaps in Secondary Classroom

Resources/Materials:

Provide additional reading materials access to the instructional staff to further develop students' non-fiction literacy.

- Achieve3000
- Rosetta Stone
- E-library (SORA)
- English 3D
- Jand Schaffer Writing Program
- AVID

Parental Engagement:

PECP workshops and monthly activities at school sites addressing the following topics:

- Transcripts
- Graduation requirements
- Progress Reports
- Counselors
- Enrichment program information
- Self-development
- Transition services

	<ul style="list-style-type: none"> • Culture of Equity and Access in Education <p>Provide books & reference materials for Parents Provide transportation for parents to attend school functions (i.e. Health Fair, College Fair, parent conferences...)</p> <p>School Site Specific Strategy/Activity:</p> <ul style="list-style-type: none"> • Use of Technology-computers • Professional Development • Field Trips virtual/local in person • Tutoring • Teachers/Paraeducators/Principal attending Professional Conferences • IXL Math/ELA • NEWSELA • Common Lit • Kahoot It • Pow toon • Twee
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<p>Interdisciplinary Engagement</p>	<p>Monthly: RTSA Saturday Summits Saturday Professional Development Instructional Leadership Team (ILT) monthly meetings Weekly PLCs and Monthly PLCs Professional Development</p> <p>Intervention Programs: APEX Learning College Tours Tutors Guest Speakers</p> <p>Professional Development: Performance Task Training: Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency: Achieve3000 IXL Math/ELA Student projects/presentations Classroom Ambassadors Peer Tutoring MTSS Professional Development. Teachers/Paraeducators attending Professional Conferences</p> <p>Assessment: Star Renaissance 360 Student projects Classroom formative and summative assessments Informal assessments Achieve3000 Writing rubrics IXL Math/ELA</p> <p>Resources/Materials: DOS TOSA Math Specialist Achieve3000 Odysseyware AVID Classroom materials Supplemental materials</p> <p>School Site Specific Supplemental Strategy/Activity:</p> <ul style="list-style-type: none"> • Supplemental Instructional Technology <ul style="list-style-type: none"> Pow toon Kahoot It Twee • Contracted Services-gardening program • Supplemental Student Resources <ul style="list-style-type: none"> Newsela Common Lit IXL Math/ELA
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<p>Standard Based Instructional Planning</p>	<p>Monthly: TOSA led Unit Planning at the PLC PLCs will provide ongoing training on common core state standards and develop supplemental resources to support common core state standards in Math, English and ELD Saturday Teacher Planning for English/Math and ELD Strategies for EL students.</p> <p>Professional Development:</p> <p>DBK training DOK Workshops MTSS Workshops AVID Workshops Jane Schaffer Workshops ELD strategies Electronic Text Books</p> <p>Resources/Materials: Odysseyware Achieve 3000 English 3D JSWP</p> <p>School Site Specific Supplemental Strategy/Activity: IXL Math/ELA Common lit Newsela Pow Toon Kahoot It Twee Field trips virtual/ local in person</p> <p>Supplemental Student Resources Classroom supplemental Reading materials (novels)</p>
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360 Data Rich Feedback

Monthly:

PLCs will provide ongoing training on common core state standards and develop supplemental resources to support common core state standards in English and ELD.

Informal Walk-Throughs will ensure the use of School-Wide Objectives:

- Instructional Support Specialist Visits
- Informal Walk-Through Form
- Peer Coaching
- Instructional rounds with peers

Title I Intervention Programs:

- Achieve3000
- English 3D
- AVID
- Imagine Math

Professional Development:

- PLC Training
- Data-Driven Training
- Local Writing Formative Assessments Calibration
- AVID Conference
- CABE Conference
- Teacher/Paraeducators/Principal attending professional conferences (e.g., Independent studies, Project Based Learning, Math PD, PBIS, MTSS)

Assessment:

- Teacher-driven Focused Classroom Walk-Throughs
- Achieve3000
- Star Renaissance 360
- Apex Learning
 - Career Key
 - CAASP Interim Assessment
 - 3D Inventory
 - Summative ELPAC

Resources/Materials:

Digi COACH

School Site Specific Supplemental Strategy/Activity:

- Extended Learning Opportunities (ELO) - Academic support to students in English Language Arts (repeat expense)
- Contracted Services
- Supplemental Student Resources (novels)
- CSI - TOSA

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)

\$18,313– Other Books & Reference Materials Supplemental books for students in the CCS and IS programs.	Title I Part A - Basic Discretionary Funds & Allocation for Parent and Family Engagement, and Title I Part D- Discretionary Funds
\$45,080 – Instructional Materials-student laptops	Title I Part A- Basic Discretionary Funds & Allocation for Parent and Family Engagement, and Title I Part D- Discretionary Funds
\$7,000 – Non-Capitalized Equipment	Title I Part A- Basic Discretionary Funds & Title I Part D- Discretionary Funds
\$33,000 – Travel and Conferences	Title I Part A-Basic Discretionary Funds & Title I Part D- Discretionary Funds
\$15,000 - Transportation	Title I Part A- Basic Discretionary Funds & Title I Part D- Discretionary Funds
\$16,700 – Contract Services	Title I Part A- Basic Discretionary Funds & Title I Part D- Discretionary Funds
2,000 – Contract Services-snacks for Parent Involvement	Title I Part A- Allocation for Parent and Family Engagement

Annual Review

SPSA Year Reviewed: 2023-2024

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 2022-2023 school year shows the loss of learning experienced by our students as evidenced on the CAASPP annual assessment scores. The use of programs such as IXL will provide much needed instruction and practice for learning loss in Math and ELA. Providing supplemental technology software like Pow Toon, Twee, Kahoot It to teachers will enrich their delivery of instruction and lessons to engage students in their learning. Providing Teachers and Paraeducators the opportunity to attend professional conferences to continue developing teaching strategies that work in the classroom will engage and enhance student learning. By scaffolding key concepts in social studies, and science using supplemental materials such as Newsela, and Common Lit in the student's Lexile level will help students understand the intended concepts. Offering students opportunities to participate in field trips to local venues will expand their thinking "outside of the box". Providing parents with transportation to school functions will allow for parents to participate in school activities that are geared towards the mental health and social emotional component.

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

CAASPP ELA scores increased 5% this year yet our math scores remained the same at 0% met or exceeded standard. Our PAU goal is to provide professional development in the area of math intervention programs and conferences.

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.

Increase funds for tiered intervention programs in math.

Goal 2

LCAP Goal # 2: Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.

SCHOOL GOAL 1: All students will have access to credential counselors that will provide counseling services that follow the ASCA model as well as community-based organizations to help support their social emotional needs.

SCHOOL GOAL 2: Our PBIS will be strengthened to improve our school climate in the classrooms as demonstrated by the reduction of classroom suspensions and school suspensions for the school year 2023-2024.

SCHOOL GOAL 3: We will increase parent engagement participation by 10% or more at the PFECF workshops.

Identified Need

AERIES data indicates student attendance for last year 2022-2023 had an absenteeism rate of 76.2%. 76.9% of our student population is Socioeconomically Disadvantaged. There has been an increase in the homeless youth population at our school. This past year 2022-2023 the homeless youth population increased from 20.7% from

the previous school year to 29.2%. The school staff has seen an increase in stress and anxiety in our students and their families. More counselors are needed to service these youth and their families. Renaissance has experienced a 3.5% increase of Students with Disabilities from 6.5% to 10.0%. This added population requires more individualized attention to address each student's academic need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Chronic absence reports for 2022-2023	Decrease absence rate by 5%
Suspension Rate	7.43%	Suspension rate less than 5%
Parent and Family Engagement	Average of 15-20 parents each townhall presentation	Increase parent and family engagement by 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students enrolled at Renaissance will be served by this strategy/activity.

Strategy/Activity

<p>Strengthen framework to create a positive school culture</p>	<p>School site Specific Supplemental strategy/Activity: Embedded in our RTSA curriculum unit is socio-emotional learning that promotes Positive Behavior Interventions and Support (PBIS)</p> <p>Establish a Wellness classroom for students who are experiencing anxiety/stress and need a space to reflect, de-escalating students with personal issues, anger management, etc.</p> <p>The County Community School Initiative will help Strengthen the holistic school model to address the mental health, social emotional and behavioral needs of our students.</p> <p>Continue to implement PBIS to decrease discipline and provide students and teachers with a framework to impact a positive school culture of Equity and Access.</p> <p>The PBIS team will have a monthly award ceremony for those students with consistent positive behavior.</p> <p>The PBIS team will establish a set of incentives for PBIS (Snacks, Certificates, Assemblies...)</p> <p>Provide additional materials to the instructional staff to further develop students' understanding of positive behavior.</p>
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	<p>Professional Development: Multi-Tiered System of Supports (MTSS) provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS).</p> <p>PBIS Implementation</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Kahoot It • Rewards <p>Parental Engagement: PECP workshops and monthly activities at school sites addressing the following topics:</p> <ul style="list-style-type: none"> • Transcripts • Graduation requirements • Progress Reports • Counselors • Enrichment program information • Self-development • Transition services • Culture of Equity and Access in Education <p>Provide books & reference materials for Parents Provide transportation for parents to attend school functions (i.e. Health Fair, College Fair, parent conferences...)</p>
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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)
\$18,313–Other Books & Reference Materials	Title I Part A - Basic Discretionary Funds & Allocation for Parent and Family Engagement, and Title I Part D- Discretionary Funds
\$45,080 – Instructional Materials	Title I Part A- Basic Discretionary Funds & Allocation for Parent and Family Engagement, and Title I Part D- Discretionary Funds
\$7,000 – Non-Capitalized Equipment	Title I Part A- Basic Discretionary Funds & Title I Part D- Discretionary Funds

\$33,000 – Travel and Conferences	Title I Part A-Basic Discretionary Funds & Title I Part D- Discretionary Funds
\$15,000 - Transportation	Title I Part A- Basic Discretionary Funds & Title I Part D- Discretionary Funds
\$16,700 – Contract Services	Title I Part A- Basic Discretionary Funds & Title I Part D- Discretionary Funds
2,000 – Contract Services-snacks for Parent Involvement	Title I Part A- Allocation for Parent and Family Engagement

Goal 3

LCAP GOAL # 3: All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improve overall English proficiency.

SCHOOL GOAL 1: All Students CAASPP ELA and Math will increase by 5% in met or exceeded standard

SCHOOL GOAL 2: All Students STAR Math and Reading scores will increase by at least one grade level

SCHOOL GOAL 3: EL students will increase Language acquisition levels in the ELPAC and reclassification.

Identified Need

Our State and Local assessments data indicate that our students are not meeting the Standards because of the lack of subject content knowledge.

CAASPP English Language Arts test results for 2021-2022 indicate that most of our students 93.62% that includes all students, and all subgroups did not meet the Standard (Standard Not Met).

CAASPP English Language Arts test results for 2022-2023 indicate that most of our students 89.47% that includes all students, and all subgroups did not meet the Standard (Standard Not Met).

CAASPP Mathematics test results for 2021-2022 indicate that most of our students 97.83% that includes all students, and all subgroups did not meet the Standard (Standard Not Met).

CAASPP Mathematics test results for 2022-2023 indicate that most of our students 100% includes all students, and all subgroups did not meet the Standard (Standard Not Met).

CDE Data Quest English Learners Report 2022-2023 identified the 23 EL students enrolled at Renaissance were EL 6+years not yet eligible for Reclassification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA-CAASPP	CAASPP 2022-2023 ELA Standard Nearly Met 23.68%	Increase CAASPP 2023-2024 Standard Nearly Met
Math-CAASPP	CAASPP 2022-2023 Math Standard Nearly Met 12%	Increase CAASPP 2023-2024 Standard Nearly Met
ELPAC	Need data ELPAC results and RFEP #	Increase proficiency by 1 level and increase % of EL students as RFEP

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 enrolled in County Community Schools and Independent Studies Programs at Renaissance PAU

Closing the Gap

School site Specific Supplemental strategy/Activity:

Teachers will use Jane Schaffer: Writing across the curriculum to improve how well students communicate in writing, respond to fiction and non-fiction literature and communicate understanding of concepts in science and math.

Teachers in their PLC will analyze STAR Reading and Math data for their classes and identify students that need additional support and create a plan of action for intervention.

Teachers will participate in “Getting Reading Right: Filling in the Gaps in Secondary Classrooms” professional development.

Tutors will be assigned to classrooms to provide support to students.

Teachers will collaborate in their PLC to write Basic Math and Algebra syllabus that build upon skills sequentially/linear and embed into the RTSA unit plan.

The Mathematics Specialist/TOSA will lead the math teachers in their professional learning of subject content in mathematics and provide them with support.

Teachers will provide all students with CAASPP interim practice assessments in both ELA and Math.

All English Learners will use the English3D curriculum during their ELD period.

Resources/Materials:

Provide additional reading materials access to the instructional staff to further develop students’ non-fiction literacy.

- Achieve3000
- Rosetta Stone
- E-library (SORA)
- English 3D
- JSWP
- AVID

School Site Specific Strategy/Activity:

- Use of Technology
- Professional Development
- Tutoring
- Teachers/Paraeducators attending Professional Conferences
- IXL Math/ELA
- NEWSOLA
- Common Lit

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: LCFE, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

\$18,313– Other Books & Reference Materials	Title I Part A - Basic Discretionary Funds & Allocation for Parent and Family Engagement, and Title I Part D- Discretionary Funds
\$45,080 – Instructional Materials	Title I Part A- Basic Discretionary Funds & Allocation for Parent and Family Engagement, and Title I Part D- Discretionary Funds
\$7,000 – Non-Capitalized Equipment	Title I Part A- Basic Discretionary Funds & Title I Part D- Discretionary Funds
\$33,000 – Travel and Conferences	Title I Part A-Basic Discretionary Funds & Title I Part D- Discretionary Funds
\$15,000 - Transportation	Title I Part A- Basic Discretionary Funds & Title I Part D- Discretionary Funds
\$16,700 – Contract Services	Title I Part A- Basic Discretionary Funds & Title I Part D- Discretionary Funds
2,000 – Contract Services-snacks for Parent Involvement	Title I Part A- Allocation for Parent and Family Engagement

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	\$ 44,393 Title I Part A (\$7,313 Parent and Family Engagement Activities) \$ 92,700 Title I Part D
Total Federal Funds Provided to the School from the LEA for CSI	\$ 272,120
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 409,213

Attachment 1: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Attachment 1 must be aligned with the Consolidated Application.

LEA Goal #1: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of English/Language Arts on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel & Conferences Mileage Mileage	\$30,000 \$10,000 \$20,000 \$10,000 \$2,000 \$5,000	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D
b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.		Various Personnel Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators 1 Program Specialist	\$19,100 \$43,819 \$197,876 \$ 664,407 \$ 159,073	Title I Part A

		Coordinator II – Transition and Homeless 20% Part A 80% Part D Senior Program Specialist	\$43,000 \$171,990 \$182,369	Title I Part A Title I Part D Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 9 Paraeducators Program Specialist	\$959,906 \$268,350 \$664,407*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876 *repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons Extended Hours	\$120,000	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID,	\$ 948,351	Title I Part A

		Renaissance STAR licenses, Aztec Software BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can Drumming for Your Life	\$ 295,698 \$32,400	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance Aztec HiSET PD Aztec HiSET	\$24,552 *repeat \$76,650 *repeat \$ 40,406 *repeat \$ 19,000 *repeat \$ 21,498 *repeat \$ 9,995 *repeat \$5,000 *repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher	\$959,906 *repeat	Title I Part A

		(2 FTE)	\$268,350*repeat	Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducator 9 – Part A 7 – Part D	\$664,407*repeat \$509,505	Title I Part A Title I Part D
c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.		Program Specialist (1 FTE)	\$159,073 *repeat	Title I Part A
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906 \$268,350 \$509,505 \$159,073 *All repeated	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$120,000 \$115,500 \$32,400 *80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #2: Title I Part A and/or D: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of Math on the CAASPP or other local assessments.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Paraeducators Substitute Paraeducators Travel Travel and Conferences Mileage Mileage	\$30,000 \$10,000 \$10,000 \$20,000 \$2,000 \$5,000 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part D Title I Part A Title I Part D

d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A
2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876*repeat	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000*repeat	Title I PartA
		Parent Liaisons Extended Hours	\$120,000*repeat	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement,		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a

school activities and student learning.				
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence based programs.		APEX Learning	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$948,351*repeat	Title I Part A
		Read180, Math 180, Systems 44	\$76,650*repeat	Title I Part D
		BASE Ed, Crisis Prevention Institute, HMH, Amer-I-Can	\$295,698*repeat	Title I Part D
		Drumming for Your Life	\$32,400 *repeat	Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	\$5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional		Wellness Counselors (2 FTE)	\$380,490*repeat	Title IV

technology. Incorporate technology into the classroom with computers and learning resources.				
b. Utilize computer-based programs for low performing students.		APEX Read180, Math 180/Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552*repeat \$76,650*repeat \$40,406*repeat \$19,000*repeat \$21,498*repeat \$9,995*repeat	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6FTE) Math Specialist Teacher (2 FTE)	\$959,906*repeat \$268,350*repeat	Title I Part A Title I, Part A
b. Paraeducators to provide services to students participating in Title I Programs.		Paraeducators 9 – Part A 7– Part D	\$664,407*repeat \$509,505*repeat	Title I Part A Title I Part D
c. Program Specialists to		Program Specialist (1	\$159,073*repeat	Title I Part A

provide guidance and supplemental services to teachers to transfer to classroom.		FTE)		
d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE) 7 Paraeducators Program Specialist	\$959,906*repeat \$268,350*repeat \$509,505*repeat \$159,073*repeat	Title I Part A Title I Part A Title I Part D Title I Part A
e. Supplemental contract services to provide direct services to students.		ArtworxLA New Earth Spirit Awakening Theatre of Hearts Drumming For Your Life Amer-I-Can	\$140,000 \$120,000 \$180,000 \$115,500 \$32,400 \$80,000 *all repeated	Title I Part A Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D

LEA Goal #3: Title I Part A and/or D: English language learner students (ELs) will reach common core state standards, at a minimum, attaining ‘Standard Met’ and /or ‘Standard Exceeded’ in the area of English/Language Arts on the CAASPP and improve upon their respective performance levels on ELPAC.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Professional Development	07/01/2023 - 06/30/2024			
a. Teachers from each site will receive training in strategic reading strategies to support ELA, Math, Science, Social Science, and ELD curriculum.		Substitute Teachers and Para Educator Travel Mileage	\$30,000*repeat \$20,000*repeat \$2,000*repeat	Title I Part A Title I Part A Title I Part A

<p>b. Teachers will receive training in desegregating, analyzing and reporting academic performance data.</p>		<p>Various Personnel - Coordinator I – Assessment 10% Project Director II – Curriculum and Instruction 20% Program Manager – Parent Education 9 Paraeducators Program Specialist</p>	<p>\$19,100 \$43,819 \$197,876 \$664,407 \$159,073 *all repeated</p>	<p>Title I Part A</p>
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		Coordinator II – Transition and Homeless 20% Part A 80% Part D	\$43,000 \$171,990 *all repeated	Title I Part A Title I Part D
c. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A
d. Teachers and administrators will receive training on implementing differentiated instructional strategies to meet the needs of all students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
e. Teachers will receive training in effectively designing lessons that will support the needs of low performing students.		Refer to Items 1b and 1c	Refer to Items 1b and 1c	Refer to Items 1b and 1c
f. Train administrators and teachers in using instructional technology.		Wellness Counselors (2FTE)	\$ 380,490*repeat	Title IV
g. AVID Center to provide training and support for teachers and students.		AVID Center	\$18,195*repeat	Title I Part A

2. Parent and Family Engagement				
a. Parent and Family Engagement and Consultation		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$ 120,000 *all repeated	Title I Part A
b. Provide training on parental education courses and consultation to district level plans.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
c. Increase parental engagement opportunities that include, but not limited to, student achievement, school activities and student learning.		Refer to Item 2a	Refer to Item 2a	Refer to Item 2a
3. Curriculum Development				
a. Continue to use credit recovery programs and models such as APEX or other evidence-based programs.		APEX	\$24,552*repeat	Title I Part A
b. Continue to provide intervention and supplemental classroom programs.		Achieve 3000, Imagine Learning, APEX Learning, Jane Schaffer Writing, (tutoring and sup support), New Earth, Spirit Awakening, HeART Project, Theatre of Hearts, AVID Center, Renaissance Learning, Aztec	\$ 948,351*repeat	Title I Part A

		Read180, Math 180, Systems 44, BASE Ed, Crisis Prevention Institute, Amer-I-Can Drumming for Your Life	\$295,698*repeat \$32,400 *repeat	Title I Part D Title I Part D
c. Continue to provide supplemental assessment programs.		STAR Renaissance	\$21,498*repeat	Title I Part A
d. Continue to provide supplemental high school equivalency program.		Aztec Program for HiSet	5,000*repeat	Title I Part A
4. Technology				
a. Train administrators and teachers in using instructional technology. Incorporate technology into the classroom with computers and learning resources.		Wellness Counselors (2 FTE)	\$380,490 *repeat	Title IV
b. Utilize computer-based programs for low performing students.		APEX, Read180, Math 180, Systems 44, Achieve 3000, Imagine Learning, STAR Renaissance, Aztec	\$24,552 \$76,650 \$40,406 \$19,000 \$21,498 \$9,995 *all repeated	Title I Part A Title I Part D Title I Part A Title I Part A Title I Part A Title I Part A
5. Supplemental Staff Intervention and Site Support				
a. Intervention Teachers to assist students with Title I programs and increase student achievement.		Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2FTE)	\$959,906 \$268,350 *all repeated	Title I Part A Title I Part A

Title I Part A Title I Part D	\$664,407 \$509,505 *all repeated	Paraducators 9 – Part A 7 – Part D		b. Paraducators to provide services to students participating in Title I Programs.
Title I Part A	\$159,073 *repeat	Program Specialist (1FTE)		c. Program Specialists to provide guidance and supplemental services to teachers to transfer to classroom.
Title I Part A Title I Part A	\$959,906 \$268,350 *all repeated	Literacy Specialist Teacher (LST) (6 FTE) Math Specialist Teacher (2 FTE)		d. Literacy and Math Specialist Teachers (LST) (MST) will receive additional training in Read180, Math 180, Systems 44 and Achieve 3000.

<p>e. Supplemental contract services to provide direct services to students.</p>		<p>ArtworxLA New Earth Spirit Awakening Theatre of Hearts</p> <p>Drumming For Your Life Amer-I-Can</p>	<p>\$140,000 \$120,000 \$180,000 \$115,500</p> <p>\$32,400 \$80,000</p> <p>*all repeated</p>	<p>Title I PartA Title I Part A Title I Part A Title I Part A Title I Part A Title I Part D Title I Part D</p>
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LEA Goal #4: Title I Part A and/or D: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>1. Positive Behavior Intervention Support (PBIS)</p>	<p>07/01/2023 - 06/30/2024</p>			
<p>a. Continue to implement the PBIS process, during and after the school day.</p>		<p>Positive Behavior Intervention Support (PBIS)</p>	<p>\$35,000</p>	<p>Title I Part D</p>

<p>b. Participate in the intake process that includes student's social emotional needs such as the Camps Assessment Unit (CAU) and initial assessments.</p>		<p>Wellness Counselors (2)</p> <p>Paraeducators (9) – Part A (7) – Part D</p>	<p>\$380,490</p> <p>\$664,407 \$509,505</p> <p>*All repeated</p>	<p>Title IV</p> <p>Title I Part A Title I Part D</p>
<p>c. Participate in the meetings for student transitions including Multidisciplinary Teams (MDT).</p>		<p>Wellness Counselors (2)</p>	<p>\$ 380,490</p> <p>*all repeat</p>	<p>Title IV</p>
<p>d. Purchase supplemental curriculum and/or programming to encourage social justice, tolerance, create cultural awareness, and social skills.</p>		<p>Base Education</p> <p>Academic Bowl</p>	<p>\$44,500 *repeated</p> <p>\$40,000</p>	<p>Title I Part D</p> <p>Title I Part D</p>

		Equity and Justice Summer Curriculum	\$10,000	Title I Part A
e. Teachers will receive training in effectively de-escalating behavioral situations and in behavioral modification.		Crisis Prevention Institute	\$13,548	Title I Part D
f. Students to receive direct support regarding behavioral wellness and modification.		Wellness Counselors = (2)	\$ 380,490 *repeat	Title IV
g. Provide ongoing support to parents and families including those of students who are English Learners.		Program Manager for Parent Education	\$197,876	Title I Part A
		Parent Education and Consultation Program (PECP) – Contracts and Misc Supplies	\$111,000	Title I Part A
		Parent Liaisons	\$120,000 *all repeated	Title I Part A

LEA Goal #5: Title I Part A and/or D: Performance Goal Five: All students will graduate from high school.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
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Development)				
1. Students will have opportunities to complete high school by:	07/01/2023 - 06/30/2024			
b. Hi-SET prep and sustained program. Students will use a preparatory program such as Aztec to prepare them for the Hi-SET.		Aztec Program for HiSet	\$5,000 *repeat	Title I Part A
c. APEX credit recovery program for students.		APEX	\$24,552 *repeat	Title I Part A

$$\begin{aligned}
&= \sum_{k=1}^n (2k2^k - 2^{k+1} + 2) \\
&= \sum_{k=1}^n (k2^{k+1}) - \sum_{k=1}^n (2^{k+1}) - 1 \\
&= 2 \sum_{k=1}^n (k2^k) - 2^{n+2} + 4 + 2n
\end{aligned}$$



2023-24 School Plan for Student Achievement (SPSA)



SPSA BASICS

The Single Plan for Student Achievement (SPSA):

1

Required for schools receiving Title I funds

2

A plan of supplemental actions to raise the academic performance of all students

3

Must be developed, monitored and evaluated by the School Site Council with input from advisory committees

4

Must align to the Local Control Accountability Plan.

Overall, it is an improvement plan – a cycle of continuous improvement of student performance



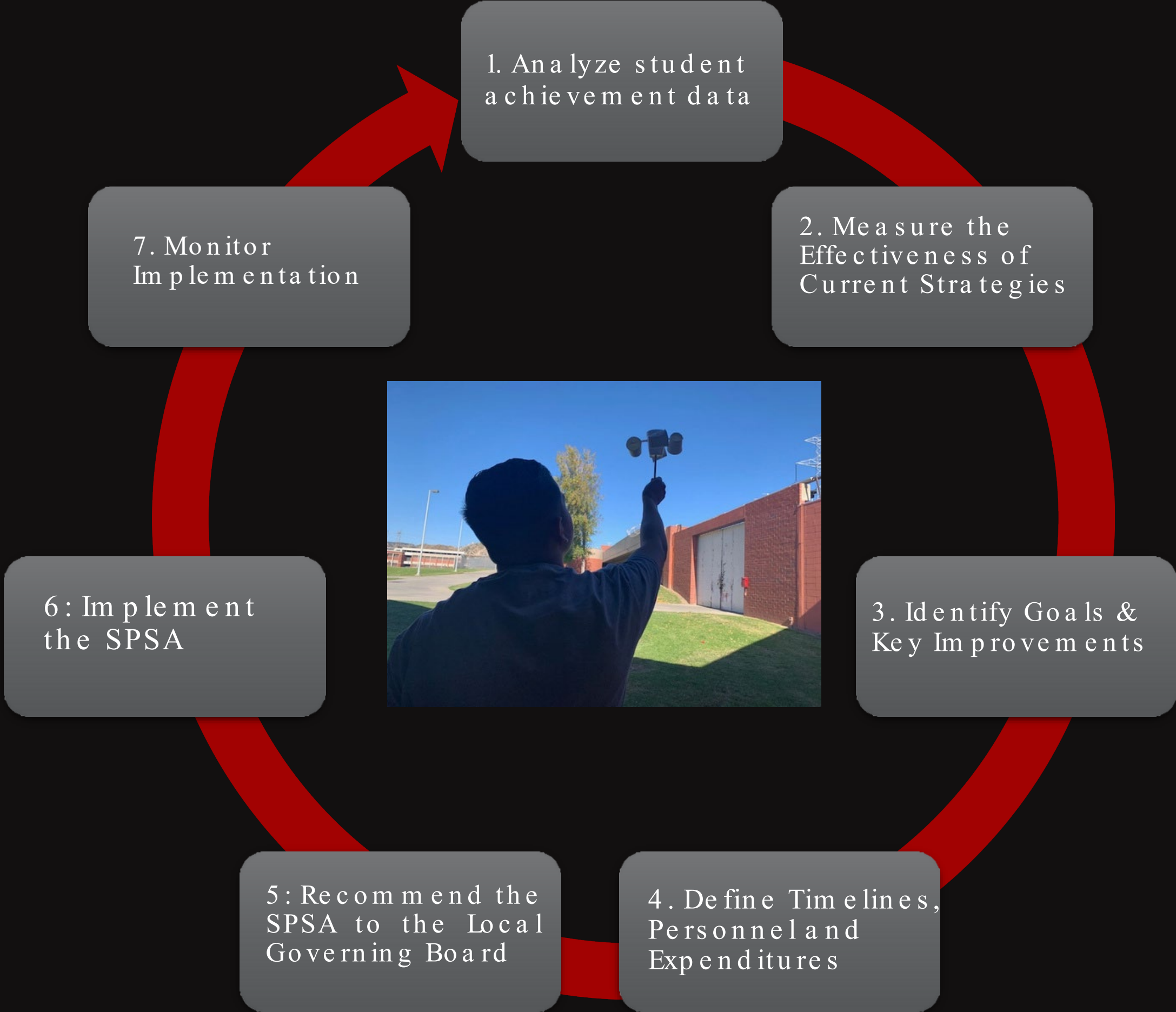
OVERVIEW OF TITLE I

Title I federal funds are intended to:

- Supplement educational services for students who meet the definition of low-income and neglected and/or delinquent
- Assist with transitions from schools and/or institutions to employment
- Target drop-out prevention and intervention



School Plan Development Process



Educational Partner Input for the SPSA

- Input from PAC, ELAC and DELAC
- Title I Advisory Council meetings
- Teacher and Staff meetings
- Parent Engagement Needs Assessment
- LACOE Parent Engagement, PFECIP town halls and learning opportunities
 - Teacher Voice
 - Student Voice (SSC reps)



SPSA School Goals Aligned with LCAP Goals

LCAP Goals

- Access to 21st Century Education
- Mental Health and Social Emotional Well Being
- Necessary Supports to Make Progress

LCAP Federal Addendum

- Title I
- Title II
- Title III
- Title IV

LEA Goals

- English Language Arts
- Mathematics
- English Learners
- Culture, Climate, Wellness
- Graduation for All

SPSA School Goals

- Professional Development
- Positive Behavior Interventions and Supports (PBIS)
- Supplemental Programs
- Supplemental Staff
- Comprehensive Supports and Interventions (CSI)

SPSA ALIGNMENT WITH THE LACOE STRATEGIC PLAN PILLARS



Improve Student Outcomes

We will improve student outcomes by making measurable gains in **literacy** and **numeracy** rates, reducing achievement gaps for targeted student populations and increasing access to vocational and continuing education programs for **justice-impacted youth**.



Champion Individual and Collective Care and Wellbeing

We will support a holistic vision for **student and staff wellbeing** that includes addressing student engagement and absenteeism as well as building community and a sense of belonging for LACOE employees.



Strengthen Community with Children at the Center

Through strategic **partnerships**, the expansion of our **Community Schools Initiative** and ensuring that the recruitment of students for LACOE **specialized high schools** reflects the County's student demographics, we will leverage relationships and resources from across our communities to better support children.



Communicate Effectively

By focusing on accessibility and leveraging multiple techniques and platforms, we will improve the effectiveness of our **internal and external communication** efforts.



Model Organizational Excellence and Innovation

To foster a culture of excellence, we will prioritize **customer satisfaction** for all LACOE services and focus on specific efforts that support greater efficiency and effectiveness.



Los Angeles County Office of Education Educational Programs

Title I schoolwide programs
operated by LACOE's Educational
Programs/Division of Student
Programs:

Hall - 1

Camps - 4

County Community Schools - 3

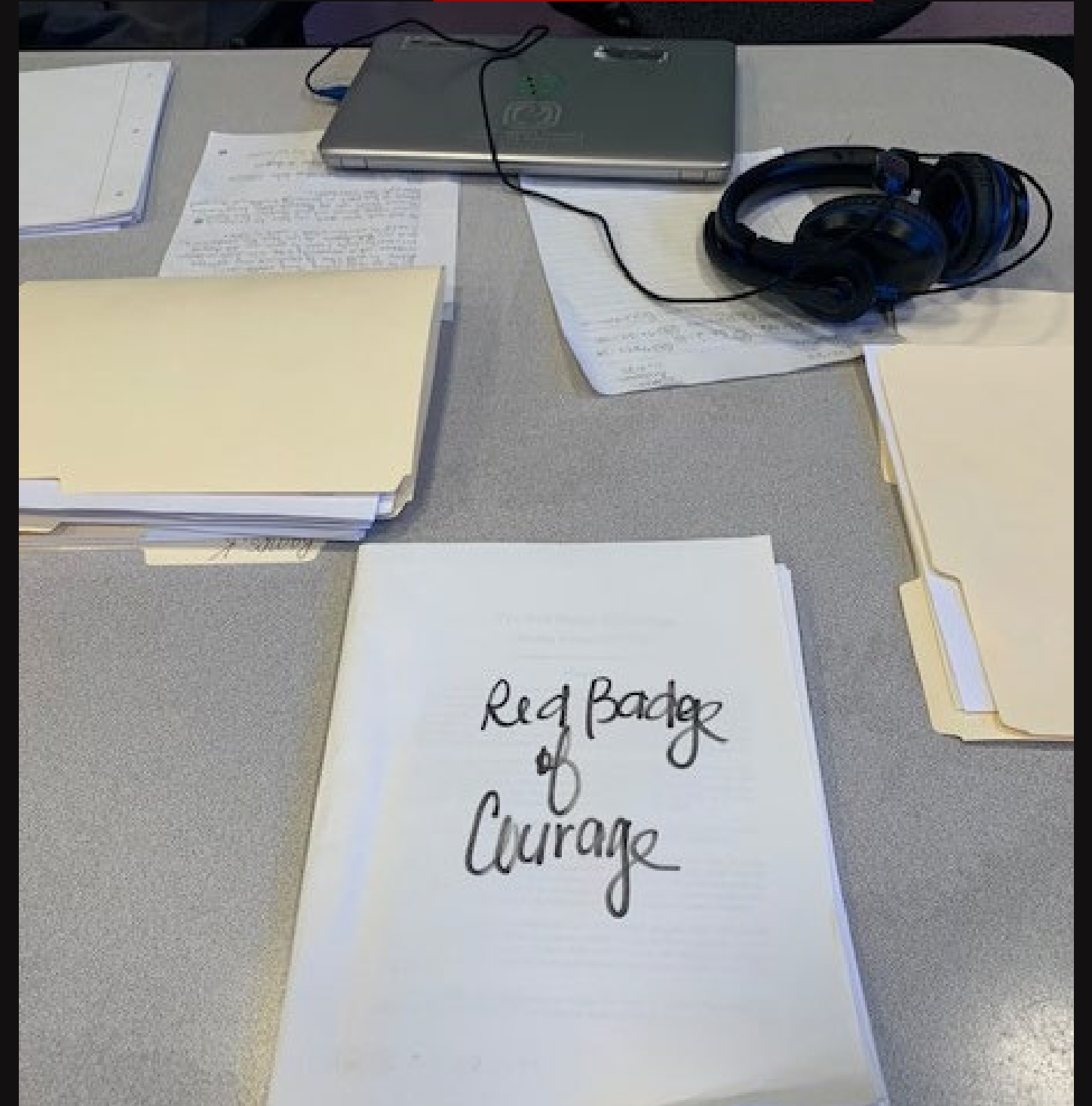
Secure Youth Track Facility - 1



ACTIONS IN THE SPSA ADDRESSING ENGLISH LANGUAGE ARTS

Personnel, Supplemental Programs, and PD

- Intensive reading instruction for targeted populations (Read 180)
- Paraeducators - Assist students with strategic reading strategies
- Supplemental Instructional Programs w/ Professional Development
 - Achieve3000 – Supplemental
 - Read 180 – Intervention
 - Jane Schaffer Writing Program



ACTIONS IN THE SPSA ADDRESSING MATHEMATICS

Personnel, Supplemental Programs, and PD

- Intensive math instruction to targeted populations (Math 180)
- Paraeducators – Assist students with math intervention programs
- Supplemental Instructional Programs w/ Professional Development
 - Math 180 - Intervention Program
 - Imagine Math – Supplemental Program
 - IXL Math Program - Supplemental Program



ACTIONS IN THE SPSA ADDRESSING CULTURE, CLIMATE, AND WELLNESS

Positive Behavior Interventions and Supports (PBIS)

Par educators – Support with the implementation of the PBIS process, during and after the school day
Professional Development -

- Non-Violent Crisis Intervention
- Trauma-Informed Care



ACTIONS IN THE SPSA ADDRESSING GRADUATION FOR ALL

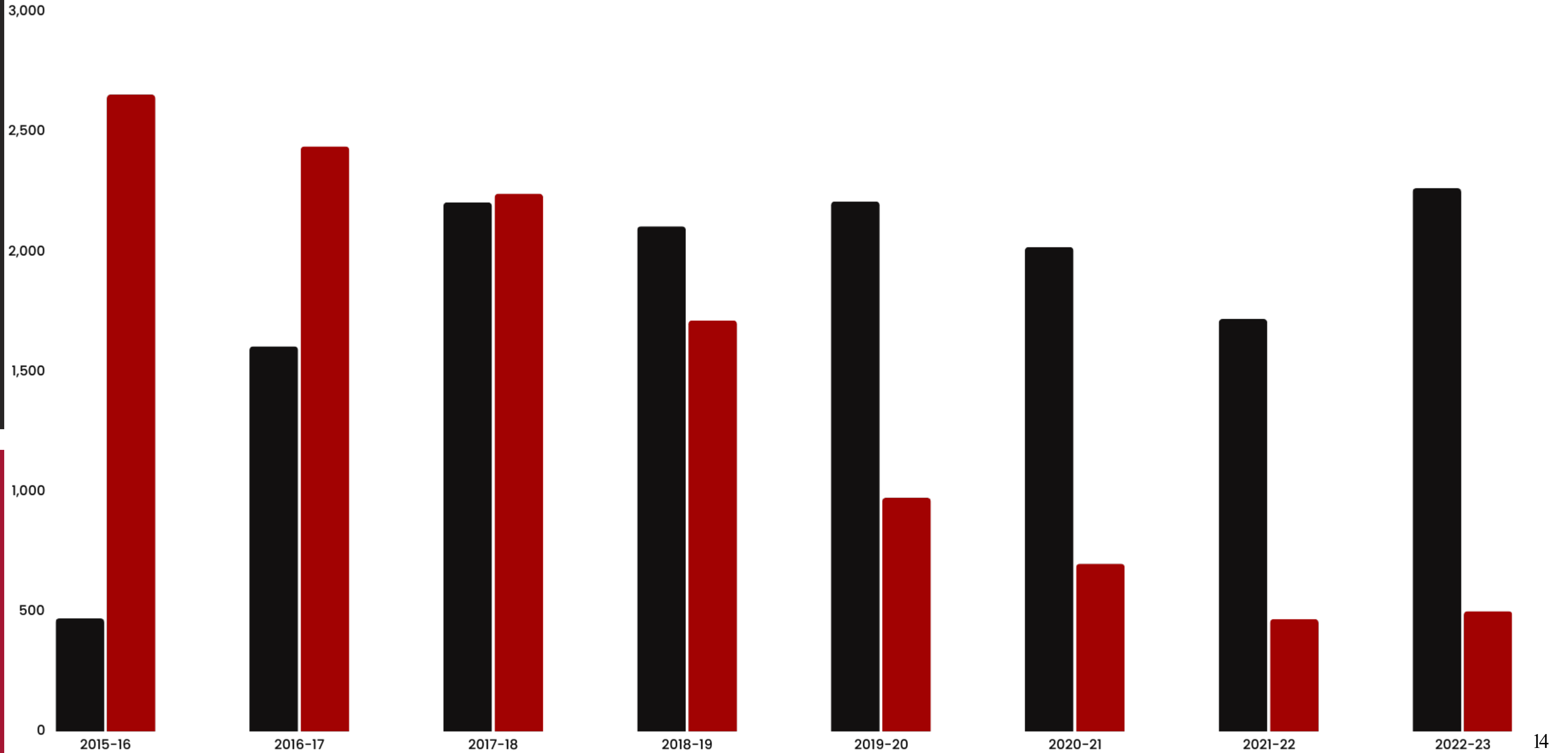
AVID

APEX LEARNING

HiSET



Title I Parent and Family Engagement – Parent Education and Consultation Program (PECP)



Thank you!



Los Angeles County
Office of Education

Board Meeting – January 9, 2024

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Board Meeting – January 9, 2024

Item VIII. Informational Items

- B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, and Follow up.

**LOS ANGELES COUNTY
BOARD OF EDUCATION**

**MEETING CALENDAR
January 9 - June 30, 2024**

<p>JANUARY 9 2024</p> <p>2:30 p.m. Study Session: LACOE's Community Schools Initiative: Implementation & Direct Services Updates 3:00 Board Meeting Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December 31, 2023 Rpt: Local Control and Accountability Plan (LCAP) Parent Engagement Update Consent Rec: Acceptance of Gifts No. 11 Consent Rec: Acceptance of Gifts No. 12 Consent Rec: Approval of Nominees for the School Attendance Review Board (SARB) Consent Rec: Approval of Board Resolution No. 26 to Recognize Religious Freedom Day 2024 Rec: Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools with Attached Staff Report (Enclosure) Interdistrict Attendance Appeals 1. Mia P. v. Compton USD (Spanish Interpreter) 2. King H. v. ABCUSD 3. Aaliyah A. v. Torrance USD Expulsion Appeals 1. Case No. 2324-0002 v. Westside Union SD</p> <p>**Martin Luther King Jr. Day – Monday, January 15, 2024</p>	<p>JANUARY 16 2024</p> <p>2:30 p.m. Study Session: Student Chronic Absenteeism 3:00 Board Meeting Presentation: Recognition of Head Start and Early Learning Division Golden Apple Awards Rpt: Update on Juvenile Court Schools Consent Rec: <u>Acceptance of Project Funds No. 61</u> Consent Rec: <u>Acceptance of Project Funds No. 62</u> Consent Rec: Adoption of Board Resolution No. 27: National School Counseling Week, February 5-9, 2024 Consent Rec: Adoption of Board Resolution No. 28: National African American History Month, February 2024 Rec: Approval of Head Start and Early Learning Division 2023-24 State Programs Continued Funding Application With Attached Staff Report Interdistrict Attendance Appeals 1. Aylin N. E. v. Los Angeles USD* 2. Enrique F. v. Los Angeles USD 3. Edward U. v. Los Angeles USD 4. James U. v. Los Angeles USD 5. Joseph V. v. Los Angeles USD 6. Kimberly V. v. Los Angeles USD 7. Malik M. v. Inglewood USD* 8. Haley L. v. Inglewood USD* 9. Arleen B. v. Inglewood USD* 10. Amy B. v. Inglewood USD* 11. Aila R. v. Inglewood USD* 12. Hezekiah A. v. Inglewood USD 13. Zuriyah F. v. Inglewood USD 14. Leah C. v. Hawthorne SD*</p>
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<p>FEBRUARY 6 2024</p> <p>2:30 Study Session on Charter Schools Material Revision (especially those related to Facilities) 3:00 Board Meeting Rpt: Quarterly Budget Report – 2nd Quarter Interdistrict Attendance Appeals 1. Melanie S. v. Los Angeles USD (Spanish Interpreter) 2. Augusto J. R. T. F. v. Los Angeles USD (Spanish Interpreter) 3. Angel G. v. Whittier UHSD (Spanish Interpreter) 4. <u>Yoseline R. v. Los Angeles USD</u> 5. <u>Citlally R. v. Los Angeles USD</u> 6. Yoyoka S. v. Los Angeles USD (Japanese Interpreter) 7. Casjemere D. v. Los Angeles USD 8. Elay L. v. Los Angeles USD 9. Saige D. v. Los Angeles USD 10. Sloan D. v. Los Angeles USD 11. Priscila G. v. Los Angeles USD 12. Gabriel B. D. v. Los Angeles USD 13. Hezekiah A. v. Inglewood USD 14. Zuriyah F. v. Inglewood USD 15. David K. v. Los Angeles USD 16. <u>Ethan K. v. Los Angeles USD</u> 17. <u>Eugene K. v. Los Angeles USD</u> 18. <u>Jose O. v. Los Angeles USD</u> 19. <u>Adrian N. v. Los Angeles USD</u> 20. Audrey C. v. Redondo Beach USD 21. <u>Leah C. v. Redondo Beach USD</u> 22. Elise T. V. Long Beach USD 23. Malik M. v. Inglewood USD 24. Haley L. v. Inglewood USD 25. <u>Nicholas H. v. Azusa USD</u> 26. Adrian R. v. Inglewood USD 27. Elijah S. V. Lancaster USD Expulsion Appeals <u>Case No. 2324-0003 v. Santa Monica-Malibu USD</u></p>	<p>FEBRUARY 13 2024</p> <p>2:30 p.m. Study Session on Charter Schools: Data 3:00 Board Meeting Presentation: Introduction of Head Start and Early Learning Division Policy Council Executive Members to the County Board of Education Interdistrict Attendance Appeal 1. <u>Gabriel B.D. v. Los Angeles USD</u> 2. <u>Elijah S. v. Lancaster USD</u> Expulsion Appeal 1. No. 2324-0005 v. Alhambra USD **President's Day – Monday, February 19, 2024</p> <p>FEBRUARY 20</p> <p>2:30 p.m. Study Session: Head Start Policy Council 3:00 Board Meeting Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites Rpt: Update on Juvenile Court Schools Rpt: Preview of 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Read Across America Day, March __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Anniversary of Boston Massacre and Death of Crispus Attucks, March __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: International Day for the Elimination of Racial Discrimination, March __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Cesar Chavez Day, March __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Arts Education Month in California / Youth Arts Month, March 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Nutrition Month, March 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Social Work Month, March 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Women's History Month, March 2024 Rec: Approval of Educational Programs 2023-24 Textbooks and Instructional Materials Disposal List</p>
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<p>MARCH 5 2024 2:30 p.m. Study Session: Charter Schools Renewals 3:00 Board Meeting Rpt: Report on Policies Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: to establish a week during the Month of April 2024 as Public Schools Month – <i>Comm</i></p> <p>MARCH 12 3:00 Board Meeting Rpt: Second Interim Report 2023-24 (Enclosure) Rec: Approval of First Reading of Policies Rec: Approval of Second Interim Financial Report 2023-24 With Attached Staff Report (Enclosure)</p> <p>**Cesar Chavez Day – Monday, March 25, 2024</p>	<p>MARCH 19 2024 3:00 Board Meeting Presentation: Visual and Performing Arts Presentation Rpt: Update on Juvenile Court Schools Rpt: Head Start/Early Head Start 2023-24 Consolidated Funding Application Rpt: Update on the Business Enhancement System Transformation (BEST) Project Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Declaring April as “Sexual Assault Awareness Month” and April ____, 2024 as “Denim Day” at the Los Angeles County Office of Education – <i>Comm</i> Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Dolores Huerta Day, April __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Armenian Genocide Remembrance Day, April __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Child Abuse Prevention Month, April 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. 40: Recognizing Earth Day as April __, 2024 Consent Rec: Adoption of Board Resolution No. __: National Arab American Heritage Month, April 2024 Rec: Approval of Head Start/Early Head Start 2023-24 Consolidated Funding Application Rec: Approval of Second Reading and Adoption of Policies Rec: 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs with Attached Staff Report</p>
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<p>APRIL 2 2024 3:00 Board Meeting Presentation: Recognition of 2023-24 Science and Math Competition and Other Events</p> <p>APRIL 9 2:30 Board Audit Committee Meeting 3:00 Board Meeting Rpt: Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2024</p>	<p>APRIL 16 2024 3:00 Board Meeting Presentation: 2023-24 Los Angeles County Academic Decathlon Winners Rpt: Update on the Business Enhancement System Transformation (BEST) Project Rpt: Update on Juvenile Court Schools Rpt: Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request Rpt: Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request Consent Rec/Bd. Res.: Adoption of Board Resolution No. __ to recognize May __, 2024, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County – <i>Comm</i> Consent Rec/Bd. Res.: Adoption of Board Resolution No. __ to recognize May ____, 2024 as Classified School Employees Week in Los Angeles County – <i>Comm</i> Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: May Day, May __, 2024 Consent Rec: Adoption of Board Resolution No. __: to recognize May __, 2024, as National School Nurse Day – <i>CWSS</i> Consent Rec: Adoption of Board Resolution No. __: to recognize May 2024, as National Foster Care Month – <i>CWSS</i> Consent Rec: Adoption of Board Resolution No. __: Asian American and Pacific Islander Heritage Month, May 2024 Consent Rec: Adoption of Board Resolution No. __: to recognize May __, 2024 as Harvey Milk Day Consent Rec: Adoption of Board Resolution No. __: National Mental Health Month, May 2024</p>
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<p>MAY 7 2024 3:00 Board Meeting Presentation: Day of the Teacher 2024 Rpt: Quarterly Budget Report – 3rd Quarter</p> <p>**Memorial Day – Monday, May 27, 2024</p>	<p>MAY 14 2024 3:00 Board Meeting Presentation: Recognition of Classified School Employees Week Presentation: Recognition of the 2024 Winners of the 19th Annual Los Angeles County Spelling Bee Rpt: <u>Update on Juvenile Court Schools</u> Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2024-25 Fiscal Year</p> <p>MAY 21 3:00 Board Meeting Presentation: History Day Awards 2024 Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs Consent Rec: Adoption of Board Resolution No. __: LGBTQ Pride Month, June 2024 Consent Rec: Adoption of Board Resolution No. __: Immigrant Heritage Month, June 2024</p>
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<p>JUNE 4 2024 3:00 Board Meeting Rpt: Quarterly Budget Report – Estimated Actuals Rpt: Report on Policies Rpt: Los Angeles County Office of Education’s Proposed Budget 2024-25 (Enclosure) Consent Rec: Approval of Annual Distribution of United States Forest Reserve and Flood Control Funds Consent Rec: Adoption of Board Resolution No. __: Juneteenth, June 19, 2024 Consent Rec: Approval of Re-Issuance of Stale-Dated Warrants Rec: Adoption of Board Resolution No. __: Short-term Cash Loan to School Districts in Los Angeles County – BS Rec: Approval of the Los Angeles County Board of Education Schedule, 2024-2025, Establishment of meeting times, future agenda items, follow up</p> <p>JUNE 11 3:00 Board Meeting Public Hearing: Local Control and Accountability Plan (LCAP) Public Hearing: Public Hearing on the Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA) Public Hearing: 2024-25 Proposed Budget Rec: Approval of First Reading of Policies Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA</p> <p>**Juneteenth Day – Wednesday, June 19, 2024</p>	<p>JUNE 18 2024 3:00 Board Meeting Presentation: Academic Bowl 2024 Rpt: Update on Juvenile Court Schools Consent Rec: Adoption of Board Resolution No. __: 2024-25 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – BS Rec: Approval of Second Reading and Adoption of Policies Rec: Adoption of Local Control Accountability Plan (LCAP) Rec: Adoption of 2024-25 Proposed Budget Rec: Los Angeles County Office of Education – Differentiated Assistance Plan 2024-25</p>
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Board Meeting – January 9, 2024

Item IX. Interdistrict and Expulsion Appeal Hearings

- A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Enclosures)

Final decisions on Interdistrict Attendance Appeals

On December 7, December 12, and December 13, 2023, the Administrative Hearing Consultant heard the appeal(s). The consultant’s findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

The Superintendent will provide legal counsel from the County Office of Education.

**Interdistrict
 Attendance Permit Appeal(s)**

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. Mia Perez ^	Mr. Steve Tabor	10	Mr. Manuel Perez and Ms. Maria Velasquez	<u>Compton USD</u>	Dr. Rigoberto Roman, Executive Director of Pupil Services	Lynwood USD
2. King Hicks	Mr. Kevin Givan	4	Ms. Menisha Smith	Norwalk-La Mirada USD	Ms. Angelica Diaz-Naranjo, Child Welfare and Attendance Supervisor	<u>ABCUSD</u>
3. Aaliyah Adams	Mr. Steve Tabor	9	Ms. Sheena Frederick	Long Beach USD	Mr. Jon Pearson, Director of Student Services	<u>Torrance USD</u>

^Interpreter Requested

Board Meeting – January 9, 2024

Item IX. Hearings

B. Los Angeles County Board of Education’s Decision on Expulsion Appeals (Enclosures)

Final decision on Expulsion Appeals (Closed session)

Monday, December 18, 2023, the Administrative Hearing Panel heard Case Number 2324-0002 v. Westside Union School District. The panel’s findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

The Superintendent will provide legal counsel from the County Office of Education.

Education Code Section 48919.5 authorizes Expulsion Appeals to be heard by an administrative hearing panel appointed by county boards of education.

Expulsion Appeal(s)

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative
1. Case No. 2324-0002	Dr. Sonya Smith	3	Ms. Emerald Grant, parent	Westside Union SD	Mr. Scott Brewer, Student Support Services Director, Westside Union School District