

School Year: **2021-22**



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
Golden Hills Community School	48 10488 6089668	September 8, 2021	

Purpose and Description

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

Schoolwide Program

The purpose of the Golden Hills Community School (GHCS) Single Plan for Student Achievement (SPSA) is to identify the specific goals, actions, and resources needed to support the academic program. The plan is designed to target schoolwide activities that will benefit all students. The plan was constructed through the collaboration of teachers, parents, students, staff, and community members through the GHCS's School Site Council (SSC). The (SSC) monitors the effectiveness of the plan throughout the academic school year. The plan can be modified as needed to ensure that the strategies are adequately serving the needs of our students.

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.

Golden Hills Community School (GHCS) is accredited by the Western Association of Schools and Colleges (WASC). The school serves students expelled from their district of residence, referred by a district's Student Attendance Review Board (SARB), or referred by the Solano County Probation Department (Probation). GHCS focuses on supporting the educational and social-emotional needs of students. Students receive support with completing high school graduation requirements and preparation for college and career. Eighty-six percent of students at GHCS are from low-income

families, English Learners (ELs), or foster youth. The majority of the student population has substantial credit deficiencies and academic learning gaps. Students receive differentiated instruction that includes an academic intervention component. Academic intervention support is designed to provide targeted instruction that provides students with additional instructional resources that assist them with full access to the core curriculum. Many of the students have experienced or are experiencing significant traumatic events in their lives. Students and their families are assisted through a variety of resources which include access to social-emotional learning, social skills, and behavioral self-monitoring strategies. These strategies are utilized within the classroom, at home, and in other social settings outside of the classroom. GHCS students and their families are provided with an additional layer of support through the services provided by the Student Support Specialist (SSS). The Student Support Specialist collaborates with students, parents, teachers, and administrators to closely monitor the academic and social-emotional progress of students. Individual Learning Plans (ILPs) created by each student's teacher along with trauma-informed care serves as the roadmap to the recovery of academic credits, eligibility for high school graduation, and social-emotional wellness. The Student Support Specialist assists with the monitoring of the goals identified in each student's Individual Learning Plan (ILP). Classroom teachers, administrators, and the Student Support Specialist facilitate Restorative Circles with students in order to provide them with effective strategies to manage their conflicts with conflict resolution strategies. These strategies promote improved communication within the classroom and offer an alternative to suspensions from school for incidents involving inappropriate behaviors. Students receive transition support following their enrollment period at GHCS. The Student Support Specialist works collaboratively with partner school districts in order to ensure that the students and their families are provided with a transition plan. Transition planning ensures that students and their families receive support throughout the stages of the transition process. The SPSA is aligned with SCOE's Local Control and Accountability Plan (LCAP) which includes specific supports focused on increasing student achievement, successful transition to district schools of residence, post-secondary schools and programs, college and career readiness, and improved social-emotional support services. These goals support the school's commitment to providing an academic program that provides standards-based instruction, academic intervention support, social-emotional learning and support, and parent engagement. GHCS encourages and supports parents with taking an active role in the school's governance. Parental recommendations received from stakeholder meetings provided valuable input in the development of the SPSA, LCAP, and other related plans. Specific goals have also been included that support building the capacity of classroom teachers, administrators, and support staff members with extensive and ongoing professional learning opportunities throughout the school year. Professional learning opportunities provided for GHCS staff members ensure that all students receive instruction and social-emotional support that is standards-based, equity-focused, accessible, and engaging. The goal is to increase student academic achievement levels which are monitored and analyzed through the collection of student assessment data. The School Site Council (SSC) monitors the plan throughout the school year and modifies the plan when needed.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 6
 - Analysis of Current Instructional Program..... 7
- Stakeholder Involvement 19
- Resource Inequities 19
- School and Student Performance Data 20
 - Student Enrollment..... 20
 - CAASPP Results..... 22
 - ELPAC Results 26
 - Student Population 29
 - Overall Performance 31
 - Academic Performance 32
 - Academic Engagement 43
 - Conditions & Climate..... 46
- Goals, Strategies, & Proposed Expenditures..... 48
 - Goal 1..... 48
 - Goal 2..... 59
 - Goal 3..... 64
 - Goal 4..... 71
 - Goal 5..... 79
- Budget Summary 80
 - Budget Summary 80
 - Other Federal, State, and Local Funds 80
- Budgeted Funds and Expenditures in this Plan 81
 - Funds Budgeted to the School by Funding Source..... 81
 - Expenditures by Funding Source 81
 - Expenditures by Budget Reference 81
 - Expenditures by Budget Reference and Funding Source 81
 - Expenditures by Goal 82
- School Site Council Membership 83
- Recommendations and Assurances 84

Instructions.....85
 Instructions: Linked Table of Contents.....85
 Purpose and Description.....86
 Stakeholder Involvement.....86
 Resource Inequities86
Goals, Strategies, Expenditures, & Annual Review87
 Annual Review88
 Budget Summary89
 Appendix A: Plan Requirements91
 Appendix B:.....94
 Appendix C: Select State and Federal Programs96

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The SPSA is written in alignment with the Local Control and Accountability Plan (LCAP). The information contained in the plan is specific to the needs of Golden Hills Community School (GHCS) students. The plan includes input from various stakeholder groups. Stakeholder surveys are administered to provide the school with important data that can be utilized to identify specific activities that will support the academic and social-emotional needs of all students. The school's stakeholders include parents, students, Juvenile Court and Community School (JCCS) staff, and Probation staff.

During the 2020-2021 school year, the following data was collected:

Academic Preparation:

100% of students agree that they are able to receive extra support with their lessons from a teacher in person or online.

100% of students agree that they have access to a computer to complete their classwork.

81% of students agree that GHCS provides them with an education that will prepare them for their future goals. (Ex. High school graduation, return to home school, college, skills training after high school, work, etc.)

86% of students agree that the school involves them in the development, review, and ongoing monitoring of their Individual Learning Plans (ILPs).

85% of students agree that their concerns/questions are taken seriously by school staff members.

96% of students agree that the Career Readiness workshops and activities support them with preparing to get a job or plan their future career path.

100% of students agree that they were afforded the opportunity to attend classes every day in-person or via Zoom with a classroom teacher.

100% of students agree that during Distance Learning they were offered the opportunity to meet with a classroom teacher one on one or in a small group.

97% of students agree that they know how to contact a school staff member if they have questions or need help with school.

90% of students agree that they understand that help is available if they are struggling with their emotions.

Student Concerns/ Recommendations:

1. Increase the number of trades courses offered at Golden Hills Community School.
2. Additional support is needed with job searching skills, internships, and other hands-on experiences or training through the College and Career Readiness program.
3. Increase mental health care services.
4. Tutoring for students before/after school.
5. Field trips- Increase the number of field trips during the school year.

Parent Survey Results:

82% of parents agree that their children are able to access additional help with their lessons in person or through virtual (online) help.

93% of parents agree that their children were offered a computer to support their classwork.

90% of parents agree that Golden Hills Community School provides their children with a good education.

90% of parents agree that they are aware of their children's Instructional Learning Plan (ILP).

100% of parents agree that they know who to contact when they have a question about their children's educational plans.

85% of parents agree that Golden Hills Community School provides their children with access to Career Readiness Workshops and activities.

93% of parents agree that their children were provided with access to virtual (online) instruction from a classroom teacher during the 2020-2021 school year.

92% of parents agree that during Distance Learning their children received access to one on one or small group instruction from a teacher.

100% of parents agree that they are able to access Golden Hills Community School staff members if they have questions or concerns.

95% of parents are aware that emotional support services are available for their children if needed.

Parent Concerns/Recommendations:

1. Tutoring for students who need additional academic support.
2. Continued support for students who transition back to their schools of residence.
3. Increased access to community colleges and universities for students.
4. Guest speakers should be invited to speak with students about the job skills necessary to obtain employment in various fields.
5. Mental health supports for students.

These survey results highlight the following key areas of continued focus for Golden Hills Community School:

1. Transition services for students and families.
2. Expanded and increased college and career readiness services. (Guest speakers, internships, and employment support.)
3. Increased social-emotional support.
4. Increased academic intervention support.
5. Increased access to technology resources and devices for use at school and at home.

Classroom Observations

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

Classroom observations are conducted daily in order to ensure that students receive standards-based and grade-level appropriate instruction. Observations are also utilized to identify instructional focus areas for classroom teachers and administrators. Professional learning sessions and instructional collaboration meetings focus on targeted instructional strategies that will support all students. Student engagement, academic intervention strategies, and checking for understanding are key elements analyzed during these observations. The effective implementation of English Language Development (ELD) instruction is monitored during classroom observations in order to ensure that English Learners have full access to the core curriculum.

During the 2020-2021 school year, due to COVID 19, classroom observations were conducted via Zoom during Distance Learning. In-person observations resumed once students and staff members were approved for limited access to in-person classroom instruction. Students who accessed classroom instruction in person or via Distance Learning were engaged and recognized for their attendance, positive behaviors, and academic achievement levels. Observation data collected during the 2020-2021 school year highlighted the need to begin the 2021-2022 school year with a

renewed focus on Positive Behavior Interventions and Supports (PBIS). Classroom teachers, administrators, and support staff members will engage in professional learning that will support the effectiveness of the program. Overall, classroom management continued to improve and students appreciated being acknowledged for their academic and social-emotional successes. Teachers were observed using several evidence-based practices, including questioning, monitoring, immediate feedback, front-loading, individual and small group instruction, and checking for understanding strategies (comprehension). English Learners were provided with structured support to assist them with accessing the curriculum. Classroom teachers utilized a variety of strategies which included: explicit language and vocabulary instruction, scaffolding, supplemental materials, and electronic resources. Student engagement was supported by the introduction of Chromebooks along with the online learning portal, Edgenuity. During the 2021-2022 school year, classroom observations will be conducted daily. Daily classroom observations contribute to the school's goal of providing a positive learning environment for all students that supports higher levels of academic achievement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Due to COVID-19, the Smarter Balance Assessment Consortium (SBAC) testing was canceled during the 2019-2020 school year. No current statewide testing data is available at this time. In the Spring of 2019, students in grades 6-8 and 11 were administered the SBAC Summative Assessment. In English/Language Arts (ELA), 5.26% of the students demonstrated proficiency, 5.26% nearly met the ELA standards, and 89.47% did not meet the ELA standards. In 2018-2019, 100% of the students did not meet the math standards. The results from SBAC indicate that nearly all students performed at the Standard Not Met or Standard Nearly Met level. This data was utilized to support the design of instructional intervention support for students. Intervention support included small group instruction, targeted in-classroom review of mathematical concepts, one-on-one instructional support, and tutoring before or after school. Standardized assessments such as the SBAC are not an optimal measure of the growth students may make during their temporary enrollment at GHCS. Most students who participated in the SBAC testing were 11th graders. The data suggests that students have experienced difficulties with mastering mathematical concepts over the course of several academic years.

During the 2019-2020 school year, there were two (2) ELs enrolled at GHCS. The English Language Proficiency Assessments for California (ELPAC) testing was canceled for the 2019-2020 school year due to COVID 19. No current ELPAC data is available at this time. The ELPAC is administered to students identified as ELs to measure their annual progress towards English language fluency. The data obtained from the exam is utilized to determine the appropriate level of instruction and intervention. ELs receive daily ELD instruction. The lesson objectives are standards-based and assist students with reaching higher levels of English language proficiency. During the 2018-2019 school year, GHCS had a total of six (6) ELs enrolled. The data results concluded that three (3) of the students scored at the Early Advanced Level, and three (3) scored at the Intermediate level. Professional learning for teachers continued to address effective language development strategies to support all ELs. The site administration team engaged in classroom Walkthroughs to ensure the effectiveness of the ELD instruction in all classrooms. The Walkthroughs focused on reviewing instructional strategies focused on academic vocabulary, comprehension, and strategic questioning. Teachers were provided with feedback from these Walkthrough visits and opportunities to engage with instructional collaboration planning meetings focused on continuous improvement.

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

Curriculum-embedded Assessments

The Renaissance formative assessment was administered to students during the 2020-2021 school year. Due to COVID 19, Golden Hills Community School teachers were unable to assess 100% of the students with Renaissance pre and post-tests. The limited assessment data was collected and yielded the following results:

1. 19% of the students enrolled in the school for 90 days or more took the pre-test only.
2. 16% of the students enrolled in the school for 90 days or more took the pre and post-test in reading and showed a grade equivalent growth of $+0.05$ and above.
3. 23% of the students enrolled in the school for 90 days or more had pre-test assessment data in math.
4. 2% of the students enrolled in the school for 90 days or more showed a grade equivalent growth of $+0.05$ and above.

During the 2021-2022 school year, the JCCS program will continue to review formative assessment options that could be administered to Golden Hills Community School Students. Administrators and Solano County Office of Education (SCOE) Educational Services department members engaged in a program review meeting with various vendors in order to identify a formative assessment program that would support the needs of the school. Students at Golden Hills Community School will continue to be assessed with Renaissance during the 2021-2022 school year. The return to 100% in-person instruction will result in higher levels of student participation and provide deeper student data for teachers to analyze as they plan lessons for their students. Assessment results will also provide the data necessary to determine the appropriate academic intervention supports for students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers at Golden Hills Community School are fully credentialed with no misassignments.

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

All GHCS teachers are highly qualified and engage with ongoing professional learning sessions that assist them with providing standards-based instruction. Professional learning sessions are targeted to address the learning standards for students through the SCOE adopted curriculum materials. Teachers receive targeted professional learning focused on integrated English Language Development (ELD) instructional strategies, mathematics, English Language Arts (ELA), and online instructional resources. Professional learning sessions and coaching are provided by SCOE coaches who specialize in ELA/ELD and math instruction. SCOE coaches are also available to support the professional learning of administrators and assist with the review and adoption of curriculum materials that are standards-based and equity-focused.

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

Professional learning for administrators and teachers is designed to support the LCAP goals and services. The professional learning plan includes monthly activities facilitated by instructional coaches that are targeted to support standards-based instruction and improved student outcomes. Teachers participate with Universal Design for Learning (UDL) professional learning sessions that support the implementation of differentiated instruction that meets the diverse learning needs of students.

Assessments are conducted through the Renaissance Learning online platform in reading and math. Student data is reviewed and analyzed during teacher collaboration meetings. The meetings are designed to identify specific instructional strategies that will be utilized within the classroom to support higher levels of student achievement. The collaboration sessions include opportunities for classroom teachers to share instructional practices that have proven effective for student learning. During the 2021-2022 school year, teachers and administrators will engage with professional learning sessions that focus on how to effectively utilize the Renaissance Learning platform along with a deeper analysis of how to modify lesson planning according to the instructional areas of need identified through the collection of assessment data.

Classroom teachers and administrators engage with targeted professional learning sessions that are focused on building positive relationships with students and supportive classroom learning environments. The school continues to implement Positive Behavior Interventions and Supports (PBIS) and restorative practices. During the 2021-2022 school year, teachers will engage in a series of professional learning sessions that focus on PBIS strategies. PBIS focused professional learning sessions are designed to equip teachers with instructional tools that are focused on empowering students to self-manage their behaviors which mitigates the escalation to suspensions from school. These re-engagement strategies foster trusting relationships and provide students with conflict management strategies that they can use in school and in other social settings. Students are afforded the opportunity to gain communication and problem-solving skills. Trauma-Informed professional learning will also be provided for classroom teachers, administrators, and support staff members. These practices are essential to supporting teachers with strategies that assist them in identifying students who may have experienced trauma or are displaying behaviors that indicate that they are in need of social-emotional support services. During the 2021-2022 school year, GHCS teachers, administrators, and support staff members will continue to engage with professional learning focused on Edgenuity. The Edgenuity platform will continue to assist the school's credit recovery program. Students are able to complete credit deficiencies at an accelerated pace. GHCS will continue to monitor and evaluate the effectiveness of its credit recovery program. The schoolwide implementation and use of Edgenuity continues to assist students with increased access to rigorous core content in a broad course of studies and options for completing CSU/UC A-G requirements.

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

SCOE provides coaching in the area of standards-based instructional strategies for ELA, math, and assessments. Teachers and administrators engage with professional learning sessions that are focused on supporting the academic needs of students through targeted lesson planning. Professional learning focused on data analysis assists teachers with the design of their daily lessons, ELD strategies, and intervention support. During the 2021-2022 school year, staff members will engage with monthly data analysis collaboration meetings. The data analysis meetings will provide teachers with an opportunity to share effective instructional strategies and identify the areas of need for their future professional learning opportunities. Classroom observations will be conducted in order to support classroom instruction and identify the area of support for teachers when planning professional learning opportunities. Teachers will also be afforded the opportunity to attend professional learning sessions that they identify as relative to supporting the instructional needs of their students.

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

The staff at GHCS meets monthly to analyze student data and share best instructional practices. GHCS teachers meet with the JCCS department once a month and as a department once a month. During the 2021-2022 school year, GHCS teachers will continue to meet with the entire JCCS team once a month and then as department once a month. During the 2021-2022 school year, teachers will design, implement and monitor each student's Individual Learning Plan (ILP). ILPs will also be reviewed through collaboration meetings with the Student Support Specialist. Individual Learning Plans serve as an instructional road map to determine the academic plan of action for each student to recover credits or graduate from high school. Teachers' collaboration time also includes meeting with the Student Support Specialist, Student Wellness Specialists, and administrators in order to support the needs of students with achieving the goals identified in their ILPs.

Teaching and Learning

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

Classroom instruction and curriculum materials are aligned to the Common Core State Standards (CCSS). Student assessment data is utilized to design or modify instruction when needed to assist students with access to the core curriculum. Professional learning is provided monthly to support the use of the adopted curriculum and is built around the principles of UDL to address the diverse needs of students within the classroom.

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

GHCS adheres to the California Department of Education's (CDE) recommended instructional minutes for Alternative Education programs. During the 2021-2022 school year, students will return to campus for in-person instruction.

The schedule is as follows:

8:30 a.m.-1:30 p.m. (Monday, Tuesday, Thursday, and Friday)

8:30 a.m.-12:30 p.m. (Wednesday)

Students receive 5 hours of instruction daily with the exception of Wednesdays. On Wednesdays, students are dismissed from campus at 12:30. The purpose of the early dismissal on Wednesdays is to allow teachers time to engage with curriculum planning, collaboration meetings, and professional learning. The school's instructional day includes 30 minutes of designated English Language Development (ELD) instruction for students identified as English Learners. Students with Disabilities receive instructional support services as documented in their Individualized Education Program (IEP).

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

The school has developed a process of ensuring that the course offerings include intervention courses and flexibility for students to complete their coursework at an appropriate pace. Each student has an Instructional Learning Plan (ILP) which outlines their designated coursework for each quarter. Student schedules are structured so that students receive daily access to core academic instruction, career education, physical education, Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities, and credit recovery. The support provided to students for course completion includes the collaboration between the classroom teacher and the Student Support Specialist. The student's ILPs are reviewed, analyzed, and modified as a result of these ongoing collaborative meeting sessions. The meeting sessions are essential to ensuring that instruction is adjusted when necessary to support the students' academic needs.

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

The Instructional Materials Survey is conducted at the beginning of each school year to confirm the availability of instructional materials for all students. Teachers are required to inventory their instructional materials and confirm via the Textbook Inventory Survey to document that all students have access to the SCOE adopted curriculum and materials. Student access to online curriculum resources is also documented in the survey. Classroom teachers document the specific titles of each textbook and the quantities of books available for students. Teachers report they have all the necessary standards-based instructional materials for their students. Additionally, students have access to textbooks for use at school and at home.

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

All instructional materials are aligned to the State Standards in the areas of math, English, science, and social studies. During the 2021-2022 school year, SCOE will continue exploring ELA/ELD textbooks for adoption.

The school's current instructional materials are as follows:

ELA/ELD: Holt, Shining Star (grades 9-12), and Milestones (Grades 6-7)
Integrated Mathematics: Pearson
Social Studies: McDougall Littell
Science: McDougall Littell
Credit Recovery: Edgenuity (Online)

Opportunity and Equal Educational Access

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

The instructional program at GHCS includes intensive academic and emotional support for students who are performing below grade level. Classroom instruction is differentiated to meet the varied academic needs of students. Students engage with project-based learning activities, small group instruction, and engagement with online instructional support resources such as Math IXL and Flocabulary. The use of technology, music, and targeted intervention groups contributes to providing access to the core curriculum for all students daily. The Student Support Specialist and the Student Wellness Support Specialist work in collaboration with the classroom teacher in order to develop social-emotional support through weekly engagement with Mindfulness exercises. Visits to the campus Wellness Center provide students an opportunity to address the challenges in their lives that can impede their learning. GHCS incorporates Wellness as a key component of the instructional program. During the 2021-2022 school year, teachers will offer targeted intervention support for students in small groups after school. Students who are credit deficient have unlimited access to credit recovery courses and support in all academic areas with teacher supervision through the Edgenuity platform. During the 2021-2022 school year, SCOE will continue the exploration of additional online instructional intervention programs and expand intervention support after school.

Evidence-based educational practices to raise student achievement

Teachers, administrators, and support staff members receive professional learning focused on how to serve the academic and social-emotional needs of all students. Specific strategies to support English Learners and Students with Disabilities are also addressed. Professional learning sessions are guided by evidence-based strategies that are effective for the various needs of all learners. Evidence-based strategies used by teachers include backward curriculum planning, activating background knowledge, the utilization of visual supports, and the utilization of concept maps and other organizers. Teachers also utilize the following instructional strategies: checking for understanding through comprehension lessons, vocabulary development instruction, and writing strategies. GHCS teachers, administrators, and support staff members continue to receive professional learning focused on Renaissance (assessments), Edgenuity (credit recovery), and Positive Behavior Intervention Systems (PBIS).

During the 2021-2022 school year professional learning will be conducted throughout the school year in order to support the instructional program. The focus will remain on Edgenuity, Renaissance, PBIS, and restorative practices.

Parental Engagement

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

Golden Hills Community School provides school counseling support through the Student Support Specialist who meets with students individually or in small groups as needed. Students in need of more intensive counseling work with the Student Wellness Specialist who is licensed with the California Board of Behavioral Sciences. The Foster Youth and Homeless Program provides support to eligible students to eliminate barriers to student learning. Students with disabilities receive appropriate support as documented in their Individualized Education Program (IEP). Students that require psychological services are provided with individual counseling sessions to address their social-emotional goal identified in their IEPs. Parents are informed of these resources and are assisted with the process of receiving support. Additionally, the school values the relationships with parents and encourages parental engagement by providing parents/guardians with access to the resources and referral services available to support students.

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

Parental engagement is encouraged through a variety of stakeholder engagement meetings and activities. Parents are invited to participate in the School Site Council (SSC) meetings. The SSC is comprised of parents, students, teachers, non-classroom staff members, and community members. The SSC makes decisions related to the instructional program offered to students, funding for the instructional program, and monitoring overall school operations. SSC meetings are held four times per school year. Parents are also encouraged to participate in parent/teacher conferences and meetings with the Student Support Specialist and the Student Wellness Specialist when appropriate. Parent information nights are scheduled in order to engage families with the school. Parents are encouraged to participate in stakeholder engagement meetings throughout the school year. GHCS has adopted an engagement plan that includes providing opportunities for parents to engage with the school through activities that foster communication, collaboration, and community. School information is provided for families in both English and Spanish to ensure that all families have access to school activities and important notices concerning the school and its programs. The Language Line interpreting service is also available for families who speak languages other than English or Spanish. Professional interpreters assist the school with connecting with all families. GHCS outreaches to families in a variety of methods in order to encourage parental engagement. Outreach to families is conducted through phone calls, text messages, emails, home visits, and written notices mailed via the United States Postal Service.

The school hosts four stakeholder engagement meetings for Golden Hills Community School parents, students, staff members, and community members to attend. The purpose of the stakeholder engagement meetings is to provide students and their families the opportunity to be actively engaged in offering input related to the instructional program. Feedback collected from the stakeholder engagement meetings is incorporated into the composition of the SCOE's Federal Addendum and School Plan, which begins in the fall of each school year. Stakeholder engagement meetings provide an opportunity for students, parents, community stakeholders, and staff members to engage in collaborative discussion sessions. Consultation with the SCOE's bargaining units' representatives, including the Solano County Education Association; the California School Employees Association, Solano Chapter; and the Solano School Bus Drivers, Public Employees Union Local 1 further supports engagement by receiving feedback from staff members who provide support to students and their families according to their respective roles within SCOE. Stakeholder engagement meetings have also been conducted with representatives from the Student Services Department of each local school district that SCOE services through the Countywide Student Services Representatives Council. The council meets monthly to discuss issues related to child welfare and attendance and is also the body that develops and annually updates the Countywide Plan for Expelled Students. The information discussed during these meetings is shared with families through outreach services designed to inform families about resources available to students. The school focuses on the importance of providing resources to students related to mental health services. The partnership with Solano County Behavioral Health serves as an additional layer of support to assist with the mental health needs of students. Parents are encouraged to engage in meetings focused on providing mental health services to students. The school is also committed to providing services for foster youth. The members of the Foster Youth Education Planning Team (FYEPT) include foster youth advocacy representatives from the County and nonprofit agencies who focus on identifying the needs and services for our foster students. Guardians are encouraged to participate in programs that support students with academic and socio-emotional resources.

Stakeholder engagement meetings provide qualitative and quantitative data relative to the goals and actions identified by the LCAP and SPSA. The most recent stakeholder meetings were held during the 2020-2021 school year. During the 2021-2022 school year, stakeholder engagement meetings will be held via Zoom until the clearance is provided by local and state health officials to restore large group meetings. The quantitative data were presented at the stakeholder engagement

meetings are represented through parent-friendly visual displays to make it easier to understand. The staff members responsible for implementing the actions use anecdotal and qualitative data to illustrate the results of the planned activities. The presentations include a review of assessment results relative to student achievement. Parents, staff members, and community members are afforded the opportunity to share their input related to the data presented during these meetings. An additional opportunity for stakeholder engagement relative to the development of the LCAP is the administration of the California Healthy Kids Survey (CHKS). The survey solicits important feedback from students, staff members, and parents. The surveys are available in English and Spanish. The survey assists the school in collecting data related to the physical and emotional wellness of students. The surveys provide valuable data through the perspectives of each stakeholder group. The survey results are incorporated into the goals and actions identified in the LCAP.

Funding

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

Title I Part A provided partial or full funding for the following:

- * School instructional leader responsible for leading instructional support, guide professional learning and evaluate program effectiveness.
- * A Student Wellness Specialist responsible for providing individual counseling and mental health services for students in need.
- * Support staff for homeless students assists Mc Kinney-Vento eligible students and their families with the resources necessary to assist them with full participation with learning. Students and their families are provided access to community resource providers.
- * Supplemental instructional materials include instructional technology, software, and professional learning in instructional technology to support teachers' ability to engage students and improve educational outcomes.

Title I Part D provided partial or full funding for the following:

- * The Student Support Specialist is responsible for providing social-emotional learning instruction to students individually and in small groups, transition services, and facilitation of the development and monitoring of individual learning plans.
- * Supplemental instructional materials and instructional technology tools are provided to support academic achievement.
- * The school instructional leader provides instructional support for teachers, professional learning, and program evaluation.
- * A Student Wellness Specialist provides individual counseling to high-risk students.

Expanded Learning Opportunity Grant (ELO)

- * The STEM Teacher provides students with access to curriculum that integrates science, technology, engineering, and mathematics.
- * The Student Wellness Specialist assists with the mental health of students and provides additional resources for classroom teachers and administrators focused on wellness.
- * The Student Support Specialist assists students with academic planning including access to extended learning opportunities.
- * Materials and supplies for STEM classroom instruction.
- * Positive Behavior and Intervention Systems (PBIS) materials and professional learning.
- * Career Technical Education (CTE) instruction and materials.

The SCOE Local Control Funding Formula funds a Student Support Specialist, a Career and College Development Specialist, parent and student engagement activities, and instructional materials for the Innovation Lab to increase project-based learning activities, and funding to support the Construction Trades class.

Fiscal support (EPC)

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

The SPSA is monitored throughout the school year through the School Site Council (SSC) meetings. The meetings are open to all parents and community members. The SSC reviews the plan and assesses the effectiveness of the goals and activities identified in the plan. The plan is reviewed throughout the school year and is reviewed annually in the spring. Students, staff members, and community members are encouraged to participate in the SSC meetings and other stakeholder engagement meetings in order to ensure the alignment of our SPSA goals with the Local Control Accountability Plan (LCAP).

Stakeholder engagement meetings include the parents of English Learners, foster youth, and expelled students. An English-Spanish interpreter was available at all meetings for families in need of translation services to ensure full access and participation in meetings.

The stakeholder engagement process was conducted from September 2020 through May 2021. Parents, students, community members, and staff members shared their recommendations for the SPSA at the SSC meetings. The meetings were held virtually due to COVID 19. The data collected from the meetings were analyzed, categorized, and utilized to address the focus areas of the SPSA. The May SSC meetings are designed to review the plans from the current year and make recommendations for the next school year. The data collected highlighted the need to continue our identified focus areas and continue to add additional resources in order to enhance those goals and services.

Resource Inequities

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

This section applies only to schools eligible for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI). GHCS does not qualify for CSI or ATSI in these categories.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	2.08%	4.1%	0	1	2
African American	36.36%	33.33%	26.5%	16	16	13
Asian	0%	0%	0%	0	0	0
Filipino	0%	2.08%	0%	0	1	0
Hispanic/Latino	31.82%	41.67%	42.9%	14	20	21
Pacific Islander	0%	2.08%	2.0%	0	1	1
White	27.27%	18.75%	12.2%	12	9	6
Multiple/No Response	0%	0%	12.2%	0	0	6
Total Enrollment				44	48	49

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	0	2	0
Grade 8	10	1	4
Grade 9	3	8	3
Grade 10	7	11	10
Grade 11	5	21	26
Grade 12	19	5	6
Total Enrollment	44	48	49

Conclusions based on this data:

1. Students of color make up 87% of the total student population.
2. 92% percent of the students are in grades 9-12.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	6	1	5	13.6%	2.1%	10.2%
Fluent English Proficient (FEP)	0	0	8	0.0%	0.0%	16.3%
Reclassified Fluent English Proficient (RFEP)	4	13	0	9.1%	27.1%	0.0%

Conclusions based on this data:

1. The number of ELs enrolled for 2020-2021 was significantly lower than previous years.
2. The number of Fluent English Proficient (FEP) students for the 2020-2021 school year was significantly higher than previous years.
3. English Learners are reclassified to fluent English Proficient status when eligible.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*				
Grade 8	*	9	*	*	6	0	*	6	0		66.7	
Grade 11	18	20	24	15	13	6	15	13	6	83.3	65	25.0
All Grades	33	30	25	28	19	6	28	19	6	84.8	63.3	24.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2412.	2400.	*	0.00	0.00	*	0.00	7.69	*	13.33	7.69	*	86.67	84.62	*
All Grades	N/A	N/A	N/A	0.00	0.00	*	3.57	5.26	*	7.14	5.26	*	89.29	89.47	*

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	20.00	7.69	*	80.00	92.31	*
All Grades	0.00	0.00	*	21.43	5.26	*	78.57	94.74	*

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	6.67	23.08	*	93.33	76.92	*
All Grades	0.00	0.00	*	7.14	15.79	*	92.86	84.21	*

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	46.67	38.46	*	53.33	61.54	*
All Grades	0.00	0.00	*	32.14	31.58	*	67.86	68.42	*

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	33.33	30.77	*	66.67	69.23	*
All Grades	0.00	0.00	*	25.00	26.32	*	75.00	73.68	*

2019-20 Data:

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

Conclusions based on this data:

1. SBAC Data was not provided for the 2019-2020 school year due to the CDE's suspension of the assessment.
2. During the 2020-2021 school year, students were assessed utilizing the STAR Reading and STAR Math Assessments. Assessment data highlighted the need for intensive academic intervention in both core subject areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*				
Grade 8	*	9	*	*	6	0	*	6	0		66.7	
Grade 11	18	20	24	14	9	5	14	9	5	77.8	45	20.8
All Grades	33	30	25	27	15	5	27	15	5	81.8	50	20.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2419.	*	*	0.00	*	*	0.00	*	*	7.14	*	*	92.86	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	*	0.00	0.00	*	3.70	0.00	*	96.30	100.0	*

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	*	*	0.00	*	*	100.0	*	*
All Grades	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	*	*	21.43	*	*	78.57	*	*
All Grades	0.00	0.00	*	11.11	6.67	*	88.89	93.33	*

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	*	*	50.00	*	*	50.00	*	*
All Grades	0.00	0.00	*	29.63	13.33	*	70.37	86.67	*

2019-20 Data:

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

Conclusions based on this data:

1. SBAC assessment data for 2019-2020 is not available due to the CDE's suspension of the test administration. 2020-2021 assessment data has been delayed due to the extension for the testing window for all LEAs.
2. Students were assessed in math through the Renaissance Star Math Program. Student assessment data highlighted the need for academic intervention for students performing below grade level.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7		1540.5			1541.5			1539		1	2	
9		1537			1552.3			1521		1	3	
All Grades		1538.4			1548			1528.2		4	5	4

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	0	0		0	50		100	50		0	0		1	2	
9	0	0		0	33		0	67		100	0		1	3	
All Grades	25	0	*		40	*	50	60	*	25	0	*	4	5	*

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7		50		100	50			0			0		1	2	
9		0			100			0		100	0		1	3	
10		100	*		0	*		0	*		0	*			*
All Grades	25	20	*	50	80	*		*	*	25	*	*	4	5	*

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7							100	50			50		1	2	
9								33		100	67		1	3	
All Grades			*			*	25	40	*	75	60	*	4	5	*

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7				100	100					1	2	
9	100				100					1	3	
All Grades	25		*	75	100	*			*	4	5	*

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7		100		100						1	2	
9		100					100			1	3	
All Grades	25	100	*	50		*	25		*	4	5	*

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7					50		100	50		1	2	
9					33		100	67		1	3	
All Grades			*		40	*	100	60	*	4	5	*

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7				100	50			50		1	2	
9					100		100			1	3	
All Grades			*	50	80	*	50	20	*	4	5	*

2019-20 Data:

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

Conclusions based on this data:

1. The ELPAC assessment was administered to 3 students during the 2020-2021 school year.
2. Integrated and designated ELD instruction for ELs will continue to focus on the development of academic language especially in connection to reading and writing.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
49	73.5	10.2	2.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	10.2
Foster Youth	1	2.0
Homeless	3	6.1
Socioeconomically Disadvantaged	36	73.5
Students with Disabilities	13	26.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	26.5
American Indian or Alaska Native	2	4.1
Asian		
Filipino		
Hispanic	21	42.9
Two or More Races	6	12.2
Native Hawaiian or Pacific Islander	1	2.0
White	6	12.2

Conclusions based on this data:

1. The majority of our students come from low-income families.

2. The number of EL students increased slightly during the 2020-2021 school year.
3. Eighty percent of the students placed at Golden Hills are Hispanic or African American which does not match the demographic data of students in Solano County. The County Plan for Expelled Youth has been collaboratively developed and updated with district partners to look more closely at this data and plan for possible next steps moving forward.







School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Dashboard data for the 2020-2021 school year was not available. The suspension rate during the 2020-2021 school year was 0%.

School and Student Performance Data

Academic Performance English Language Arts

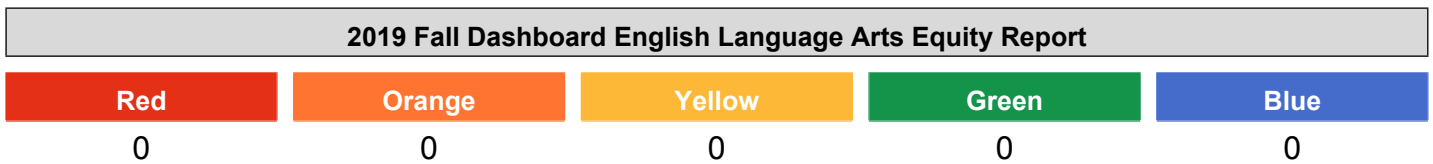
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p>English Learners</p> <p>No Performance Color 0 Students</p>	<p>Foster Youth</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p>Homeless</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p>Students with Disabilities</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

1. Dashboard Data was no available for the 2020-2021 school year.

School and Student Performance Data

Academic Performance Mathematics

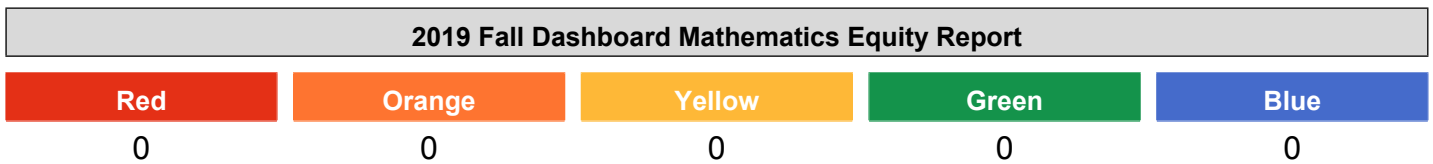
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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





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






This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p>English Learners</p>	<p>Foster Youth</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p>Homeless</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Students with Disabilities</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		Less than 11 Students - Data Not Displayed for Privacy 4

Conclusions based on this data:

1. Dashboard Data was not available for the 2020-2021 school year.

School and Student Performance Data

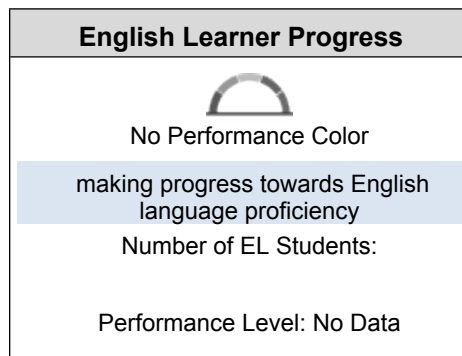
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Dashboard Data was not available for the 2020-2021 school year.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	14	100
African American	4	28.6
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	6	42.9
Native Hawaiian or Pacific Islander		
White	2	14.3
Two or More Races	2	14.3
English Learners		
Socioeconomically Disadvantaged	10	71.4
Students with Disabilities	2	14.3
Foster Youth		
Homeless	2	14.3

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. Dashboard Data was not available for the 2020-2021 school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

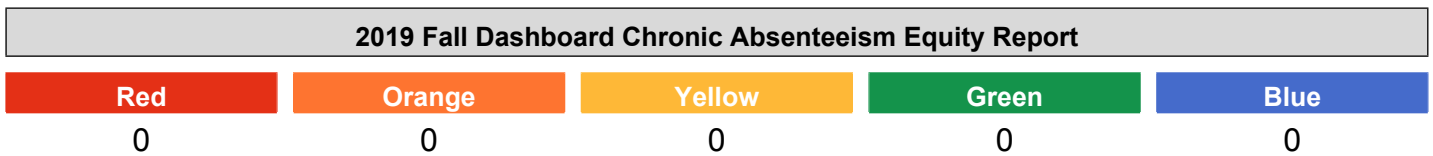
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>46.7</p> <p>Declined -20</p> <p>15</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>50</p> <p>Declined -14.3</p> <p>12</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">9</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">4</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2</p>

Conclusions based on this data:

1. Dashboard Data was not available for the 2020-2021 school year.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	14	13	0	92.9
English Learners				
Foster Youth				
Homeless	2		0	
Socioeconomically Disadvantaged	10		0	
Students with Disabilities	2		0	
African American	4		0	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	6		0	
Native Hawaiian or Pacific Islander				
White	2		0	
Two or More Races	2		0	

Conclusions based on this data:

1. Dashboard data was not available for the 2020-2021 school year.
2. During the 2020-2021 school year, 12 students graduated from Golden Hills Community School.

School and Student Performance Data

Conditions & Climate Suspension Rate

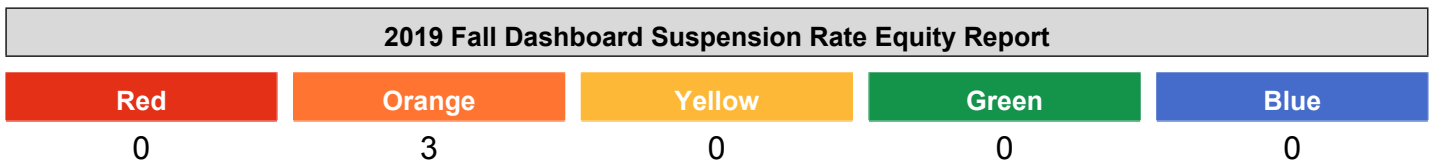
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>18.8</p> <p>Declined -5.6</p> <p>101</p>	<p>English Learners</p> <p>No Performance Color</p> <p>18.2</p> <p>Maintained 0</p> <p>11</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>30.8</p> <p>Declined -14.7</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>21.5</p> <p>Declined -7.3</p> <p>65</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>35.7</p> <p>14</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 30.6 Declined -6.6 36	 No Performance Color Less than 11 Students - Data 2		 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.5 Declined -7.7 37	 No Performance Color Less than 11 Students - Data 4		 No Performance Color 9.5 Increased +9.5 21

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	24.4	18.8

Conclusions based on this data:

1. Dashboard Data was not available for the 2020-2021 school year.
2. The suspension rate for the 2020-2021 school year was 0%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Instructional Program for the Golden Hills Community School (GHCS)

LEA/LCAP Goal

Improve the instructional program and educational outcomes for students.

Goal 1

Improve the instructional outcomes for students.

Identified Need

The academic achievement levels of GHCS students continue to be an area of focus in both English Language Arts (ELA) and math based on the California Assessment of Student Performance and Progress (CAASPP) and local assessments. The majority of students enrolled in the Juvenile Court and Community Schools (JCCS) programs are credit deficient and their academic proficiency skills are below grade level. Access to credit recovery opportunities and academic intervention support continue to be areas of high need. Classroom instruction that is engaging along with instructional technology will assist with increasing student mastery of grade-level standards. English Learners, students with disabilities, low-income students, and foster youth will benefit from these instructional strategies. The actions and services identified for Goal 1 contribute to providing an instructional program for GHCS students that assists them with the recovery of credits and eligibility for high school graduation. Due to COVID 19, and the cancellation of CAASPP testing, data is not available for the 2019-2020 school year. During the 2020-2021 school year, CAASPP testing resumed. Students were encouraged to take the assessment but due to COVID 19 which impacted student attendance, less than 100% of students participated in testing. Results from the 2020-2021 school year will be delivered to school districts in the fall.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of Common Core State Standards (CCSS); Implementation of CCSS Professional Learning Workshops; Implementation of ELA, math, and NGSS standards.	Implementation of CCSS was supported by ongoing professional learning and coaching. Implementation of ELA, math, standards: systematic observations demonstrated 100% implementation. Instructional materials were found to be aligned to the CCSS.	100% implementation and alignment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Programs and services enable ELs to access core and ELD standards: 100%	Systematic observations indicated that ELs were able to access the core curriculum across subjects through appropriate support.	100% implementation to support access.
ELA Smarter Balanced Assessment percent Met/Exceeded the standard	2018-19 outcome was 5.26%.	7% of the students will receive a score indicating standard met.
Math Smarter Balanced Assessment percent Met/Exceeded the standard	2018-19 outcome was 0%.	3% of the students will receive a score indicating standard met.
Percentage of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in ELA as measured by the Renaissance Learning STAR Reading Assessment: increase of 5% points from baseline	2020-2021 baseline was 45%.	50% of the students will demonstrate a 0.5 grade equivalent increase.
Percentage of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in math as measured by the Renaissance Learning STAR Math Assessment:	2020-21 baseline was 50%.	55% of the students will show a 0.5 or greater positive Grade Equivalent Growth in math as measured by the Renaissance Learning STAR Math Assessment:
The % of all students at GHCS for 90 days or more demonstrating a 50 point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment: Community School	2020-21 baseline was 40%.	50% of students will demonstrate a 50 point or greater scaled score increase in ELA.
The % of all students at GHCS for 90 days or more demonstrating a 50 point or greater scaled score increase in math, as measured by monthly Renaissance Learning STAR Math Assessment: Community School	2020-21 baseline was 70%.	71% of students will demonstrate a 50 point or greater scaled score increase in math.
Establish a makerspace room to support project-based	The Makerspace Room was renamed the Innovation Lab	Baseline being established in 2019-20.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
learning as measured by the average number of projects completed by students.	during the 2020-2021 school year. The Innovation Lab is 100% functional and available for student access.	
The percentage of students who on the LCAP Student Survey report that they receive extra help when they are struggling academically.	Baseline for 2020-21 was 46%.	50% of students will report on the LCAP Student Survey that they receive extra help when they are struggling academically.
Percentage of parents who on the LCAP Survey agree that their child receives academic support when they are struggling academically.	Baseline for 2020-21 was 41%.	46% of parents will report on the LCAP Survey that they agree their child receives academic support when they are struggling.
The percentage of ELs who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC).	Baseline data for 2020-21 unavailable.	TBD
ELs reclassification rate.	Baseline for 2020-21 was 0%. There were zero English Learners Reclassified during the 2020-2021 school year.	25% of the ELs will be reclassified.
Facilities Maintained in Good Repair: Williams Visit facility in compliance based on Facilities Inspection Tool. Rate of Teachers Appropriately Assigned and Fully Credentialed. Instructional materials available to all students in class and at home.	Facilities were maintained in good repair at 100%, teachers were appropriately assigned and fully credentialed at 100%, and 100% of the students had instructional materials available in class and at home.	Maintain 100% compliance
Classroom Learning Walkthroughs	Walkthroughs were completed weekly. Walkthroughs were conducted via Zoom at the beginning of the 2019-2020 school year due to COVID-19. In-Person Walkthroughs resumed during the second part of the school year. Instructional strategies and the implementation of integrated	Instructional strategies and the implementation of integrated and designated ELD as observed during monthly classroom walkthroughs using the identified tool.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and designated ELD was observed.	

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

Increase the implementation of the Universal Design for Learning (UDL) model by providing professional learning for all GHCS teachers and administrators. Professional learning focused on the UDL model will assist with providing classroom instruction that is engaging and accessible to all learners. Classroom teachers will implement instructional strategies that target the specific needs of English Learners, students with disabilities, low income students, and foster youth. Instructional strategies are differentiated in order to provide students with a variety of academic intervention supports in all content areas.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional learning focused on effective academic intervention strategies will support teachers with implementing and monitoring instruction that is provided to students performing below grade level. Teachers will employ instructional strategies that support students with subject matter comprehension and improved classroom engagement. PBIS strategies will continue to be employed in all classrooms. Students learn effective strategies to self-manage behaviors and positive communication 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)

5,306

Title IV

	1000-1999: Certificated Personnel Salaries Director, Innovative Programs & Student Success
1,610	Title IV 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners (ELs)

Strategy/Activity

Improve English Language Development (ELD) instruction by providing teachers, administrators, and support staff members with professional learning and coaching. Teachers will receive support with implementing effective instructional strategies that support English Learners with achieving higher levels of academic achievement levels in all content areas.

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)

0

Source(s)

General Fund

The Educational Services program manager will support this action.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners (ELs)

Strategy/Activity

Integrated and designated ELD instruction in all core content areas will assist English Learners with higher levels of academic achievement. Professional learning focused on ELD instruction for classroom teachers will ensure that lessons are designed to support the needs of English Learners. During the 2021-2022 school year, SCOE will continue to explore English Language Arts instructional materials that support English.

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)

0

General Fund

The Educational Services program manager will support this action.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase the use of Instructional Technology through the use of academic software programs including Google Apps, and other technological resources. Instructional technology resources will assist teachers with providing instruction that incorporates the use of technology. Students will learn core subjects with the assistance of technology resources which stimulate inquiry and assist with higher levels of engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9,476

Title I
1000-1999: Certificated Personnel Salaries
Academic Technology Program Support

3,822

Title I
3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Classroom Walkthrough observations will be conducted daily in order to ensure standards-based instruction in all classrooms and the promotion of PBIS. Professional learning for teachers and administrators along with coaching will be influenced by the data collected during these observations. Classroom Walkthrough observations contribute to the promotion of positive learning environments and relationship building between students, teachers, and administrators.

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)

0

LCFF - Base

The program administrator will engage with walkthrough observation cycles.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve instruction by increasing the implementation of Project Based Learning (PBL) through instruction provided by the STEAM instructor and student access to the Makerspace lab and activities.

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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Teachers, administrators, and support staff members will receive professional learning focused on effective instructional strategies for English Learners and at-risk students. Effective practices include vocabulary development, visual representation, questioning strategies, use of high engagement activities, summarizing, cooperative learning, and academic conferencing. Continue to develop instructional strategies to create access to the curriculum for English Learners and support effective instructional practices through ongoing professional learning and coaching.

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)

0

General Fund

The Educational Services program manager will support this action.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Academic Intervention Support will be provided for students individually or in small groups. Integrated or Designated ELD instructional strategies will support the needs of English Learners. Classroom teachers will continue to engage with professional learning and coaching sessions that support them with assisting students with the mastery of grade level standards. SCOE's Educational Services Department will assist with professional learning opportunities and coaching.

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)

0

Source(s)

General Fund

The Educational Services program manager will support this action.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Students with Disabilities (SWD)

Strategy/Activity

Classroom teachers will provide standards-based instruction that supports students with disabilities full access to the curriculum. Differentiated instructional strategies are utilized to meet the individual needs of students as specified in their IEPs. The implementation of UDL strategies will contribute to higher levels of academic achievement levels for supporting students with disabilities. The services and accommodations identified in each student's IEP will further assist with full access to the curriculum and higher levels of academic performance.

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)

19,186

Source(s)

Other
1000-1999: Certificated Personnel Salaries
.25 Resource Specialist is funded by the
Fairfield-Suisun USD

7,698

Other
3000-3999: Employee Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Unduplicated students-Economically Disadvantaged Students and English Learners

Strategy/Activity

The School Site Council (SSC) reviews all student assessment data and provides input on improving the instructional program at GHCS. Program monitoring will take place during the 2021-2022 school year. Parents are encouraged to participate in presentations that assist with understanding the Common Core State Standards, standardized assessments, and the resources available to them to support their children outside of the classroom. Presentations on these topics will be conducted at Parent Information Nights and School Site Council Meetings. Parents will also receive information that supports the understanding of specific skills that their children will need in order to achieve college and career readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

LCFF - Supplemental

Parent Engagement - multiple goals/activities

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Unduplicated Students

Strategy/Activity

Translation services will be provided for families whose first language is other than English. The utilization of translation services assists with promoting access and the participation of families in school activities. Translation services are utilized for school-wide meetings, IEP Meetings, conferences, and other school functions that are open to families. Educational language can often be an obstacle to communicating with our families and our goal is to communicate with our families and encourage their full participation in the decision-making process at the school. Interpreters provide language translation to Spanish-speaking families and the Language Line is available for families that speak additional languages.

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)

0

Source(s)

LCFF - Supplemental

Included in Goal 1/Activity 12

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

The majority of students in the community program are economically disadvantaged, foster students, or ELs. To address their needs addresses the needs of the entire student population. All students will benefit and services will primarily support unduplicated students.

Strategy/Activity

Funding for an administrative position which provides instructional coaching to teachers, program management and evaluation, data collection and analysis and coordination of professional learning is needed. The administrator assists with the overall supervision of the educational program and budget monitoring.

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)

0

Source(s)

General Fund

The Educational Services program manager will support this action.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The strategies and services identified in Goal 1 will continue during the 2021-2022 school year. Professional learning was provided to teachers, administrators, and support staff members in the areas of math, social-emotional learning, and PBIS. Teachers will continue to receive training in UDL to assist them with lesson planning and intervention support for students who are performing below grade level. During the 2020-2021 school year, asynchronous learning was conducted utilizing Edgenuity. The COVID 19 crisis did not impede students from accessing the database during Distance Learning. Students were able to continue their credit recovery work remotely. Students at GHCS will continue to use Edgenuity during the 2021-2022 school year. The program is self-paced and affords the students an opportunity to recover missing credits along with access to elective courses. The Innovation Lab was not utilized throughout the 2020-2021 school year consistently. Following Distance Learning, students who returned to school for in-person instruction were able to engage with lessons inside of the facility. A STEAM Teacher will be hired during the 2021-2022 school year in order to provide students with access to Project-Based Learning and Passion Projects. A Classroom Specialist will be hired along with the STEAM Teacher to provide additional support for all students. The increased use of the Innovation Lab will promote higher levels of student engagement and daily school attendance.

Professional learning during the 2020-2021 school year was limited and conducted virtually due to COVID 19. During the 2021-2022 school year, teachers will engage with professional learning sessions that provide lesson planning support, pedagogy, student engagement, formative and summative assessments, and content knowledge. Coaching includes classroom observations with data-focused debriefs and individual meetings to discuss classroom strategies. Professional learning support will also be provided to support teachers with effective strategies to support English Learners with integrated and designated instruction. Instructional strategies for students with disabilities are continuous and will also be an area of focus for instructional planning.

The use of instructional technology was increased during the 2020-2021 school year. The COVID 19 crisis highlighted the increased need for online instructional resources and devices. Access to Chromebooks, laptops, and hotspots is necessary for the Juvenile Court Community School (JCCS) program. The use of technology will continue to increase and teachers will need additional professional learning and coaching support to integrate these electronic resources into their daily instruction. During Distance Learning, 100% of GHCS were provided with Chromebooks and hotspots so that they could access their classes via Zoom. Google apps were also utilized in order to add an additional layer of support for students and their access to online instructional materials. During the 2021-2022 school year, students will continue to have access to Chromebooks and hotspots. The school's budget will include funding that supports the purchase of additional Chromebooks and hotspots when needed.

GHCS successfully graduated 13 students during the 2020-2021 school year. Students received intensive support and academic planning during the Distance Learning instructional period. The collaboration between teachers, students, administrators, the Student Support Specialist, and the Student Wellness Specialist contributed to the success of GHCS meeting both the academic and social-emotional needs of students. These efforts resulted in the successful recovery of credit for students as well as eligibility for graduation from high school. These educational and social-emotional supports will continue during the 2021-2022 school year.

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

There are no major differences between the intended implementation plan and the actual implementation of the strategies intended to achieve the articulated goal. Funds were expended consistently to the previous school plan.

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.

During the 2021-2022 school year, GHCS will maintain the actions and services identified in Goal 1. Professional learning for classroom teachers, administrators, and support staff members will continue to be an area of focus. The actions and services identified in Goal 1 will need to be addressed during the 2021-2022 school year. Student assessment data, parent engagement, and classroom walkthrough observations will ensure that the actions and services are implemented effectively.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Transitional Service for Golden Hills Community School (GHCS) Students and Families

LEA/LCAP Goal

Increase the educational transition planning services provided to students.

Goal 2

Transition support will be provided to students returning to their school of residence in collaboration with the receiving staff.

Identified Need

GHCS provides transition support services for students who return to their school of residence or graduate. The Student Support Specialist works with students and their families to create a transition plan prior to their exit from GHCS. The plan is designed to support students and their families with navigating available resources at their new schools. Students who graduate from school are assisted with enrollment at Solano Community College. The Student Support Specialist works collaboratively with the college in order to arrange a campus tour for students. Transition services ensure that students and their families are equipped with a plan that assists them with achieving their future academic or career paths.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students who report on the LCAP Student Survey that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other).	Baseline for 2020-21 is 96%	Expected outcome for 2021-22 is 100%
The percentage of students who report on the Student LCAP Student Survey that the school involves them in the development, review, and ongoing monitoring of the ILP.	Baseline for 2020-21 is 86%	Expected outcome for 2021-22 is 90%
The percentage of parents who report on the LCAP Parent Survey that the school provides their children with a quality education.	Baseline for 2020-21 is 90%	Expected outcome for 2021-22 is 94%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of parents who report on the LCAP Parent Survey that the school involves them in the development of their student's ILP.	Baseline for 2020-21 is 90%	Expected outcome for 2021-22 is 94%

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)

The majority of students in the community program are economically disadvantaged, foster students, or ELs. All students will benefit and services will primarily support unduplicated students.

Strategy/Activity

The Student Support Specialist meets with students, parents, and the receiving school or districts to assist with the transition from GHCS. The transition plan for students includes the following components:

1. Timeline for transition to the student's school of residence or program.
2. Enrollment Information- Students and their families receive support completing registration materials.
3. Support Provider Assistance- The Student Support Specialist assists students and their families with the connection to counselors or other support personnel at the receiving school. This connection ensures that students and their families have access to a person or programs that will support them at their new school or program.
4. Records Transfer- The Student Support Specialist will ensure that all student records (report cards, progress reports, transcripts) are forwarded to the receiving school or program.

Student transition services are an integral part of the academic program at GHCS. Transitional services will remain available to students and their families.

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)
49,016	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Supports Strategy/Activity 1-4
22,795	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Classroom teachers will collaborate monthly with the Student Support Specialist in order to monitor the Individualized Learning Plans (ILPs) that teachers create for their students. ILPs are reviewed at parent conferences in order to address academic support planning for students. Students and their parents are aware of their academic standing, attendance rates, course completion status, behavior status, and rehabilitation terms. The meetings assist students and their families with understanding the specific requirements necessary to ensure their eligibility to resume enrollment at their schools of residence.

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)

0

Source(s)

See Strategy/Activity 1 for Amounts

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parental engagement will continue to be an area of focus for GHCS. Family Welcome Meetings were instituted during the 2020-2021 school year in order to welcome families to the school. Students and their families meet with the classroom teacher, administrators, Student Support Specialist, and Student Wellness Specialist. Families learn about the structure of the academic program, student expectations, and support available to them during their enrollment at GHCS. Parents are encouraged to join the School Site Council (SSC), attend stakeholder meetings, SSC Meetings, and participate with school activities.

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)

0

Source(s)

See Strategy/Activity 1 for Amounts

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2020-21

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 Student Support Specialist at GHCS provided transition services during the 2020-2021 school year virtually and in person. Outreach to families was conducted in person in accordance with

SCOE's COVID 19 Safety Policy. Transitional services are essential to the success of students enrolled at GHCS. The Individual Learning Plans (ILPs) for each student were carefully monitored during the 2020-2021 school year. The COVID 19 crisis did not impede students from completing the goals and objectives detailed in their ILPs. Meetings with students and their families during the Distance Learning period were conducted via phone or Zoom. The Student Support Specialist participated in the monthly Student Services Meetings. These meetings are attended by administrators representing the school districts in Solano County. The Student Support Specialists conducted a presentation to district leaders which outlined their services and the importance of continued collaboration between JCCS programs and partner districts. During the 2021-2022 school year, Student Support Specialists will continue to collect data that documents the number of days between disenrollment in the school and enrollment at the school of residence. Teachers, administrators, and the Student Support Specialist will continue to engage in weekly collaboration meetings to review student progress according to the goals of their Individualized Learning Plans (ILPs).

Parental survey data collected during the 2020-2021 school year indicated that 90% of GHCS parents felt that they were informed about the status of their children's Individual Learning Plans. This is a significant increase from the 2019-2020 school year. The data highlights the effectiveness of the activities associated with this goal. During the 2021-2022 school year, this action will continue.

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

There are no major differences between the intended implementation plan and the actual implementation of the strategies intended to achieve 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.

This goal will continue during the 2021-2022 school year. The Student Support Specialist will continue to collaborate with teachers, administrators, students, families, and partners school districts in order to support the transitional needs of all students.. There continues to be a need to increase student engagement with achieving the goals of their Individual Learning Plans. Support for families navigating the program and transitional services is essential to the success of students. Resources to assist students and their families will continue to be a component of the services provided by the Student Support Specialist. Home visits will continue to be conducted as appropriate to support students and families who require additional support. Data will continue to be collected regarding the number of students who transition successfully.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Implement Career Technical Education (CTE) for improved college and career readiness.

LEA/LCAP Goal

Increase Career Readiness Services for all students.

Goal 3

Increase career readiness opportunities for students.

Identified Need

College and Career Readiness instruction will continue to be provided to students enrolled at Golden Hills Community School in order to prepare them for post-secondary education and the workforce. Students receive targeted support with:

1. Resume Writing
2. Composing a Cover Letter
3. Interviewing skills and participation with Mock Interviews
4. Creating and completing a professional work portfolio
5. Personal Finance
6. Assistance with completing college admission applications and the Free Application for Federal Student Aid (FAFSA).

Students are in need of support with academic writing and speaking skills which will support them with their participation in programs or employment opportunities following their transition or graduation from Golden Hills Community School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of all students staying 90 days or longer will engage with Career Readiness Instruction.	2020-21 baseline is 100%	Expected outcome for 2021-22 is 100%
The number of students staying 90 days or longer who obtained the Work-Ready! certification	2020-21 baseline is 7 students	Expected outcome for 2021-22 is 100% of eligible students will complete Work Ready! certification
The number of students staying 90 days or longer will participate in financial literacy workshops.	2020-21 baseline is 100%	100% of the students will participate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students who agree that the school effectively provides them with career readiness instruction.	2020-21 baseline is 96%	Expected outcome for 2021-22 is 100%
The percentage of students who agree that the school provides them with an education that will prepare them for their future goals. (High school graduation, return to home school, college, skills training after high school, work, etc.)	2020-21 baseline is 81%	Expected outcome for 2020-21 is 85%

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

During the 2021-2022 school year, students will continue to participate in Career Technical Education (CTE) instruction. The Introduction to Construction Trades class is designed to provide students with learning that supports their understanding of the skills necessary to enter high-demand careers in the construction industry. Students receive hands-on experiences which can be utilized as they enter post-secondary learning institutions or the workplace.

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)
14,306	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0.10 FTE Assistant Director, College and Career Readiness to assist with CTE content and activities; Supports Strategy/Activity 1-8
17,933	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.40 College & Career Development Specialist to assist with CTE content and activities; Supports Strategy/Activity 1-8
11,457	LCFF - Supplemental

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Students will engage with the Work-Ready! Certification curriculum. Golden Hills Community students receive targeted preparation to support them with the passage of the certification exam. Students who successfully pass the certification test are awarded an official certification document that can be shared with potential employers.

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)

0

Source(s)

See Strategy/Activity 1 for amounts.

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

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

This strategy will benefit all students with additional support provided to those students identified as economically disadvantaged, foster youth, and/or English Learners.

Strategy/Activity

During the 2021-2022 school year, students will continue to receive instruction and support that will assist them with earning the eFoodhandlers Certification. The Career and College Readiness team will provide instruction and testing support. This strategy will ensure that students meet the necessary requirements of the certification exam.

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)

0

Source(s)

See Strategy/Activity 1 for amounts.

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

This strategy will benefit all students with additional support provided to those students identified as economically disadvantaged, foster youth, and/or English Learners.

Strategy/Activity

The College and Career Development Specialist will implement, monitor, and assess all activities related to work-ready opportunities for students. During the 2021-2022 school year, the College and Career Development Specialist will assist students with work-based learning opportunities.

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)

0

Source(s)

See Strategy/Activity 1 for amounts.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This strategy will benefit all students with additional support provided to those students identified as economically disadvantaged, foster youth, and English Learners.

Strategy/Activity

Through the partnership between JCCS and Solano Community College, students have an opportunity to enroll in college courses. Classroom teachers, the Student Support Specialist, and the College and Career Readiness department will work collaboratively in order to provide students the opportunity to engage with higher learning. Solano Community College offers students the opportunity to visit the campus, connect with counselors, and enroll in online classes. The Student Support Specialist along with classroom teachers will provide additional support to students interested in participating with the college courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

See Strategy/Activity 1 for amounts.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This strategy will benefit all students with additional support provided to those students identified as economically disadvantaged, foster youth, and/or English Learner.

Strategy/Activity

The Introduction to the Construction Trade Course offered to students during the 2020-2021 school year will continue during the 2021-2022 school year. The CTE teacher will continue to provide instruction based on The National Center for Construction Education and Research (NCCER) curriculum. A Classroom Specialist will be added to the class in order to provide additional support to students. The classes mirror the classes offered at Evergreen Academy to allow for continuity as students transition between 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)
0	See Strategy/Activity 1 for amounts.
25,966	Other 1000-1999: Certificated Personnel Salaries 0.50 Career Technical Education Instructor
6,594	Other 3000-3999: Employee Benefits
21,164	Title I 4000-4999: Books And Supplies Equipment for Construction Trades
3,836	Title I 5800: Professional/Consulting Services And Operating Expenditures Installation of equipment for Construction Trades

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This strategy will benefit all students with additional support provided to those students identified as economically disadvantaged, foster youth, and/or English Learners.

Strategy/Activity

Students will engage with work-based learning experiences through the support of the College and Career Readiness department.

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)
-----------	-----------

0

See Strategy/Activity 1 for amounts.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

0

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Career exploration instruction was provided to students in JCCS programs. Students received financial literacy instruction including budgeting, credit, and savings, and investments through weekly workshops and activities. In addition, all students participated in Work-Ready! Certification workshops, which instructed students in managing their time, setting goals, completing a cover letter and resume, interviewing skills, understanding and practicing digital citizenship and internet safety, and participated in Mock Interviews. Due to the lack of in-person attendance, the number of students who completed the eFoodhandler Certification was limited. In addition, during the 2020-

2021 school year, students were not able to attend trade fairs, field trips, or job fairs hosted at Solano Community College due to the COVID 19 crisis. However, students were able to view virtual field trips and participate in guest speaker sessions. During the 2021-2022 school year, students will be encouraged and supported with attending these in-person activities to support their college and career paths. Guest speakers will continue to be invited to address students in their classrooms about current industry trends and requirements for professional success. The 2020-2021 LCAP Student Survey showed that 96% of the students agree that GHCS effectively provides them with career readiness instruction. This is a significant increase from the 2019-2020 survey data results which indicated that 42% of students agreed that the career readiness instruction effectively prepared them. The goal to increase and improve college and career readiness services will continue during the 2021-2022 school year. Student and parent surveys will continue to serve as one of the evaluation tools utilized to determine the effectiveness of the instructional program.

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

Slight differences between Budgeted Expenditures and Estimated Actual Expenditures were due to fluctuating costs. The establishment of similar construction trades programs at the Juvenile Detention Facility (JDF) and at GHCS required considerably more planning and preparation than expected. During the 2021-2022 school year anticipated costs of materials and supplies could contribute to differences between the intended implementation and the budgeted expenditures.

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.

Career readiness instruction is very relevant to our students and will continue to be one of our goals. GHCS students will prepare for employment opportunities in collaboration with the College and Career Readiness Department. GHCS has a College and Career Development Specialist who has extensive experience and will continue to increase the work-based learning opportunities for students in JCCS programs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social-Emotional Support Services

LEA/LCAP Goal

Increase social-emotional support services provided to students.

Goal 4

Increase social-emotional support services provided to students.

Identified Need

Social and emotional support for students is a critical component of the schoolwide program for 2021-2022. There is a need to provide students with services that promote social-emotional well-being and positive behavior. Many of the students have experienced trauma in their lives and are coping with considerable stress based on mental health screening and anecdotal data. The personal challenges experienced by students impact their motivation to learn and rates of attendance. Additionally, the previous California Healthy Kids Survey (CHKS) data also identified the need for mental health and social-emotional services. Golden Hills has a full-time Student Wellness Specialist who assists with support the social-emotional needs of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average daily attendance rate	2020-21 baseline is 67%.	Expected outcome for 2021-22 is 70%.
The chronic absenteeism rate	2020-21 baseline is 35%.	Expected outcome for 2021-22 is 30%.
The suspension rate	2020-21 baseline is 0% There were no suspensions during the 2020-21 school year.	Expected outcome for 2021-22 is 10%.
The percentage of students who on the most recent CHKS report that they feel there is a teacher or adult who notices them when they are not there.	Results for 2017-18 were 69%.	Expected outcome for 2021-22 is 73%.
The percentage of students who on the most recent CHKS report that they feel safe at school.	Results for 2017-18 were: 33%.	Expected outcome for 2021-22 is 38%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students who on the most recent CHKS report that there is a teacher or adult who really cares about them.	Results for 2017-18 were: 44%.	Expected outcome for 2021-22 is 50%.
The percentage of students who on the LCAP Student Survey who agree that they understand that help is available if they are struggling with their emotions.	2020-21 baseline is 90%	Expected outcome for 2021-22 is 94%.
The percentage of parents who on the LCAP Parent Input Survey who agree that the school provides their children with extra help when they are struggling socially or emotionally.	2020-2021 baseline is 95%.	Expected outcome for 2021-22 is 100%.
The percentage of students who on the CHKS responded "Safe" or "Very safe" when asked "How safe do you feel when you are at school?"	Results for 2017-18 were 54%	Expected outcome for 2021-22 is 59%

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

During the 2021-2022 school year, GHCS will continue to implement Positive Behavior and Intervention Supports (PBIS) in order to support students with proactive and effective behavioral management strategies. The goal is to build in supports that maintain positive behaviors with Tier I of PBIS. Tier II strategies will be utilized for students when appropriate. During the 2021-2022 school year PBIS teams will be formed in order to support the JCCS programs with effective support including recommendations for professional learning. The PBIS Team will coach staff on classroom management strategies, system of reinforcement, and defusing strategies during behavior escalation. Monthly staff meetings will include discussions, planning, and monitoring of current PBIS strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student and parent surveys will be administered annually in order to collect important data concerning the instructional program and resources available to students enrolled at GHCS. During the 2021-2022 school year, the following assessments will be administered:

1. Annual LCAP Student Survey
2. Annual LCAP Parent Survey
3. California Healthy Kids Survey

The data collected from these surveys will assist with the development of classroom instruction, college and career readiness support, transition services, professional learning for teachers, administrators, and school staff, needed wellness supports, community resources, and PBIS 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)

0

Local Categorical

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

This strategy will support all students through preventative strategies that promote positive classroom participation and improved levels of daily classroom attendance. Student attendance levels will improve which will assist with decreasing the number of students that are identified as chronically absent. SCOE's 3-Tiered Attendance Plan will be implemented during the 2021-2022 school year. The plan is as follows:

Tier 1:

1st-3rd day of absence: Teacher makes a phone call home and documents the contact with the student and parent.

4th-5th day of absence: Administrators or Student Support Specialist will attempt to reach out to family members and all emergency contacts. SCOE staff members will document all communication with the family or emergency contacts.

Tier 2:

6th-7th day of absence: Administration staff will reach out to the family and send a letter of concern for non-participation. SCOE staff members will document all correspondences.

8th-10th day of absence: SCOE staff will conduct a socially distanced home visit following the guidelines by state and federal health officials. SCOE staff will leave written communication at the residence requesting that immediate contact be made with the site administrator or Student Support Specialist. SCOE staff will document this visit and a copy of the parent correspondence letter will be placed in the student's file.

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)

45,000

Source(s)

LCFF - Base
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

GHCS encourages collaboration with parents, guardians, and caregivers. In order to encourage and promote higher levels of participation, the following activities will assist this goal:

1. Parent Information Nights
2. Family Engagement Meetings
3. School Newsletter (Quarterly)
4. Personal invitations via phone, text, email, or mail regarding school events
5. Drop-in hours- before and after school for parents to visit the campus to receive support with questions or community services.

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)

0

LCFF - Supplemental

Included in Goal 1, Activity 12

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students who are in need of intensive counseling support.

Strategy/Activity

During the 2021-2022 school year, individual counseling services for GHCS students will increase. A .25 FTE Student Wellness Specialist from the Student Services program will assist with the expansion of additional individual counseling services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

27,105

LCFF - Supplemental

2000-2999: Classified Personnel Salaries
Student Wellness Specialist dedicated to counseling students at GHCS.

12,308

LCFF - Supplemental

3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Student Support Specialist, Assistant Director, and Director will meet weekly to review discipline referrals and student attendance. The meetings will focus on identifying students in need of support with behavior or attendance challenges. The team will create a support plan to assist the student with improving behavior or attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

During the 2021-2022 school year, GHCS will continue to work with the Student and Program Support department to provide professional learning to GHCS staff. The department will also provide professional learning support and resources for supporting foster and homeless students. This collaboration will support the school's goal to minimize attendance challenges, behavioral issues, and promote alternatives to suspensions and expulsions.

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)

0

Source(s)

Included in Strategy 4 and 5.

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

During the 2021-2022 school year, GHCS will promote and encourage students and their families to participate with engaging activities. Community building activities such as Open Houses, Information Nights, Technology Nights, trainings, and parent advisory committee meetings will assist with meeting this goal. Students will be encouraged to participate with before or after school academic intervention sessions that assist them with achieving higher levels of grade level content mastery.

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)

0

Source(s)

Included in Strategy 4 and 5.

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Professional Learning will be provided to teachers, administrators, and support staff members focused on trauma-informed care and restorative practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Included in Strategy 1 and 5.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

During the 2021-2022 school year, teachers, administrators, and support staff members will receive professional learning focused on mental health first aid.

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)

0

Source(s)

Included in Strategy 5.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

During the 2020-2021 school year, the Student Support Specialist worked with students virtually during the COVID 19 crisis. The majority of the students at GHCS participated in Distance Learning

for the entire school year. The Student Support Specialist was able to provide services to students and their families virtually. Phone calls and text messages were also utilized in order to maintain communication with students and their families. Individual and small group sessions were conducted via Zoom. Students continued to receive support with managing their feelings of frustration, anger, and isolation due to COVID 19. When appropriate, home visits were made in order to support students and their families. The Student Support Specialist and Student Wellness Specialist engaged in a series of home visits to students and their families in need of additional resources. During the 2020-2021 school year, 90% of students agreed that they understood that help is available if they are struggling with their emotions. Parents who reported concerns about the mental wellness of their children received immediate contact and support including home visits. During the 2020-2021 school year, the Student Support Specialist and administration meet weekly to review student attendance and plan outreach services to students and families in need. These meetings and support efforts assisted with re-engaging students who were considered chronically absent. Teachers documented attendance and resources provided to their students. Student Participation Logs were updated daily in order to closely monitor student attendance and classroom participation. This goal will remain in effect for the 2021-2022 school year. This has been particularly important for low-income students and English Learners who tend to have fewer resources to support their achievement when missing school. The GHCS staff have received ongoing professional learning related to trauma-informed care, PBIS system implementation, and restorative justice principles as an alternative to suspension. The school also held team meetings with parents and referred students and families to the Student Attendance Review Team (SART) Committee as needed.

The challenges of COVID19 and Distance Learning caused attendance rates at GHCS to vary. Chronic absenteeism continues to be a focus area for GHCS. The suspension/expulsion rate dropped significantly to 0% during Distance Learning. During 2020-2021, 100% of surveyed students stated that they agree they were afforded the opportunity to meet with a classroom teacher one on one or in person. During the 2021-2022 school year, support will continue to be available to students to encourage their daily participation with school. The Student Support Specialist and Student Wellness Specialist will continue to collaborate with the classroom teacher in order to ensure that students receive consistent academic and social-emotional support.

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

No major differences.

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

This goal will continue during the 2021-2022 school with no changes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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	\$72,000
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$309,578.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$38,298.00
Title IV	\$6,916.00

Subtotal of additional federal funds included for this school: \$45,214.00

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

State or Local Programs	Allocation (\$)
	\$0.00
General Fund	\$0.00
LCFF - Base	\$45,000.00
LCFF - Supplemental	\$159,920.00
Local Categorical	\$0.00
Other	\$59,444.00

Subtotal of state or local funds included for this school: \$264,364.00

Total of federal, state, and/or local funds for this school: \$309,578.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
General Fund	0.00
LCFF - Base	45,000.00
LCFF - Supplemental	159,920.00
Local Categorical	0.00
Other	59,444.00
Title I	38,298.00
Title IV	6,916.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
1000-1999: Certificated Personnel Salaries	74,240.00
2000-2999: Classified Personnel Salaries	94,054.00
3000-3999: Employee Benefits	66,284.00
4000-4999: Books And Supplies	21,164.00
5800: Professional/Consulting Services And Operating Expenditures	48,836.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

		0.00
	General Fund	0.00
	LCFF - Base	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	45,000.00
	LCFF - Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,306.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	94,054.00
3000-3999: Employee Benefits	LCFF - Supplemental	46,560.00
	Local Categorical	0.00
1000-1999: Certificated Personnel Salaries	Other	45,152.00
3000-3999: Employee Benefits	Other	14,292.00
1000-1999: Certificated Personnel Salaries	Title I	9,476.00
3000-3999: Employee Benefits	Title I	3,822.00
4000-4999: Books And Supplies	Title I	21,164.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,836.00
1000-1999: Certificated Personnel Salaries	Title IV	5,306.00
3000-3999: Employee Benefits	Title IV	1,610.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,098.00
Goal 2	71,811.00
Goal 3	101,256.00
Goal 4	84,413.00

School Site Council Membership

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

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

Name of Members	Role
Dr. Valerie Garrett	Principal
Michael Jones	Classroom Teacher
Joshua Davis	Classroom Teacher
Desmer Johnson	Other School Staff
Justine Petropolous	Parent or Community Member
Linda Pitts	Parent or Community Member
Sanaii Morgan	Secondary Student
Cae'Jhan Landers	Secondary Student
Nyasia Dickerson	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 9-8-21.

Attested:

Principal, Dr. Valerie Garrett on 9-8-21

SSC Chairperson, Joshua Davis on 9-8-21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019