

AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242

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

Board Member Remote Participation:

- Mrs. Andrea Foggy-Paxton, Knickerbocker Club, 807 5th Avenue, New York, NY 10065, USA

TO LISTEN BY TELEPHONE: (669) 900-9128

Meeting ID: 822 2518 9839

Passcode: 241814

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

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No. 15: 2024-2025

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Board Meeting December 17, 2024 3:00 p.m.

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

- Dr. Johnson
Dr. Chan
Dr. Duardo
Dr. Johnson
- A. Call to Order
 - B. Pledge of Allegiance
 - C. Ordering of the Agenda
 - D. Approval of the Minutes
 1. December 10, 2024

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / PUBLIC

III. PRESENTATIONS

- Dr. Johnson
- A. Nomination/Election and Seating of 2024-25 Los Angeles County Board of Education Vice President

IV. HEARINGS (None)

V. REPORTS / STUDY TOPICS (None)

VI. CONSENT CALENDAR RECOMMENDATIONS

- A. Adoption of Board Resolution No. 26: Dr. Martin Luther King Jr. Day, January 20, 2025
- B. Adoption of Board Resolution No. 27: Fred Korematsu Day of Civil Liberties and the Constitution (Education Code 37222.15), January 30, 2025
- C. Adoption of Board Resolution No. 28: National Human Trafficking Month, January 2025
- D. Adoption of Board Resolution No. 29: Religious Freedom Day, January 16, 2025
- E. Adoption of Board Resolution No. 30: International Holocaust Remembrance Day, January 27, 2025
- F. Adoption of Board Resolution No. 31: Spectrum of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) New Year Traditions, January 29, 2025

VII. RECOMMENDATIONS

- Ms. Andrade A. Adopt the Superintendent’s Recommendation to Authorize the Renewal Petition for *Magnolia Science Academy-1, Grades 6-12*: Renewal Petition with Attached Report.
- Ms. Andrade B. Adopt the Superintendent’s Recommendation to Authorize the Renewal Petition for *Magnolia Science Academy-2, Grades 6-12*: Renewal Petition with Attached Report
- Dr. Ramirez C. Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools 2024-25 with Attached Staff Report

VIII. INFORMATIONAL ITEMS

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

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

- Dr. Johnson A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure)
1. Jaliyah T. v. Compton USD

- Dr. Johnson **X. ADJOURNMENT**

**MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, December 10, 2024**

A meeting of the Los Angeles County Board of Education was held on Tuesday, December 10, 2024, at the Los Angeles County Office of Education Board Room.

PRESENT: Dr. Yvonne Chan, Mr. James Cross, Ms. Betty Forrester, and Dr. Stanley L. Johnson, Jr.; Student Board Member: Ms. Jimena

OTHERS PRESENT: Dr. Debra Duardo, Superintendent; Administrative Staff: Ms. Beatrice Robles, Principal Executive Assistant, Office of the Superintendent.

AUDIT COMMITTEE MEETING: An Audit Committee meeting took place at 2:30 p.m.

PRELIMINARY ACTIVITIES

CALL TO ORDER

Dr. Johnson called the meeting to order at 3:07 p.m.

Dr. Johnson read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Mr. Cross led the Pledge of Allegiance.

ORDERING OF THE AGENDA

Dr. Duardo indicated that the following changes were made to the Board agenda:

- **Item III-A** Nomination / Election and Seating of 2024-25 Los Angeles County Board of Education Vice President has been postponed until next week.
- **Item VI-I** Acceptance of Gifts No. 11 was corrected as Acceptance of Gifts donation for Open Up Resources, and not Great Minds.

It was **MOVED** by Dr. Chan, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Board agenda as amended.

Yes vote: Ms. Jimena, Dr. Chan, Mr. Cross, Ms. Forrester, and Dr. Johnson.

APPROVAL OF THE MINUTES -

- December 3, 2024 – *The minutes were approved as presented.*

It was **MOVED** by Mr. Cross, **SECONDED** by Ms. Forrester, and **CARRIED** to approve the December 3, 2024 minutes as presented.

Yes vote: Ms. Jimena, Dr. Chan, Mr. Cross, Ms. Forrester, and Dr. Johnson.

COMMUNICATIONS: BOARD / SUPERINTENDENT

Ms. Jimena indicated that next Saturday, LACHSA will have a luncheon where she will be representing the Cinematic department and will have an opportunity to talk about her experience with the film department. Ms. Jimena extended an invitation to the County Board and Executive Cabinet to attend.

Dr. Chan mentioned that she along with other Board Members attended the CSBA Annual Conference in Anaheim, CA. She said that her biggest takeaway was the networking opportunity and the conversation about inclusiveness. She also said that LACOE was a Golden Bell Award recipient for their submission of Getty Reading Write, which offers high quality Professional Development. She also said that through ACCBE, on January 27, 2025, there will be a webinar on the importance of science of reading.

Ms. Forrester provided information on the Head Start Annual Policy Training and Recognition Event. She said she and Mrs. Foggy-Paxton attended and that it was a great event where family, friends, and volunteers gathered. She also mentioned that new officers will be elected.

Dr. Johnson mentioned that he attended the CSBA Annual Conference and that it was a great opportunity for learning and growth. He said that he also attended a Brown Act workshop, which was provided a good review.

Dr. Johnson said that last week, the Board and Executive Cabinet had their Holiday luncheon at Dulan's Restaurant at Crenshaw. It was a great event.

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

Dr. Duardo indicated that she attended the CSBA Annual Conference, which was a great event.

Dr. Duardo congratulated Ms. Karen Kimmel for a clean audit reported during the Audit Committee meeting.

UPK Symposium

- Last week, our Head Start and Early Learning team hosted over 350 educators in Whittier to support the rollout of Universal Preschool in our schools.
- One of the focuses was highlighting the Power Learning in Play.
- This Symposium was open to all educators and districts.
- Thanked Mr. Luis Bautista and the Head Start and Early Learning team for their leadership and support on behalf of our earliest learners.

Los Angeles County Legislative Leaders Education Convening

- Yesterday, she attended an education convening with LA County legislative leaders, philanthropic partners, local experts and key systems leaders, that was hosted by the California Community Foundation.
- The focus of discussion was on education challenges post-2024 election, highlighting policies and collaborations to support youth and families.

- It was an opportunity to share some of the ways that LACOE is supporting our districts and plans to ramp up efforts as we get closer to inauguration in January 2025.
- I will be sharing our comprehensive support plan with you all this week.
- There was also a reception honoring all of the partners that were involved in support of Measure A.
- Will be bringing forward a Board Resolution in January 2025 to formalize LACOE's commitment.

COMMUNICATIONS: HEAD START POLICY COUNCIL

Mr. Osvaldo Colin and Beatrice Peralta provided the business of the Head Start Policy Council.

COMMUNICATIONS: PUBLIC

The following individuals addressed the County Board: Ms. Florence Avognon and Ms. Lisa Hairrington.

PRESENTATIONS

~~**NOMINATION/ELECTION AND SEATING OF 2024-25 LOS ANGELES COUNTY BOARD OF EDUCATION VICE PRESIDENT - Postponed**~~

HEARINGS (None)

REPORTS / STUDY TOPICS (None)

CONSENT CALENDAR RECOMMENDATIONS

APPROVAL FOR DISPOSAL OF SURPLUS E-WASTE AND RECYCLE PROPERTY

The Superintendent recommended that the County Board approve the Disposal of Surplus E-Waste and Recycle Property.

ACCEPTANCE OF PROJECT FUNDS NO. 30

The Superintendent recommended that the County Board approve the Acceptance of Project of Funds No. 30.

ACCEPTANCE OF PROJECT FUNDS NO. 31

The Superintendent recommended that the County Board approve the Acceptance of Project of Funds No. 31.

ACCEPTANCE OF PROJECT FUNDS NO. 32

The Superintendent recommended that the County Board approve the Acceptance of Project of Funds No. 32.

ACCEPTANCE OF PROJECT FUNDS NO. 33

The Superintendent recommended that the County Board approve the Acceptance of Project of Funds No. 33.

ACCEPTANCE OF GIFTS NO. 8

The Superintendent recommended that the County Board approve the Acceptance of Gifts No. 8.

ACCEPTANCE OF GIFTS NO. 9

The Superintendent recommended that the County Board approve the Acceptance of Gifts No. 9.

ACCEPTANCE OF GIFTS NO. 10

The Superintendent recommended that the County Board approve the Acceptance of Gifts No. 10.

ACCEPTANCE OF GIFTS NO. 11

The Superintendent recommended that the County Board approve the Acceptance of Gifts No. 11.

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Chan, and **CARRIED** to approve the Consent Calendar Recommendations.

There was no discussion by the County Board regarding this item.

There were no Public Speakers.

Yes vote: Ms. Jimena, Dr. Chan, Mr. Cross, Ms. Forrester, and Dr. Johnson.

RECOMMENDATIONS

APPROVAL OF THE ANNUAL FINANCIAL REPORT (AFR) FOR THE FISCAL YEAR ENDED JUNE 30, 2024 (ENCLOSURE)

The Superintendent recommended that the County Board approve the Annual Financial Report for the Fiscal Year Ended June 30, 2024.

It was **MOVED** by Dr. Chan, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Annual Financial Report.

There was no discussion by the County Board regarding this item.

There were no Public Speakers.

Yes vote: Ms. Jimena, Dr. Chan, Mr. Cross, Ms. Forrester, and Dr. Johnson.

APPROVAL OF FIRST INTERIM REPORT 2024-25 WITH ATTACHED STAFF REPORT (ENCLOSURE)

The Superintendent recommended that the County Board approve the First Interim Report 2024-25.

It was **MOVED** by Mr. Cross, **SECONDED** by Ms. Forrester, and **CARRIED** to approve the First Interim Report 2024-25.

The County Board had questions regarding this item.

There were no Public Speakers.

Yes vote: Ms. Jimena, Dr. Chan, Mr. Cross, Ms. Forrester, and Dr. Johnson.

APPROVAL OF HEAD START AND EARLY LEARNING DIVISION 2025-26 STATE PROGRAMS CONTINUED FUNDING APPLICATION WITH ATTACHED STAFF REPORT (ENCLOSURE)

The Superintendent recommended that the County Board approve the Head Start and Early Learning Division 2025-26 State Programs Continued Funding Application.

The Head Start and Early Learning team provided the report to the County Board.

It was **MOVED** by Ms. Forrester, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Head Start and Early Learning Division 2025-26 State Programs Continued Funding Application.

There was no discussion by the County Board regarding this item.

There were no Public Speakers.

Yes vote: Ms. Jimena, Dr. Chan, Mr. Cross, Ms. Forrester, and Dr. Johnson.

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

Ms. Pam Gibbs provided a Governmental Relations update to the County Board.

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

Dr. Duardo indicated that the next Board meeting would be on December 17, 2024.

The County Board took a short break.

**LOS ANGELES COUNTY BOARD OF EDUCATION'S DECISION
ON INTERDISTRICT ATTENDANCE APPEALS**

RUBY L. V. ALHAMBRA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was present and was represented by her parents Mrs. Mianchun Li and Mr. Changhe Lin. Mr. Jim Schofield, Director of Student/Employee Welfare TK-12, represented Alhambra Unified School District. Ms. Yanan Chou served as the Mandarin interpreter.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Dr. Chan, Mr. Cross, Ms. Forrester, and Dr. Johnson. The Appeal was granted.

ADJOURNMENT

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

Yes vote: Dr. Chan, Mr. Cross, Ms. Forrester, and Dr. Johnson.

The meeting adjourned at 5:15 p.m.

Board Meeting – December 17, 2024

Item VI. Consent Calendar Recommendations

- A. Adoption of Board Resolution No. 26 to Recognize January 20, 2025 as Martin Luther King Jr. Day,

The Superintendent recommends that the County Board adopt Board Resolution No. 26. The Superintendent further recommends that the County Board declare January 20, 2025 as Martin Luther King Day to honor his life and legacy; and encourages students, families and school staff to make a positive impact in their communities by giving back through volunteer work as part of the National Day of Service; and calls on education communities to reflect on social issues, including racism, that Dr. King sought to address and to honor Dr. King by living out his teachings as we continue to work for the day when the dignity of every person is respected and equity and social justice are realized by all.

Board Resolution No. 26 is shown on the following page:

NEXT STEPS:

- Send out LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe this day with appropriate programs and activities.
- Celebrate the day through LACOE Communications channels.
- Talking About Race as Healing Practice workshops will be offered by LACOE's Equity, Diversity and Inclusion Division in collaboration with WestEd.
- The 35th African American Heritage Student Scholarship Luncheon will be hosted by the African American Heritage Committee on February 12, 2025.
- The Los Angeles County Office of Education recognizes the continuing impact of racism as a public health crisis that undermines our individual and collective wellbeing and is committed to ensuring that education in Los Angeles County uplifts the life, legacy and dream articulated by Dr. King. To this end, we have developed tools and trainings for educators to support the African American Learner, are leading efforts to implement Ethnic Studies across Los Angeles County, combat false narratives around Critical Race Theory and have committed to modeling organizational excellence in our own efforts to eliminate racism, mitigate the impacts of implicit bias on educational and life outcomes and foster belonging and connectedness within our organization and our broader educational community.

BOARD RESOLUTION

NO. 26: 2024-25

Martin Luther King, Jr. Day

(January 20, 2025)

- WHEREAS,** the third Monday in January has been observed as a national holiday in commemoration of the birthday of civil rights icon Dr. Martin Luther King, Jr.; and
- WHEREAS,** Dr. King believed in a philosophy of nonviolence in advocating for social justice and equity for African Americans and other underrepresented groups; and
- WHEREAS,** he had a dream to one day live in a nation where people would not be judged by the color of their skin but by the content of their character; and
- WHEREAS,** he led a movement that brought about desegregation, the Civil Rights Act of 1964, the Voting Rights Act of 1965 and a national awareness of racial injustice; and was awarded the Nobel Peace Prize for his work and was posthumously awarded the Presidential Medal of Freedom and the Congressional Gold Medal; and
- WHEREAS,** in these challenging times when the nation continues to confront the challenges of discrimination and racism, it is especially important to celebrate Dr. King’s life and legacy; and
- WHEREAS,** as Dr. King championed justice and equality, he recognized that educational inequality is one of the major obstacles to achieving these ideals; and LACOE is part of a movement to address this challenge; and
- WHEREAS,** this day has also been designated by Congress as a National Day of Service, a day held to pay tribute to the life and works of Dr. King who said that *“Everybody can be great because anybody can serve”* and that the National Day of Service helps to empower individuals, strengthen communities, bridge barriers and address social problems; and
- WHEREAS,** LACOE has a responsibility to promote good citizenship and civic responsibility for our students, and highlighting this day designed for community service and engagement is a great vehicle for this goal; and
- WHEREAS,** Ethnic Studies has been established as a graduation requirement for high school students across California, beginning with the graduating class of 2029-2030, African-American studies is essential in order to prepare young people to understand, recognize and value the history, culture, challenges, and contributions of African-Americans in American society, past and present

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education hereby declares January 20, 2025 as Martin Luther King Day to honor his life and legacy; and encourages students, families and school staff to make a positive impact in their communities by giving back through volunteer work as part of the National Day of Service; and calls on education communities to reflect on social issues, including racism, that Dr. King sought to address and to honor Dr. King by living out his teachings as we continue to work for the day when the dignity of every person is respected and equity and social justice are realized by all.

NOW THEREFORE BE IT FURTHER RESOLVED, that the Los Angeles County Office of Education recognizes the continuing impact of racism as a public health crisis that undermines our individual and collective wellbeing and is committed to ensuring that education in Los Angeles County uplifts the life, legacy and dream articulated by Dr. King. To this end, we have developed tools and trainings for educators to support the African American Learner, are leading efforts to implement Ethnic Studies across Los Angeles County, combat false narratives around Critical Race Theory, and have committed to modeling organizational excellence in our own efforts to eliminate racism, mitigate the impacts of implicit bias on educational and life outcomes and foster belonging and connectedness within our organization and our broader educational community.

ADOPTED this 17th day of December 2024, by the Los Angeles County Board of Education in Downey, California.

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

Stanley L. Johnson, Jr., Ph.D.
Board President

Board Meeting – December 17, 2024

Item VI. Consent Calendar Recommendations

- B. Adoption of Board Resolution No. 27 to Recognize January 30, 2025 as Fred Korematsu Day of Civil Liberties and the Constitution (Education Code 37222.15)

The Superintendent recommends that the County Board adopt Board Resolution No. 27. The Superintendent further recommends that the County Board recognize January 30, 2025 as Fred Korematsu Day of Civil Liberties and the Constitution; and encourages districts and schools to include history curriculum about the life and legacy of Korematsu and the incarceration of Japanese Americans during WWII; and calls on education communities to observe this day with appropriate activities recognizing the importance of preserving and protecting our civil rights and liberties.

Board Resolution No. 27 is shown on the following page.

NEXT STEPS:

- Send out LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe this day with appropriate programs and activities.
- Celebrate the day through LACOE Communications channels.

Events

- Music Makers: Bands Behind Barbed Wires.
- This free, one day event presented by the National Japanese American Historical Society will weave together music and the story of the mass incarceration of people of Japanese descent to glean a greater understanding of the role of personal expression and social <https://www.njahs.org/musicmakers/>

Resources

- Learn about Fred Korematsu <https://korematsuinstitute.org/>
- Manzanar Historic Site <https://www.nps.gov/manz/learn/historyculture/index.htm>
- Project CRESC Lesson Materials on Japanese Internment <https://www.caeducatorstogether.org/search?st=Japanese%20Internment>

BOARD RESOLUTION

NO. 27: 2024-25

Fred Korematsu Day

(January 30, 2025)

- WHEREAS,** the California Assembly and State Senate passed AB 1775 designating January 30 as Fred Korematsu Day of Civil Liberties and the Constitution and was signed into law in 2010; and
- WHEREAS,** this day commemorates the life and legacy of Korematsu, a courageous American who defied the Roosevelt administration’s internment policies during World War II; and
- WHEREAS,** Korematsu refused to comply with Civilian Exclusion Order 34, based on a federal executive order that imposed strict curfew regulations and required more than 120,000 Japanese Americans to leave their homes to be incarcerated in concentration camps; and
- WHEREAS,** Korematsu, who was arrested and convicted, fought back because he believed the conviction went against the basic freedoms guaranteed to him by the U.S. Constitution; and
- WHEREAS,** in his dissent, Supreme Court Justice Frank Murphy argued that the internment “falls into the ugly abyss of racism”; and
- WHEREAS,** Korematsu’s conviction was ultimately overturned in 1983 a decision that influenced the US government’s passage of the Civil Liberties Act of 1988, recognizing that a grave injustice was done by forced relocation and incarceration of civilian Americans because of wartime prejudice; and
- WHEREAS,** Fred Korematsu received the Presidential Medal of Freedom, the nation’s highest civilian honor from President Bill Clinton in 1998; and
- WHEREAS,** the Fred T. Korematsu Institute was established to provide information, educational resources, exhibits and advocacy to communities and schools to honor the legacy of Fred Korematsu as a civil rights hero for all Americans; and
- WHEREAS,** as the nation continues to face issues of social injustice and racism, it is especially important to commemorate and reflect on the life and legacy of Fred Korematsu and the injustice committed against him and other Japanese Americans during WWII; and
- WHEREAS,** LACOE is committed to combat racism and strives to be a leader in equity, diversity and inclusion; and
- WHEREAS,** the History-Social Science Framework for California Public Schools, K-12, states that the history curriculum at each grade level relating to community, state, region, nation and the world must reflect and integrate the experiences of men and women of different racial, religious and ethnic groups; and

WHEREAS, Ethnic Studies has been established as a graduation requirement for high school students across California, beginning with the graduating class of 2029-2030, Asian American and Pacific Islander studies is essential in order to prepare young people to understand, recognize and value the history, culture, challenges and contributions of Asian Americans and Pacific Islanders in American society, past and present.

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools hereby recognize January 30, 2025 as Fred Korematsu Day of Civil Liberties and the Constitution; and encourages districts and schools to include history curriculum about the life and legacy of Korematsu and the incarceration of Japanese Americans during WWII; and calls on education communities to observe this day with appropriate activities recognizing the importance of preserving and protecting our civil rights and liberties.

ADOPTED this 17th day of December 2024, by the Los Angeles County Board of Education in Downey, California.

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

Stanley L. Johnson, Jr., Ph.D.
Board President

Board Meeting – December 17, 2024

Item VI. Consent Calendar Recommendations

C. Adoption of Board Resolution No. 28 to Recognize January 2025 as National Human Trafficking Awareness Month

The Superintendent recommends that the County Board adopt Board Resolution No. 28 as part of the regular County Board meeting on December 17, 2024; and further recommends that the County Board declare January 2025 as Human Trafficking Awareness Month and calls on districts, schools and community organizations in Los Angeles County to observe this month with appropriate programs and activities to increase awareness of this horrific crime and promote prevention education to help end human trafficking.

Board Resolution No. 28 shown on the following page.

NEXT STEPS:

- Send out LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe this month and day with appropriate programs and activities.
- LACOE's Human Trafficking Youth Prevention Education (HYTPE) Demonstration Program focuses on preventing the human trafficking of youth in Los Angeles County through skill-based prevention education for educators and students in grades 6 - 12. The goal is to implement the program at all 80 school districts in Los Angeles County.
- Utilize an informed public health approach to administer, facilitate and monitor the HTYPE Demonstration Program focused on defining human trafficking, identifying risk and protective factors, developing and testing prevention strategies and assuring widespread dissemination for human trafficking prevention and resources.
- To partner with County partners to build the capacity of schools to provide skills-based human trafficking prevention education for educators, other staff and students and share information and resources.
- To Continue participating in the Los Angeles County CSEC and Labor Trafficking Steering Committees to develop a new strategic plan to maximize safety for youth and
- To train qualified individuals employed by the local educational agencies to implement and replicate project activities throughout school districts within Los Angeles County.
- To partner with DCFS to support implementation of the Safe Zone Initiative campaign to provide designated safe spaces for youth seeking safety from abuse and access to resources.

BOARD RESOLUTION

NO. 28: 2024-25

Human Trafficking Awareness Month

(January 2025)

- WHEREAS,** human trafficking is a human rights violation and is the recruitment, harboring, transportation, provision or obtaining of a person for labor or services through the use of force, fraud or coercion for the purpose of subjection to involuntary servitude, debt bondage, sex acts, sale of body organs or slavery; and
- WHEREAS,** human trafficking is a \$150 billion-a-year global enterprise and over 100,000 children and youth are commercially sexually exploited and used for forced labor in the United States annually; and
- WHEREAS,** human trafficking also affects highly vulnerable populations, including but not limited to the economically vulnerable, persons with disabilities and runaway youth, with disproportionate vulnerability for youth who identify as gay, lesbian, bisexual and transgender
- WHEREAS,** Race also has a profound impact on the risk of being trafficked, with Black youth representing more than 50% of all juvenile sex trafficking victims.
- WHEREAS,** schools serve as hubs for recruitment often targeting the most vulnerable, including youth experiencing high levels of trauma, low parent involvement, youth with special needs and youth in out-of-home placement; and
- WHEREAS,** Los Angeles County has been identified as one of the nation's high-intensity areas for human trafficking of youth, is one of the nation's most populous counties in the country and is also the site for large numbers of children and youth being victimized through commercial sexual exploitation and labor trafficking; and
- WHEREAS,** Children and youth represent a major population of trafficking victims in Los Angeles County that is estimated to be 30% of the total number or higher; and
- WHEREAS,** The Los Angeles County Office of Education is dedicated to supporting schools, districts and communities in Los Angeles County by providing training, technical assistance, best practices, legislative updates and resources to combat human trafficking; and
- WHEREAS,** National Human Trafficking Awareness Day will be recognized on January 11, 2025, and the month of January is recognized as National Slavery and Human Trafficking Prevention Month,
- WHEREAS,** LACOE will continue to collaborate with key partners and experts in this work, including the Los Angeles County Board of Supervisors, Los Angeles County Human Trafficking Taskforce, Los Angeles County Probation

Department, Department of Children and Family Services, University of Southern California, School of Social Work, Los Angeles County Sheriff's Department, Los Angeles County District Attorney's Office - Victims of Crimes, MilionKids, STAR Court, Department of Mental Health and other local and community-based organizations that provide services and support for human trafficking survivors; and

NOW THEREFORE BE IT RESOLVED that the Los Angeles County Board of Education hereby declares January 2025 as Human Trafficking Awareness Month and calls on districts, schools and community organizations in Los Angeles County to observe this month with appropriate programs and activities to increase awareness of this horrific crime and promote prevention education to help end human trafficking.

ADOPTED this 17th day of December 2024, by the Los Angeles County Board of Education in Downey, California.

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

Stanley L. Johnson, Jr., Ph.D.
Board President

Item VI. Consent Calendar Recommendations

- D. Adoption of Board Resolution No. 29 to Recognize Religious Freedom Day on January 16, 2025

The Superintendent recommends that the County Board adopt Resolution No. 29 as part of the regular County Board meeting on December 17, 2024; and further asks that the County Board declare January 16, 2025 as Religious Freedom Day and encourage all education communities to observe this day with appropriate programs and activities.

Board Resolution No. 29 is shown on the following page.

Next Steps:

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

BOARD RESOLUTION

NO. 29: 2024-25

Religious Freedom Day (January 16, 2025)

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

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

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

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

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

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

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

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

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

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools hereby declare January 16, 2025 as Religious Freedom Day and encourage all education communities to observe this day with appropriate programs and activities. We encourage school communities to focus on activities that generate in-depth discussions and understanding of the religious

diversity and culture present in our communities.

ADOPTED this 17th day of December 2024, by the Los Angeles County Board of Education in Downey, California.

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

Stanley L. Johnson, Jr., Ph.D.
Board President

Item VI. Consent Calendar Recommendations

- E. Adoption of Board Resolution No. 30 to Recognize January 27 as International Holocaust Remembrance Day

The Superintendent recommends that the County Board adopt Resolution No. 30 as part of the regular County Board meeting on DATE; and further recognize January 27, 2025 as International Holocaust Remembrance Day and encourage communities to observe this day with appropriate programs and activities that commemorate the victims of the Holocaust and educate about the dangers of antisemitism, hatred, bigotry and prejudice.

Board Resolution No. 30 follows on the next page.

Next Steps:

- Send out LACOE Communication and resources to the 80 districts and charter networks to encourage districts, schools and community organizations to observe this day with appropriate programs and activities.
- Provide support to districts to implement educational programs that include the history and lessons of the Holocaust, including educational materials and field trip opportunities in partnership with organizations such as the Holocaust Museum of Los Angeles and the Museum of Tolerance.
- Combat misinformation and defamation towards the Jewish Community as it relates to the Holocaust, including Holocaust denial.

BOARD RESOLUTION

NO. 30: 2024-2025

- WHEREAS,** International Holocaust Remembrance Day is observed on January 27 each year to honor the memory of the six million Jews and millions of other victims who were murdered or persecuted during the Holocaust; and
- WHEREAS,** the Holocaust was a state-sponsored and systematic persecution and murder of six million Jews by the Nazi regime and its collaborators, which also targeted other groups, including Roma, people with disabilities, political dissidents, LGBTQIA+ individuals and others; and
- WHEREAS,** the Holocaust is a stark reminder of the consequences of hatred, bigotry prejudice, and it is essential to educate future generations about the dangers of intolerance and the importance of standing up against injustice in all its forms; and
- WHEREAS,** the Los Angeles County Office of Education (LACOE) is deeply committed to fostering a safe, affirming, inclusive and respectful environment for all students, staff and community members and stands firmly against antisemitism and all forms of identity-based hate and violence; and
- WHEREAS,** as a county office of education, LACOE is uniquely positioned to amplify the critical role of public education in fostering community in our beautifully diverse region, championing cultural competency, uplifting and celebrating diverse forms of identity, combatting othering and cultivating belonging; and
- WHEREAS,** it is critical to acknowledge and commemorate the history and lessons of the Holocaust to promote understanding, tolerance and human rights; and
- WHEREAS,** Los Angeles is home to the second largest Jewish community in the United States, with more than half a million Jewish people calling our county home; and
- WHEREAS,** Los Angeles' Jewish community is diverse, with about half of Jewish households including someone born abroad or whose parents were born abroad, primarily from Latin America, Israel, Iran and the former Soviet Union. Nearly 20% identify as Sephardi or Mizrahi and about 6% identify as Jews of color.
- WHEREAS,** while a [recent report](#) published by the California Department of Justice demonstrated an overall decrease in reported hate related incidents from 2022 to 2023, hate crime events involving religious bias increased by 30%

in 2023, with Anti-Jewish bias events rising by 52.9% and Anti-Islamic (Muslim) bias events rising by 60%. Further, hate crime events involving sexual orientation bias increased by 3.6% and Anti-LGBTQ+ bias events rose by 86.4%.

WHEREAS, according to the Anti-Defamation League’s 2023 Audit of Antisemitic Incidents, there has been an alarming 135% increase in antisemitic incidents in public and private K-12 schools nationwide in the year since the October 7, 2023 attack on Israel.

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education recognizes January 27, 2025, as International Holocaust Remembrance Day and encourages all schools and community members to commemorate the victims of the Holocaust and educate about the dangers of antisemitism, hatred, bigotry and prejudice with appropriate programs and activities.

BE IT FURTHER RESOLVED that LACOE commits to incorporating educational resources and activities that highlight the history and lessons of the Holocaust into the curriculum during International Holocaust Remembrance Day and throughout the year.

ADOPTED this 17th day of December 2024, by the Los Angeles County Board of Education in Downey, California.

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

Stanley L. Johnson, Jr., Ph.D.
Board President

Board Meeting – December 17, 2024

Item VI. Consent Calendar Recommendations

- F. Adoption of Board Resolution No. 31 to Recognize and celebrate the Spectrum of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) New Year Traditions

The Superintendent recommends that the County Board adopt Resolution No. 31 as part of the regular County Board meeting on December 17, 2024; and further asks that the County Board declare January 29th as Lunar New Year 2025 and encourage all education communities to observe this day with appropriate programs and activities. We encourage school communities to focus on activities that enlighten the school community and promote a more inclusive New Year celebration for all.

Board Resolution No. 31 follows on the next page.

NEXT STEPS:

- LACOE's Equity, Diversity, and Inclusion division in collaboration with the heritage groups and the Equity and Social Justice team will provide opportunities for LACOE staff to learn about different cultural traditions and values.
- The Asian Pacific Heritage Group will host a Lunar New Year celebration where staff can come to learn about the Spectrum of Lunar New Year's traditions.

BOARD RESOLUTION

NO. 31: 2024-25

Celebrating a Spectrum of New Year Traditions (January 29, 2025)

- WHEREAS,** the new year presents an opportunity for reflection, renewal, and celebration;
- WHEREAS,** the Lunar New Year, also known as the Spring Festival or Chinese New Year, is a treasured traditional festival celebrated by over 2 billion people across East Asia, marking the end of winter and the arrival of spring with spirited cultural rituals, joyous family reunions, and hopeful aspirations for a prosperous new year;
- WHEREAS,** the Lunar New Year, with its origins rooted in the Shang Dynasty (c. 1600–1046 BCE), transcends a mere calendar change, blossoming into a vibrant celebration intertwined with ancestral reverence, agricultural rhythms guided by the lunar cycle, and folklore like the Nian legend, where the triumph of hope and good fortune over mythical adversity is woven into traditions like resounding fireworks and the fiery hues of red.
- WHEREAS,** our organization is enriched by the diverse cultural heritages of our members and stakeholders, including Asian American, Pacific Islander, and Native Hawaiian communities;
- WHEREAS,** Cambodia's spirited Chaul Chnam Thmey ("enter the new year"), a three-day public holiday rooted in ancient solar traditions and marked by the sun's entry into Aries, signifies not just the start of a new year but also the culmination of harvest and harmonious alignment with nature's rhythms;
- WHEREAS,** the lively festival of Songkran, Thailand's cherished New Year celebration, ushers in the new year according to the traditional Thai calendar, typically gracing us with its joyful revelry from April 13th to 15th, where playful water fights symbolizing purification and renewal intertwine with sacred temple visits, honoring traditions, and strengthening familial bonds, while the joyous spirit spills onto the streets, fostering a sense of community and unity as neighbors and strangers alike join in playful drenchings and celebrations, weaving an ancient tradition into the very fabric of Thai culture.
- WHEREAS,** during Chinese New Year, streets come alive with the spectacle of dancing dragons and lions, symbolizing strength and good fortune; the air fills with the aroma of delectable traditional dishes, showcasing culinary heritage; and the night sky illuminates with captivating fireworks displays, ushering in a year of hope and prosperity;

- WHEREAS,** Losar, the Tibetan New Year, ushers in a season of spiritual renewal and cultural richness, marked by vibrant monastic celebrations, enchanting traditional dance and music performances, prayers for a prosperous year, and a tapestry of colorful prayer flags and costumes, offering a unique opportunity to immerse in Tibetan traditions, foster dialogue and respect for their diverse beliefs and practices, and expand our understanding of the world's cultural tapestry.
- WHEREAS,** the radiant dawn of the Hindu New Year, celebrated across India's dynamic tapestry in March or April, paints each region with unique hues of cultural splendor, from the joyous Baisakhi harvests of the North to Maharashtra's Gudi Padwa hoisting colorful flags, South India's Ugadi and Puthandu bursting with mango leaves and neem, and Odisha's Maha Vishubha Sankranti's chariot processions, in western states such as Gujarat, and certain northern Hindu communities of India, the festival of Diwali signifies the start of a new year and is celebrated in October or November of each year, all united by the golden thread of fresh beginnings, prosperity, and joyous renewal;
- WHEREAS,** Tsagaan Sar, the Mongolian New Year, heralds the arrival of spring with a joyous embrace of nomadic traditions, where unique rituals and playful games intertwine, inviting you to savor delectable dairy-based feasts and share warm smiles with welcoming communities, fostering a tapestry of intercultural dialogue and respect for the diverse expressions of human culture.
- WHEREAS,** Pi Mai Lao, Laos' vibrant New Year celebration, paints the hottest days of April (around the 13th-15th) with joyous revelry, reuniting families across the country in a playful symphony of water throws, symbolizing renewal and washing away the old year's troubles;
- WHEREAS,** the dynamic Makahiki festival, a sacred celebration in Hawaiian culture, ushers in the new year with the celestial dance of Makali'i (Pleiades or Seven Sisters) gracing the sunset skies around late October or early November, marking the beginning of a four-month journey dedicated to the bountiful god Lono;
- WHEREAS,** in Vietnam, Tết Nguyên Đán transforms cities into lively tapestries, where colorful parades wind through streets bursting with joyful revelers, aromatic Vietnamese delicacies tantalize every palate, and the festive atmosphere invites participation in age-old customs;
- WHEREAS,** in Korea, Seollal unfolds a tapestry of time-honored rituals, from the graceful Sebae bowing ritual honoring elders to the vibrant performances and melodies that fill the air, culminating in a communal sharing of the soul-warming teokguk, a rice cake soup symbolizing longevity and new beginnings;

WHEREAS, Filipino communities celebrate with a symphony of traditions, from the grand Media Noche feast overflowing with bountiful dishes promising prosperity to the joyous countdown to midnight, where polka-dotted attire adorned with coins signifies good fortune and the symbolic midnight jump reaches for new heights in the coming year;

WHEREAS, these communities celebrate the New Year with diverse traditions that embody themes of prosperity, cleansing, and fresh beginnings;

WHEREAS, incorporating these traditions into our New Year celebrations can foster understanding, appreciation, and a more inclusive organizational culture;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors recognizes and celebrates the diverse new-year traditions of our members and stakeholders;

BE IT FURTHER RESOLVED that through our actions, we aim to build a more inclusive organizational culture that celebrates the richness of our diverse community and welcomes the New Year with shared joy and hope.

ADOPTED this 17th day of December 2024, by the Los Angeles County Board of Education in Downey, California.

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

Stanley L. Johnson, Jr., Ph.D.
Board President

Item VII. Recommendations / Public Hearing

A. Adopt the Superintendent’s Recommendation to Authorize the Renewal Petition for *Magnolia Science Academy-1, Grades 6-12*: Renewal Petition with Attached Report

a. Staff Findings on the Renewal Petition for *Magnolia Science Academy, Grades 6-12*, Pursuant to Education Code Sections 47605, 47607 and 47607.2

The Magnolia Science Academy (MSA-1) renewal petition is presented to the Los Angeles County Board of Education (County Board) pursuant to Education Code (EC) sections 47605, 47607, and 47607.2. The renewal process requires the authorizer to evaluate both the past performance of the charter school and whether the renewal petition meets the criteria for approval. MSA-1 is currently authorized by the Los Angeles County Board of Education. Charter renewal is governed by EC 47605, 47607, and 47607.2 and the California Code of Regulations, Title 5 (5 CCR) sections 11966.4 and 11966.5. The California Department of Education has designated MSA-1 as a middle performing school. As such, EC 47607(c)(2) and 47607.2(a) do not apply. Critical components of the applicable laws are as follows:

EC 47607(c)(1) sets an additional criterion for determining whether to grant a charter renewal, the charter authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

EC 47607(e) Notwithstanding subdivisions (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).

EC 47607.2(b) states, in relevant part:

- (1) for all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide

performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.

5 CCR 11966.5(c)(1-2) provides the considerations and criteria to be used by a county board for making a determination as to whether to renew a charter:

- (1) When considering a petition for renewal, the county board of education shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.
- (2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in **EC 47605(c) or failure to meet one of the criteria set forth in EC section 47607**. (Emphasis added)

EC 47607(a)(5)(b) states that renewals of charters are governed by the standards and criteria in 47605, and shall include, but not be

limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

EC 47605(c) requires a governing board to be guided by the intent of the legislature that charter schools should become an integral part of the education system and that a charter be granted if the governing board is satisfied that granting the charter is consistent with sound educational practice.

EC 47605(c) further states that a governing board may only deny a petition if it provides written factual findings specific to the petition that supports one or more of the following findings:

- (1) The charter school presents an unsound educational program.
- (2) The petitioners are demonstrably unlikely to successfully implement the program.
- (3) The petition does not contain the required number of signatures.
(Not applicable to a renewal petition)
- (4) The petition does not contain an affirmation of specified assurances.
- (5) The petition does not contain reasonably comprehensive descriptions of 15 required elements of a charter.
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7.

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only deny the petition if it provides written findings addressing the reasons for the denial.

A summary of key findings is presented through the table on the following page.

The complete report on the written findings of fact is attached.

LACOE staff will present the report to the County Board.

Magnolia Science Academy (MSA-1) Charter School Petition for Renewal		Meets Requirements*	
EC 47607(c), EC 47607.2(a) and EC 47607.2(b): Academic performance level			
Finding 1	The charter school provided evidence it met one of the statutory criteria for renewal.	Yes	
EC 47605(c): Failure to meet the criteria under Findings 2-5 is grounds for denial.			
Finding 2	Sound Educational Practice	Yes	
Finding 3	Ability to Successfully Implement Intended Program	Yes	
Finding 4	Affirmation of Specified Conditions	No	
Finding 5: The charter petition contains a reasonably comprehensive description of all required elements.	1	Description of Educational Program	No
	2	Measurable Pupil Outcomes	No
	3	Method for Measuring Pupil Progress	Yes
	4	Governance Structure	Yes*
	5	Employee Qualifications	Yes
	6	Health and Safety Procedures	Yes*
	7	Racial and Ethnic Balance	Yes
	8	Admission Requirements	Yes*
	9	Annual Independent Financial Audits	Yes*
	10	Suspension and Expulsion Procedures	Yes
	11	Retirement Coverage	Yes
	12	Public School Attendance Alternatives	Yes
	13	Post-employment Rights of Employees	Yes
	14	Dispute Resolution Procedures	Yes
	15	Closure Procedures	Yes
Finding 6:	Declaration of whether or not it will be the exclusive employer for the employees of the charter school	Yes	
Finding 7: The charter petition meets the additional statutory requirements EC 47605 (d), (f) – (i), (l) – (n)	(d)	Standards, Assessments and Parent Consultation	Qualifies
	(f)	Employment is Voluntary	Not Applicable
	(g)	Pupil Attendance is Voluntary	Not Applicable
	(h)	Effect on Authorizer and Financial Projections Facilities, Administrative Services, Civil Liability and Financial Statements, Nonprofit Board Member Information	Qualifies
	(i)	Targets Academically Low Achieving Pupils**	Qualifies
	(l)	Teacher Credentialing	Does not Meet
	(m)	Transmission of Audit Report	Qualifies
	(n)	Parent Involvement is Voluntary	Qualifies
<p><i>*Elements marked as meeting requirements may need further explanation, adjustment or technical changes; however, they are reasonably comprehensive and/or substantively comply with regulatory guidance and the LACOE standard of review described in Board Policy and the Superintendent’s Administrative Regulations.</i></p> <p><i>**Charters created to target academically low achieving pupils are given a priority for authorization.</i></p> <p><i>^There are indicators of potential civil liability effects upon the authorizer.</i></p>			

b. The Superintendent recommends that the Los Angeles County Board of Education (County Board) adopt the written findings of fact stated below and take action to approve the renewal of *Magnolia Science Academy, Grades 6-12*, for a term of five years commencing July 1, 2025, and ending June 30, 2030, subject to meeting the following conditions by the specified dates:

1. **By February 1, 2025**, the school shall submit to the Los Angeles County Office of Education (LACOE) the signed Monitoring and Oversight Memorandum of Understanding (MOU) following approval by the school’s governing board.
2. **By March 1, 2025**, the school shall submit to LACOE a revised charter petition that addresses deficiencies and/or includes necessary technical adjustments identified in the LACOE report on the findings of fact to the County Board dated December 10, 2024. Changes include but not limited to:

Element 1 (Description of Educational Programs): Changes necessary to include further details on interventions and how the charter will meet the needs of foster youth, English learners, and homeless youth as specified in the findings of fact.

Element 2 (Measurable Pupil Outcomes): Changes necessary to include goals that factor in the outcomes of previous objective measures and attempt to close the current achievement gaps among student groups as specified in the findings of fact.

Element 4 (Governance Structure): Changes necessary to include an organizational chart that indicates a direct line from the board to school leaders as specified in the findings of fact.

Element 6 (Health and Safety Procedures): Changes necessary to include concussion protocols and required safeguards as specified in the findings of fact.

Element 8 (Admission Requirements): Changes necessary required by the California Department of Education notice as specified in the findings of fact.

Element 9 (Annual Independent Financial Audits): Changes necessary to the petition to conform to financial reporting as specified in the findings of fact.

The County Superintendent of Schools shall determine whether the changes are sufficient; if they are not, the school shall complete additional changes to be sufficient by **April 30, 2025**.

3. By July 1, 2025,

- a. The school shall submit to LACOE a revised 2025-26 budget. The budget should include the 2025-26 Position Control Budget, including salaries and benefits for MSA-1.
- b. A Local Control and Accountability Plan (LCAP) approved by the charter school's governing board.
- c. The fiscal policies and procedures must clearly define the Charter Management Organization's (CMO) fee rate to be charged to each school.
 - i. The Magnolia Educational Research Foundation (MERF) allocates a CMO fee to each charter within the network based on The Home Office's actual expenses, factoring in the ADA.
 - ii. The CMO fee is not to exceed 15% of the schools' revenue, defined as the amount received in the current fiscal year from the local control formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.
 - iii. The CMO fee allocation shall be the lesser of i. or ii. above during the charter's authorization.
 - iv. Annual documentation submitted for the CMO fee must include:
 1. The Magnolia Public Schools (MPS) Home Office Budget, including the position control budget.
 2. An Excel File with calculations for the CMO fee allocation and any written CMO plan or agreement.
 3. Details for total Home Office Expenditure Allocation (CMO fees) distributed across all MSA charter schools.
 - v. **As a condition of approval, any intercompany or intraorganizational (including transfers and/or loans) between MSA charter schools, MERF, or any other related entity that extend beyond a one**

year term require a material revision and submission of a revised budget.

- vi. **While a school’s eligibility of differentiated assistance persists**, based on the performance criteria set by the SBE (where LEAs have at least one student group meeting the criteria in two or more priority areas), the school shall be prohibited from engaging in intercompany or intraorganizational transactions as defined in section v. above.

If any part or sub-part of conditions one (1) through three (3) is not met by the date specified, the Superintendent will notify the County Board at a regularly scheduled meeting. Failure to meet any of the conditions by the specified timeline is grounds for terminating authorization.

Terminating authorization of the charter is considered a denial.

The complete Report of the Findings of Fact on the renewal petition for *Magnolia Science Academy, Grades 6-12*, is attached.

Los Angeles County Office of Education
Charter School Office
Date: December 10, 2024

Staff Findings on the *Magnolia Science Academy*, Grades 6-12
Renewal Petition

BACKGROUND INFORMATION

Magnolia Science Academy (MSA-1) opened in 2002 when it was first authorized by the Los Angeles Unified School District Board of Education (LAUSD Board). It was subsequently twice renewed by the LAUSD Board in 2007 and 2012. In 2016, the LAUSD Board denied MSA-1's renewal request citing various fiscal and operational deficiencies, including: a failure to respond to reasonable requests from the authorizer; unlikely to successfully implement STEAM program; inconsistent fiscal policies and procedures; and failure to provide comprehensive descriptions of four of the 15 required elements.

MSA-1 submitted an appeal to the Los Angeles County Board of Education (County Board), and on December 20, 2016, the County Superintendent's recommendation to deny the appeal was overturned by the County Board. The staff report cited various concerns, including unsound educational programs for English learners (ELs) and students with disabilities (SWD); unrealistic financial plans; and failure to provide comprehensive descriptions for seven of the 15 required elements. The County Board authorized MSA-1 for a five-year term commencing on July 1, 2017, and ending on June 30, 2022. Due to legislative changes after the COVID-19 pandemic, the school's charter term was automatically extended to June 30, 2025.

This renewal petition submitted by MSA-1 is to renew the charter for a grades 6-12 school with current enrollment of approximately 720 students. The school is located at 18238 Sherman Way, Reseda, California, within the geographic boundary of LAUSD.

MSA-1 is one of 10 schools currently operated by the 501(c)(3) nonprofit public benefit corporation Magnolia Educational and Research Foundation (MERF), which does business as Magnolia Public Schools (MPS). This charter management organization (CMO) has eight schools in Los Angeles County, one in Orange County, and one in San Diego County.

Mission and Vision: The petition states the charter school's mission as: "Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others."

The school's vision is: "Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming ideas with creative thinking, effective communication, and the rigor of science."

Students Served by the School: MSA-1 serves students in grades 6-12, and the petition states enrollment is drawn mainly from Reseda and neighboring communities in the San Fernando Valley.

The 2023-24 enrollment at MSA-1 was approximately 714 students, with the following demographics: 90% Hispanic or Latino; 4% White; 3% Asian and 3% other. Significant student groups include: 90% Socioeconomically Disadvantaged Students (SED); 24% EL; 15% SWD; 4% Homeless Youth (HY); and less than 1% Foster Youth (FY).

The charts below present the most current demographic and enrollment data for MSA-1.

Staff Findings on the Renewal for the Magnolia Science Academy

**Table 1: Racial and Ethnic Composition of MSA-1
2023-24**

Student Groups	Number Enrolled	Percent of Total Enrollment
All	714	100
African American or Black	5	0.7
American Indian	1	0.1
Asian	23	3.2
Filipino	11	1.5
Hispanic or Latino	641	89.8
Pacific Islander	—	—
Two or More Races	3	0.4
White	30	4.2

“—” = no data
 Source: CDE Data & Statistics/Accessing Educational Data/
 Census Day Enrollment Data
<https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
 Retrieved 10-29-24

**Table 2: Student Group Composition of MSA-1
2023-24**

Student Groups	Number Enrolled	Percent of Total Enrollment
English Learners	174	24.4
Foster Youth	2	0.3
Homeless Youth	25	3.5
Socioeconomically Disadvantaged	642	89.9
Students With Disabilities	109	15.3

Source: CDE Data & Statistics/Accessing Educational Data/
 Census Day Enrollment Data
<https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
 Retrieved 10-29-24

Table 3: Enrollment by Year and Grade at MSA-1

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2017-18	88	84	84	75	77	73	62	543
2018-19	133	89	86	77	71	65	69	590
2019-20	125	133	87	86	80	73	66	650
2020-21	140	125	129	90	80	79	74	717
2021-22	115	133	116	133	86	83	76	742
2022-23	105	113	126	82	113	78	77	694
2023-24	111	123	117	104	80	104	75	714

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data
<https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
 CDE Data & Statistics/Accessing Educational Data/Enrollment by School (1981-2022)
<https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp> Retrieved 11-6-24

Since its authorization by the County Board, MSA-1 has received no formal, written notices of concern.

In 2023, MSA-1 was determined to be eligible for Differentiated Assistance (DA) due to the 2022 California Dashboard indicators for ELs and SWD in the areas of Academic Performance on California Assessment of Student Performance and Progress (CAASPP) and Chronic Absenteeism, and again in 2023 for ELs in the areas of CAASPP and Suspension Rate.

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations* Title 5 (5 CCR), County Board Policy and the Superintendent's Administrative Regulations.¹

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

A more detailed description of the LACOE petition renewal process can be found in Appendix A.

RENEWAL ELIGIBILITY

Basic Renewal Criteria²

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in the Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in EC 47605, 47607 and 47607.2:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of EC 47605(e)?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

MSA-1 is designated Middle Performing for EC 47607.2(b) Evaluation Purposes³

The school was not found eligible for high performing under EC 47607(c) nor low performing under EC 47607.2(a); therefore, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal

¹ Words in italics indicate a direct reference to the language in these documents.

² The full renewal criteria can be found in Appendix B.

³ Source: CDE Charter Schools Performance Category Data Files
<https://www.cde.ca.gov/sp/ch/performcategorydf.asp>. Retrieved 11-16-24

Staff Findings on the Renewal for the Magnolia Science Academy

- B. Shall also consider clear and convincing evidence with verified data showing either:
1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school
- OR
2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

Note: An Authorizer MAY DENY ONLY upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;
- AND
- (2) Closure is in the best interest of the pupils;
- AND
- (3) The decision provided greater weight to the performance on measurements of academic performance.

Written factual findings specific to this particular petition along with supporting facts are presented in the next section of this report.

FINDINGS OF FACT

Finding 1: The charter school met the renewal criteria specified in EC 47607.2(b).

MSA-1 was identified as middle performing charter school by the CDE. As such, verified data was utilized as one indicator within this renewal consideration. [EC 47607.2(c)]

In reviewing the schoolwide performance and performance of all numerically significant student groups on the California Dashboard and the verified data provided by the charter school, MSA-1 has provided clear and convincing evidence that the school is making year-over-year progress. As a grades 6-12 charter school, the California Dashboard for MSA-1 consists of the following indicators, academic performance on the California Assessment of Student Performance and Progress System (CAASPP) in English Language Arts (ELA) and Mathematics (Math); English Learner Progress Indicator (ELPI); College/Career Indicator (CCI); Chronic Absenteeism Indicator; Graduation Rate Indicator; Suspension Rate Indicator; and Local Indicators. MSA-1 uses NWEA MAP assessments as its verified data source for grades 6-11 to show year-over-year growth. Extensive data tables of these indicators are available in Appendix C.

Academic Performance Indicators on the California Dashboard Compared to State

In 2022, the school performance in ELA measured by the Distance from Standard (DFS) was lower than the state average for all students and three of the four numerically significant student groups. In 2023, the school performance in ELA, the DFS was lower than the state average for all students and all four numerically significant student groups.

Table 4: MSA-1 ELA Distance From Standard Compared to the State

	2022	2023
Indicator	ELA	
Status Metric	Distance from Standard	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Lower
English Learners	Lower	Lower
Socioeconomically Disadvantaged	Higher	Lower
Students with Disabilities	Lower	Lower
Are the majority of the numerically significant student groups performing at or above the state average?	NO (1 of 4)	NO (0 of 4)
Comprehensive CAASPP data including student groups and state comparison is available in Appendix C		

In 2022 and 2023, the school’s DFS for Math was lower than the state average for all students and the four numerically significant student groups.

Table 5: MSA-1 Math Distance from Standard Compared to the State

	2022	2023
Indicator	Math	
Status Metric	Distance from Standard	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Lower
English Learners	Lower	Lower
Socioeconomically Disadvantaged	Lower	Lower
Students with Disabilities	Lower	Lower
Are the majority of the numerically significant student groups performing at or above the state average?	NO (0 of 4)	NO (0 of 4)
Comprehensive CAASPP data including student groups and state comparison is available in Appendix C		

As the school did not show clear and convincing evidence of academic achievement through the California Dashboard, the school’s verified data, NWEA MAP, was reviewed. To demonstrate year-over-year progress, the student group’s Cognitive Growth Index (CGI) must be greater than or equal to -0.2. The NWEA MAP data is disaggregated by grade level for all students tested and numerically significant student groups as defined by the publisher (student groups with 10 or more students) for both Reading and Math. Of note, the school only administers the NWEA MAP test to grades 6-11. Therefore, data is available for a maximum of six grade levels.

In addition to reviewing the CGI, the participation rate was considered. The participation of students taking the NWEA test, as reported by the school in the petition, falls within an acceptable range when compared to the school's total enrollment.

The 2021-2022 Reading data for both all students in a grade level and all numerically significant student groups indicate that the school did not meet the required CGI for the majority of grade levels and student groups. However, the school did meet the required CGI for the majority of student groups for Reading in

Staff Findings on the Renewal for the Magnolia Science Academy

2022-2023 and 2023-2024 as well as all three years in Math. Therefore, the review of the data indicates that the school met year-over-year growth in both Reading and Math.

Table 6: MSA-1 NWEA MAP Reading and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	2 of 6	5 of 6	6 of 6		4 of 6	6 of 6	6 of 6
Numerically Significant Student Groups							
Hispanic or Latino	3 of 6	5 of 6	6 of 6		4 of 6	6 of 6	6 of 6
English Learners	2 of 4*	4 of 5*	5 of 6		4 of 4*	5 of 5*	6 of 6
Socioeconomically Disadvantaged	3 of 6	5 of 6	5 of 6		4 of 6	6 of 6	6 of 6
Students with Disabilities	2 of 6	5 of 5*	3 of 4*		4 of 6	5 of 6	4 of 4*
Are the majority of student groups performing above the state average?	NO (0 of 4)	YES (4 of 4)	YES (4 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)
Note: Data reflects grade levels with ten or more students in that student group. The school only administers the NWEA test to grades 6-11. Thus, each student group has at most six data points for each test. * Student group was less than ten students for one or more grade levels Comprehensive NWEA data is available in Appendix C							

It is noteworthy that the school’s petition included a weighted average of the student group, which NWEA and its psychometrician do not recommend as an appropriate way to display the data.

In 2023, the CCI for MSA-1 was higher than the state average for all students and the two numerically significant student groups. CCI was first reported on the California Dashboard in 2023; therefore, there is no data for 2022.

Table 7: MSA-1 CCI Percent Compared to the State

	2022	2023
Indicator	College and Career Indicator (CCI)	
Status Metric	Percent Prepared	
All Students	Not Reported in 2022	Higher
Numerically Significant Student Groups		
Hispanic or Latino		Higher
Socioeconomically Disadvantaged		Higher
Are the majority of the numerically significant student groups performing at or above the state average?		YES (2 of 2)
Comprehensive CCI data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, the ELPI for MSA-1 was higher than the state average.

Table 8: MSA-1 ELPI Percent Compared to the State

	2022	2023
Indicator	English Learner Progress Indicator (ELPI)	
Status Metric	Percent Making Progress	
English Learners	Higher	Higher
Comprehensive ELPI data including student groups and state comparison is available in Appendix C		

Staff Findings on the Renewal for the Magnolia Science Academy

The school attained measurable increases in academic achievement schoolwide and for numerically significant student groups for renewal in the four academic indicators per EC 47607.2(b). The performance on these academic indicators shall hold greater weight in determining charter renewal criterion.

Academic Engagement, School Conditions and School Climate Indicators on the California Dashboard Compared to State

In both 2022 and 2023, the graduation rate for MSA-1 was higher than the state average for all students and the two numerically significant student groups.

Table 9: MSA-1 Graduation Rate Percent Compared to the State

	2022	2023
Indicator	Graduation Rate	
Status Metric	Percent Graduated	
All Students	Higher	Higher
Numerically Significant Student Groups		
Hispanic or Latino	Higher	Higher
Socioeconomically Disadvantaged	Higher	Higher
Are the majority of the numerically significant student groups performing at or above the state average?	YES (2 of 2)	YES (2 of 2)
Comprehensive Graduation data including student groups and state comparison is available in Appendix C		

To attain measurable increases for renewal in areas of chronic absenteeism and suspension rate, the majority of the numerically significant student groups must be the same or lower than the state.

In 2022, the chronic absenteeism percentage for MSA-1 was lower than the state average for all students and three of the four numerically significant student groups. In 2023, the chronic absenteeism percentage for MSA-1 was lower than the state average for all students and two of the four numerically significant student groups. The two student groups that were above the state average did decrease from 2022 to 2023; EL decreased from 33.0% to 27.5%; and SWD decreased from 47% to 36.5%.

Table 10: MSA-1 Chronic Absenteeism Percent Compared to the State

	2022	2023
Indicator	Chronic Absenteeism	
Status Metric	Percent Chronically Absent	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Lower
English Learners	Lower	Higher
Socioeconomically Disadvantaged	Lower	Lower
Students with Disabilities	Higher	Higher
Are the majority of the numerically significant student groups performing at or above the state average?	YES 3 of 4	NO 2 of 4
Comprehensive Chronic Absenteeism data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, the suspension rate for MSA-1 was equal to or lower than the state average for all students and the majority of the numerically significant student groups.

Table 11: MSA-1 Suspension Rate Percent Compared to the State

	2021-22	2022-23
Indicator	Suspension Rate	
Status Metric	Percent Graduated	
All Students	Lower	Same
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Same
English Learners	Lower	Higher
Socioeconomically Disadvantaged	Lower	Lower
Students with Disabilities	Lower	Lower
Are the majority of the numerically significant student groups performing at or above the state average?	YES 4 of 4	YES 3 of 4
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, all Local Indicators⁴ were met.

Table 12: MSA-1 Local Indicators

	2021-22	2022-23
	Local Indicators	
Basics: teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Parent & Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met

Other Considerations

While the school was eligible for Differentiated Assistance (DA) starting in 2023-2024, the school created a plan for improvement. NWEA MAP data and school reported internal data indicated promising progress for ELs.

Analysis of enrollment data obtained from the California Department of Education (CDE), as required by *Education Code 47607(d)*, did not reveal any evidence that the school failed to serve students seeking enrollment.

The school has attained measurable increases in academic achievement, academic engagement, and school conditions and climate renewal criteria indicators providing clear and convincing evidence that the school is making year-over-year progress based on *EC 47607(b)*.

Finding 2: The petition does not provide an unsound educational program for students to be enrolled in the school. [*EC 47605(c)(1)*]

The program does not involve activities that would present the likelihood of physical, educational, or psychological harm to the affected pupils.

⁴ Per *EC 52064.5*, local indicators are self-assessed and self-reported by LEAs.

Finding 3: The petitioners are likely to successfully implement the proposed educational program.
[EC 47605(c)(2)]

5 CCR 11967.5.1(c) provides four indicators for the Board to consider *in determining whether charter petitioners are “demonstrably unlikely to successfully implement the program.”* The review team determined the petitioners are likely to successfully implement the charter as long as the school (1) meets its enrollment projections; and (2) meets its Average Daily Attendance (ADA) projections.

1. They have not had a past history of involvement in charter schools or other education agencies (public or private), that LACOE regards as unsuccessful.
2. They are familiar with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. They have not presented an unrealistic financial and operational plan for the proposed charter school.

The following fiscal analysis was used in making this determination and is provided for the Board’s consideration.

Finance and Operations Overview

The Magnolia Educational & Research Foundation (MERF) manages 10 charter schools. **Table 13** presents a summary of MERF's and its affiliated organizations' financial performance over the past five years (2018-19 to 2022-23). The table highlights financial metrics, including **Cash, Net Cash Flow, Net Assets, Operating Results, Liabilities, Students Served, and P2-ADA**. These figures provide insights into MERF's fiscal health and operational trends during the specified period.

Table 13: Magnolia Educational & Research Foundation and affiliated organizations

Year of Operation (2021-20)	Cash	Net Cash Flow	Net Assets	Operating Results	Liabilities	Students Served*
2018-19 (Year 1)	21,006,470	(1,594,023)	28,113,703	1,202,741	51,712,956	3,957
2019-20 (Year 2)	24,880,403	3,749,681	30,921,731	2,808,028	55,476,652	3,890
2020-21 Year (3)	22,858,187	(2,022,123)	43,676,816	12,755,085	48,148,303	3,870
2021- 22 Year (4)	29,396,853	6,537,566	47,696,574	4,019,758	50,067,338	3,708
2022- 23 Year (5)	41,517,716	12,154,451	53,752,216	6,055,642	92,250,232	3,586

Source: Annual independent consolidated audit reports (FY 2018-19 through FY 2022-23). MERF's FY 2023-24 annual independent consolidated audit report will be available on December 15, 2024. *Per Magnolia Educational & Research Foundation Audit Report consolidated financial statements.

Table 14 illustrates the last five years of financial performance (FY 2019 through FY 2023) for MERF and affiliated organizations.

Table 14: Organization-Wide Fiscal Performance

Year of Operation	Cash	Net Assets	Operating Results	Liabilities
Magnolia Educational & Research Foundation				
2018-19	\$2,681,572	\$1,623,663	\$829,702	\$2,565,353
2019-20	\$3,193,616	\$1,954,702	\$331,041	\$1,785,709
2020-21	\$2,713,961	\$2,958,031	\$1,003,329	\$765,455
2021-22	\$3,494,526	\$2,390,863	(\$567,168)	\$1,970,165
2022-23	\$1,880,254	\$3,563,059	\$1,172,196	\$2,312,334
MSA 1 – Magnolia Science Academy authorized by LACOE				
2018-19	\$2,939,938	\$4,862,158	\$50,314	\$1,117,549
2019-20	\$2,636,263	\$5,302,115	\$439,957	\$2,486,765
2020-21	\$2,702,957	\$8,002,068	\$2,699,953	\$2,003,143

Staff Findings on the Renewal for the Magnolia Science Academy

Year of Operation	Cash	Net Assets	Operating Results	Liabilities
2021-22	\$4,691,999	\$9,528,476	\$1,526,408	\$2,512,394
2022-23	\$7,082,543	\$11,005,785	\$1,477,309	\$30,312,538
MSA 2 – Magnolia Science Academy authorized by LACOE				
2018-19	\$1,158,184	\$1,016,553	(\$100,677)	\$918,809
2019-20	\$2,288,348	\$1,576,974	\$560,422	\$1,666,546
2020-21	\$2,270,880	\$3,041,572	\$1,464,598	\$1,092,239
2021-22	\$3,159,968	\$3,805,042	\$763,470	\$1,353,130
2022-23	\$3,171,900	\$5,642,260	\$1,837,218	\$24,114,024
MSA 3 – Magnolia Science Academy authorized by LACOE				
2018-19	\$991,716	\$1,047,010	(\$16,707)	\$751,997
2019-20	\$1,393,344	\$800,715	(\$246,293)	\$1,392,347
2020-21	\$1,191,007	\$2,178,326	\$1,377,611	\$796,105
2021-22	\$1,037,387	\$2,646,594	\$468,268	\$1,159,075
2022-23	\$3,240,633	\$3,254,116	\$607,522	\$2,342,482
MSA 4 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,475,263	\$1,322,729	(\$147,785)	\$520,194
2019-20	\$1,317,106	\$908,289	(\$414,439)	\$632,850
2020-21	\$1,137,866	\$1,221,947	\$313,658	\$442,177
2021-22	\$1,105,035	\$1,349,016	\$127,069	\$526,330
2022-23	\$1,599,759	\$1,448,873	\$99,857	\$953,012
MSA 5 – Magnolia Science Academy authorized by LACOE				
2018-19	\$1,987,156	\$1,782,007	(\$113,325)	\$607,609
2019-20	\$1,478,382	\$2,107,384	\$325,377	\$921,508
2020-21	\$1,648,188	\$3,033,303	\$925,919	\$618,388
2021-22	\$2,309,363	\$3,694,602	\$661,299	\$835,846
2022-23	\$4,234,391	\$5,303,440	\$1,608,838	\$2,265,217
MSA 6 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,719,960	\$1,814,289	\$210,391	\$189,559
2019-20	\$2,024,300	\$1,851,544	\$37,254	\$416,321
2020-21	\$2,037,758	\$2,410,544	\$559,000	\$252,105
2021-22	\$2,434,523	\$2,440,121	\$29,577	\$482,446
2022-23	\$2,993,077	\$2,848,933	\$408,212	\$723,790
MSA 7 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,314,944	\$1,542,641	\$44,445	\$374,015
2019-20	\$1,632,981	\$1,878,892	\$336,252	\$757,493
2020-21	\$1,421,162	\$2,499,146	\$620,254	\$392,881
2021-22	\$1,783,300	\$2,614,648	\$115,502	\$828,250
2022-23	\$2,865,843	\$3,259,094	\$644,446	\$3,101,905
MSA Bell – Magnolia Science Academy authorized by the California State Board of Education				
2018-19	\$2,529,656	\$4,235,561	\$151,844	\$741,755
2019-20	\$3,014,092	\$4,787,947	\$552,388	\$1,232,735
2020-21	\$3,386,788	\$6,112,819	\$1,324,872	\$771,350
2021-22	\$3,937,972	\$6,432,844	\$320,025	\$984,578
2022-23	\$6,786,891	\$7,604,881	\$1,172,037	\$2,580,419
MSA Santa Ana – Magnolia Science Academy, authorized by California State Board of Education				
2018-19	\$882,408	\$7,528,510	\$26,217	\$15,236,923
2019-20	\$2,509,874	\$7,618,559	\$90,043	\$16,013,355
2020-21	\$634,784	\$9,109,585	\$1,491,026	\$14,589,850

Staff Findings on the Renewal for the Magnolia Science Academy

Year of Operation	Cash	Net Assets	Operating Results	Liabilities
2021-22	\$1,791,037	\$9,513,550	\$403,965	\$14,056,814
2022-23	\$3,317,444	\$9,527,466	\$13,916	\$14,640,151
MSA San Diego – Magnolia Science Academy authorized by San Diego USD				
2018-19	\$235,322	\$342,660	(\$810,426)	\$727,325
2019-20	\$1,269,671	\$291,397	(\$51,265)	\$1,989,409
2020-21	\$1,598,406	\$1,219,780	\$928,383	\$1,528,696
2021-22	\$1,420,535	\$1,369,110	\$149,330	\$1,324,174
2022-23	\$1,964,663	\$1,409,667	\$40,557	\$9,279,744
Magnolia Properties Management, Inc. (MPM Inc/LLC.) formed on January 12, 2012				
2018-19	\$3,090,351	\$1,431,590	\$1,078,748	\$32,985,659
2019-20	\$2,122,426	\$2,278,881	\$847,291	\$29,549,320
2020-21	\$2,114,430	\$2,325,363	\$46,482	\$28,933,131
2021-22	\$2,231,208	\$2,347,376	\$22,013	\$28,287,064
2022-23	\$2,380,318	\$53,592,082	\$51,244,706	\$55,573,919
Source: Annual independent audit reports (FY 2018-19 thru FY 2022-23)				

Review of Prior Year Audit Reports

The petition includes annual audit reports for fiscal years 2018-19 through 2022-23, which provide a comprehensive overview of the financial position and compliance of the Magnolia Educational & Research Foundation (MERF). These audits confirm that MERF ended the 2022-23 fiscal year with a positive fund balance of **\$53,752,216**.

The Independent Auditors’ Reports for this period consistently resulted in an **unmodified opinion**, reflecting that the financial statements fairly represent MERF's financial position in all material respects. However, findings related to state awards were noted in the fiscal year 2022-23 audits for **MSA Bell** and **MSA San Diego**.

Table 15: MERF Annual Audit Reports

Entity	Fiscal Year	Auditing Firm	Opinion	Findings	Ending Fund Balance per Audit – June 30
Magnolia Educational & Research Foundation	2018-19	EideBailly CPAs & Business Advisors	Unmodified	None	28,113,703
Magnolia Educational & Research Foundation	2019-20	EideBailly CPAs & Business Advisors	Unmodified	Yes	30,921,731
Magnolia Educational & Research Foundation	2020-21	EideBailly CPAs & Business Advisors	Unmodified	None	43,676,816
Magnolia Educational & Research Foundation	2021-22	EideBailly CPAs & Business Advisors	Unmodified	None	47,696,574
Magnolia Educational & Research Foundation	2022-23	EideBailly CPAs & Business Advisors	Unmodified	State Award	53,752,216
Source: Annual independent audit reports (FY 2018-19 thru FY 2022-23)					

Audit Findings

Table 16: MERF Annual Audit Reports FY 2019-20

Finding Detail	Finding Description
Fiscal Year	FY 2019-20
Finding	2020-001 Internal Control
Code	30000

Staff Findings on the Renewal for the Magnolia Science Academy

Finding Detail	Finding Description
Finding Type	Internal Control
Criteria or Specific Requirements	Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Organization.
Conditions	Communicating Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.
Questioned Cost	There are no questioned costs identified with the condition note.
Context	An accrual related to accounts receivable, prepaid expenses, accounts payable, and refundable advance were not recorded and accounted for.
Effect	During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements which, if not recorded, would have resulted in a material misstatement of the financial statements.
Cause	The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year end accruals.
Recommendation	We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that the financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.
Repeat Finding (Yes or No)	No
Corrective Action Plan and Views of Responsible	The Organization agrees that having an internal control system over monitoring the year-end accruals is an important part of the Organization's overall internal control process. The Organization has created processes to monitor and implement these controls.
Current Status	Implemented

Table 17: MERF Annual Audit Reports FY 2022-23

Finding Detail	Finding Description																				
Fiscal Year	FY 2022-23																				
Finding	2023-001 After School Education and Safety Program																				
Code	40000																				
Finding Type	State Compliance																				
Criteria or Specific Requirements	According to the California <i>Education Code</i> Section 8482.4(c)(1), a charter that receives state funding for an after-school program must report attendance to the California Department of Education (CDE) semiannually. Such reporting must be supported by attendance records supporting student participation.																				
Conditions	<p>The Organization compiles monthly summaries of student attendance for submission to the CDE. However, in reviewing the Organization's monthly summary totals for the second semi-annual reporting period, it was noted that the Organization's monthly totals as summarized did not agree with what was reported on the semi-annual report. The CDE report for the first semi-annual report shows 151 and 7,235 students served for Magnolia Science Academy 8⁵ and Magnolia Science Academy San Diego, respectively. In contrast, the monthly summary totals for July through December 2022 shows 666 and 7,221 students served for the Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively.</p> <p>This resulted in the Organization misstated the number of students served by 501.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th align="center">Summarized Attendance Documentation</th> <th align="center">Attendance Report to the CDE</th> <th align="center">Difference</th> </tr> </thead> <tbody> <tr> <td>Charter School</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Magnolia Science Academy 8</td> <td align="center">666</td> <td align="center">151</td> <td align="center">515</td> </tr> <tr> <td>Magnolia Science Academy San Diego</td> <td align="center">7,221</td> <td align="center">7,235</td> <td align="center">-14</td> </tr> <tr> <td></td> <td></td> <td></td> <td align="center">501</td> </tr> </tbody> </table>		Summarized Attendance Documentation	Attendance Report to the CDE	Difference	Charter School				Magnolia Science Academy 8	666	151	515	Magnolia Science Academy San Diego	7,221	7,235	-14				501
	Summarized Attendance Documentation	Attendance Report to the CDE	Difference																		
Charter School																					
Magnolia Science Academy 8	666	151	515																		
Magnolia Science Academy San Diego	7,221	7,235	-14																		
			501																		

⁵ MSA 8 is also referred to as MSA Bell.

Staff Findings on the Renewal for the Magnolia Science Academy

Finding Detail	Finding Description
Questioned Cost	Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.
Context	The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2022 to December 2022. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.
Effect	In addition, the Organization was not compliant with <i>Education Code</i> Section 8482.4(c)(1) for the 2022-23 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.
Cause	The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.
Recommendation	For accurate attendance reporting, the Organization should review procedures used to report the number of students served to the CDE to methods are consistent to allow for accurate reporting. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE.
Repeat Finding (Yes or No)	No
Corrective Action Plan and Views of Responsible	The Organization is taking steps to audit attendance from the sign-in and out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.
Current Status	Not available at this time of the review (December 15) FY 2023-24 Audit is due.

Budget Projections

Table 18 provides a summary of the charter’s proposed budget for the fiscal years 2024-25 through 2027-28. This includes projected **Average Daily Attendance (ADA), Net Assets, Net Income, and Ending Cash Balance for the four years.** The positive Ending Cash Balance for FY 2024-25 through 2027-28 is contingent upon achieving the school’s targeted enrollment and ADA.

Budget Plan	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028
ADA	666.16	714.61	745.36	764
Net Assets	\$12,741,216	\$12,898,542	\$13,084,525	\$13,391,004
Net Income Projections	\$148,220	\$157,326	\$185,983	\$306,479
Projected Ending Cash Balance	\$7,210,289	\$8,127,982	\$8,332,064	\$8,897,236

To be fiscally solvent, the Budget Plan requires that the school (1) meets its enrollment projections and (2) meets its Average Daily Attendance (ADA) projections.

- The petitioners do not lack the necessary background in areas critical to the charter school’s success.

Finding 4: The petition does not contain an affirmation of all specified assurances. [EC 47605(c)(4); EC 47605(e)]

While the petition includes an affirmation for EC 47605(e)(4)(D), the language does not include the requirement of posting the notice to the charter school’s website.

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [EC 47605(c)(5)(A)-(O)]

Based on the guidance established in *Education Code*, California Code of Regulations, the requirements set forth in the Superintendent’s Administrative Regulations (AR) and other requirements of law, two of the 15 required elements are not reasonably comprehensive. The findings of the Review Team are as follows:

Element 1: Description of the Educational Program. *Not reasonably comprehensive*

1. The petition does not sufficiently indicate *how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.* [5 CCR 11967.5.1(f)(1)(F)]
 - A. While the petition has some intended interventions such as, after school tutoring, computer tutorials, intervention blocks, and support through co-teaching and instructional assistants, it is unclear how these are deployed, when these are deployed and how these vary or increase as a student moves from tier to tier. During the capacity interview, the school shared some metrics of determining interventions and how they are deployed during the school day.
 - B. The educational program does not include a description of how it meets the needs of and challenges for EL students. Considering the current gap in academic achievement of ELs at the school, the petition fails to include research-based interventions unique to this student group.
2. The petition lacks an adequate description of *how the charter school will meet the needs of special populations: foster youth and homeless youth.* [5 CCR 11967.5.1(f)(1)(G)] Immediate enrollment, minimum state graduation requirements and partial credits are absent from the petition in accordance with AB 167/216 and SB 578. The school has board policy for Foster Youth and Homeless Youth including minimum state requirements.

Element 2: Measurable Pupil Outcomes. *Not reasonably comprehensive*

1. The petition does not factor in *the outcome of previous objective measurements* and is not specific to each student group. *To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.*
 - A. Uniform growth for every student group without consideration of previous measurements only exacerbates the current achievement gap, fails to create a place for targeted intervention, and creates goals that are either unrealistic or that would allow the school to greatly decline in achievement.
 - i. Goal 2, Outcome 5 does not propose to decrease the achievement gap of student groups in comparison to state averages and between student groups. Further, it may even increase the gap between some student groups. This goal states, “All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-ELA/Literacy assessments, as measured by DFS on the CA School Dashboard.” The goal for each statistically significant student group is to increase three points from the previous year, but 2023 California Dashboard data shows, the DFS ranges from -114.1 to -41.1 and while all statistically significant student groups are below the state average, they vary from being 3.1 below the average of that student group to 39.5 below the average. Concerningly, if each group continues to meet the same increase each year the achievement gap would persist. Further, a student group that is 39 points below the state would take 13 years to equal the state average at a three-point increase yearly.
 - ii. Goal 2, Outcome 8 does not propose to decrease the achievement gap of student groups in comparison to state averages and between student groups. Further, it may even increase the gap between some student groups. This goal states, “All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.” The goal for each statistically significant student group is to increase three points from the previous year, but 2023 California Dashboard data shows, the DFS ranges from -161.8 to -82.7 and while all statistically significant student

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groups are below the state average, they vary from being 8.2 below the average of that student group to 47.2 below the average. A student group that is 47 points below the state would take over 17 years to equal the state average at a three-point increase yearly.

- iii. Goal 2, Outcome 10 does not propose to take meaningful steps to close the achievement gap between student groups. Further, this goal includes grade levels the school does not serve. This goal states, “Schoolwide and all statistically significant student groups in grades 5, 8, and 10-12 will demonstrate grade-level proficiency on the California Science Test (CAST) assessments.” The baseline for EL and SWD was 0.0% yet the goal is to increase 1% yearly, despite all other statistically significant student groups performing above 5% with a goal to increase at the same rate.
 - iv. Goal 3, Outcome 4 states, “Students graduating from MSA-1 will be “prepared for college and career” by earning a high school diploma and meeting at least one other criteria of the College and Career Indicator (CCI), i.e., meeting A-G requirements, earning College Credits, passing AP exams, taking dual enrollment college courses, receiving the State Seal of Biliteracy; Golden State Seal, etc.” The baselines for all students and reported student group are above 70%, but the goal is to be above 55% allowing a decline of 15 percentage points.
 - v. Goal 3, Outcome 8 proposes a decline in achievement for all student groups. This goal states, “Graduating seniors will have passed an AP exam with a score of 3 or higher.” The baseline for all students is 66.7%, but the goal is greater or equal to 35% allowing a decline of more than 31 percentage points.
 - vi. Goal 4, Outcome 3 proposes to eliminate a significant number of events thereby robbing families of opportunities to engage with the school. This goal states, “Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community and promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.” The baseline for this goal is the school having 78 events, but the goal is to be above 10 events, thereby proposing an 87% decline.
2. The petitioner contends that MPOs are not eligible criteria for renewal. On page 16 of the petition, the petitioner contends, “MSA-1 contests LACOE’s position that MPO are part of the legal criteria for charter renewal. They are not. Further, MPOs drafted under the pressure of conditional charter approval do not reflect a thoughtful approach to student growth and achievement.”

It is not only LACOE’s position that MPOs must be considered part of the review process, *EC 47601* states, *It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*

Further, *EC 47607(b)* states, *Renewal and material revisions of charters are governed by the standards and criteria described in Sections 47605. EC 47605(c)(5)(B) defines measurable pupil outcomes as one of the criteria of EC 47605.*

Element 3: Method for Measuring Pupil Progress. *Reasonably comprehensive*

Element 4: Governance Structure. *Reasonably comprehensive with a specific deficiency*

The petition fails to include *evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that the educational program will be*

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successful. The organizational chart does not include the role and reporting of the central office and the school to the governing board. During the capacity interview, the MPS board members clarified that the Superintendent directly reports to the board.

Element 5: Employee Qualifications. *Reasonably comprehensive*

Element 6: Health and Safety Procedures. *Reasonably comprehensive with specific deficiencies*

1. The petition fails to describe *how it will comply with requirements for an athletic program and concussion protocols set forth in law.*
2. The petition fails to describe the safeguard required for Family Educational Rights and Privacy Act (FERPA) procedures. FERPA and all appropriate safeguards are instead found in the Magnolia Public School Student-Parent Handbook.

Element 7: Means to Achieve a Reflective Racial, Ethnic Balance, Special Education and English Learner. *Reasonably comprehensive*

Recognizing the limitations on admissions to charter schools imposed by EC 47605(d), the petition contains specific information indicating the racial, ethnic, and Special Education and English Learner composition of the general population residing within the territorial jurisdiction of the school district in which the charter will be located is attained by the charter school.

Table 19: Racial and Ethnic Composition of MSA-1 and Local Community

Student Groups	Percent of Total Enrollment of School 2023-2024	Community* Zip code 91335
		Percent of Total Community
African American or Black	0.7	4.1
American Indian	0.1	0.8
Asian	3.2	8.20
Filipino	1.5	4.2
Hispanic or Latino	89.8	52.50
Pacific Islander	—	0.30
Two or more Races	0.4	9.70
White	4.2	39.3

“—” = no data
 Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> Retrieved 10-29-24
 *Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates https://data.census.gov/table/ACSDP5Y2022.DP05?t=Populations_20and20People&q=860XX00US91335

Element 8: Admission Requirements. *Reasonably comprehensive with a specific deficiency*

The Petition failed to include CDE notice to parents regarding filing complaints regarding admission policy and processes. The CDE notice to parents regarding complaints of admission policy and process is instead found only in the Magnolia Public School Student-Parent Handbook.

Element 9: Annual Independent Financial Audits. *Reasonably comprehensive with a specific deficiency*

The petition lacks the following statement determined by the LACOE Controller’s Office as necessary for the element to be considered reasonably comprehensive:

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Financial reporting to charter agency would be carried out in pursuant to EC section 47604.33. The petition does not include this statement.

Element 10: Suspension and Expulsion Procedures. *Reasonably comprehensive*

Element 11: STRS, PERS, and Social Security. *Reasonably comprehensive*

Element 12: Public School Attendance Alternatives. *Reasonably comprehensive.*

Element 13: Post-Employment Rights of Employees. *Reasonably comprehensive*

Element 14: Dispute Resolution Procedures. *Reasonably comprehensive*

Element 15: Closure Procedures. *Reasonably comprehensive*

Finding 6: *The petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).*

Finding 7: *The petition satisfies all of the Required Assurances of Education Code section 47605(d), (f) through (i), and (l) through (n) as follows:*

Standards, Assessments and Parent Consultation. *[EC 47605(d)] Meets the condition*

Employment is Voluntary. *[EC 47605(f)] Not applicable*

Pupil Attendance is Voluntary. *[EC 47605(g)] Not applicable*

Effect on the Authorizer and Financial Projections. *[EC 47605(h)] Provides the necessary evidence*

Preference to Academically Low Performing Students. *[EC 47605(i)] Qualifies*

Teacher Credentialing Requirement. *[EC 47605(l)] Does not meet the condition*

The assurance regarding teacher credentialing includes language for teachers authorized to teach based on 2019-2020 Charter flexibility; however, this law sunsets prior to the charter term.

Transmission of Audit Report. *[EC 47605(m)] Meets the condition*

Parent Involvement in Voluntary *[EC 47605(n)] Meets the condition*

Appendix A

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations*, Title 5 (5 CCR), County Board Policy and Superintendent’s Administrative Regulations.⁶

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

Reasonably Comprehensive: In addition to the regulatory guidance that specifies the components of each required element, 5 CCR section 11967.5.1(g) states a “reasonably comprehensive” description of the required petition elements shall include, but not be limited to, information that:

- (1) *Is substantive and is not, for example, a listing of topics with little elaboration.*
- (2) *For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.*
- (3) *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
- (4) *Describes, as applicable among the different elements, how the charter school will:*
 - (A) *Improve pupil learning.*
 - (B) *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
 - (C) *Provide parents, guardians, and pupils with expanded educational opportunities.*
 - (D) *Hold itself accountable for measurable, performance based pupil outcomes.*
 - (E) *Provide vigorous competition with other public school options available to parents, guardians, and students.*

Reasonably Comprehensive with Deficiencies: An element may be reasonably comprehensive but lacks specific critical information or contains an error important enough to warrant correction. These elements are described as “reasonably comprehensive” with a specific “deficiency” or “deficiencies.” Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

Technical Adjustments: Three circumstances may require a “technical adjustment” to the petition:

- Adjustments necessary to reflect the County Board as the authorizer as required by statute. These adjustments are necessary because the petition was initially submitted to a local district and contains

⁶ Words in italics indicate a direct reference to the language in these documents.

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specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.

- Adjustments needed to bring the petition current with changes made to law since the petition was submitted to the district as required by statute.
- Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statute and County Board Policy) to the charter.

Affirmations and Assurances: The petition shall contain a clear, unequivocal affirmation of each requirement, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* section 47605(c)(4).

Reviewers: The Review Team included staff from Business Advisory Services, Facilities and Construction, Risk Management, Curriculum and Instruction, Special Education, Student Support Services, Human Resources, Office of General Counsel, the Division of Accountability, Support and Monitoring, and the Charter School Office.

Scope of Review: Findings are based on a review of the same petition and supporting documents considered by the local district, information obtained through the Capacity Interview and other communications with the petitioner(s) and representatives of the school, and other publicly available information.

Legislative Intent

The Review Team considered whether the petition complies with *EC* section 47601 of the *Charter Schools Act*, which states:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Additional Review Criteria Specific to a Renewal Petition

The renewal of a charter authorized by the County Board is governed by *EC* sections 47607 and 47605 or 47605.6 and 5 *CCR* section 11966.5, which provides the requirements for a renewal submission to a county board of education.

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EC 47607(b) states that renewals *are governed by the standards and criteria in section 47605* (the requirements to establish a charter), and shall include, but not be limited to, *a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.*

This language varies slightly from the requirement under 5 CCR 11966.4(a)(2), which requires the district to determine whether the renewal petition includes *a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.* (Emphasis added)

The Review Team determined whether each required element complies with current legal requirements and whether the petitioners showed they are familiar with current legal requirements through the Capacity Interview. If the petition did not comply or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable finding.

EC 47607(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or it not serving all pupils who wish to attend.

5 CCR 11966.5(b) provides the timelines, process and requirements for reviewing a renewal petition:

A petition for renewal, whether submitted to the county board of education as the chartering authority or on appeal from denial of the renewal petition by the local governing board, shall be considered by the county board of education upon receipt of the petition with all of the requirements set forth in this subdivision.

- (1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).*
- (2) A copy of the renewal charter petition, as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.
 - (A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.**
- (3) When applicable, a copy of the governing board's denial and supporting written factual findings, if available.*
- (4) A description of any changes to the renewal petition necessary to reflect the county board of education as the chartering entity.*

County staff may provide a description of whether the petitioner met submission requirements.

5 CCR 11966.5(c) provides the areas to be considered to make a determination as to whether a charter should be renewed and provides the conditions under which a county board may deny a renewal petition:

- (1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.*

Any concerns regarding the past performance of the school are addressed under **Finding 3 (Demonstrably Unlikely....)** Plans for future improvement, if provided, would be addressed as applicable under the appropriate petition requirement.

- (2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support*

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one or more of the grounds for denial set forth, as applicable, in Education Code 47605(c) or failure to meet one of the criteria set forth in Education Code section 47607(b)

Appendix B

RENEWAL CRITERIA

Basic Renewal Criteria

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC 47605*, *47607* and *47607.2*:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC 47605(e)*?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

High Performing *EC 47607(c)*

A charter school that for two consecutive years immediately preceding renewal:

- A. Received the two highest performance levels [green or blue] schoolwide on all state indicators on the Dashboard
- OR
- B. For all measurements of academic performance, the school received levels schoolwide that are the same or higher than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are higher than the state average

Middle Performing *EC 47607.2(b)*

For charter schools not designated under either the High or Low Performing criteria, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- B. Shall also consider clear and convincing evidence with verified data showing either:
 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

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2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: MAY DENY ONLY upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

- (2) Closure is in the best interest of the pupils;

AND

- (3) The decision provided greater weight to the performance on measurements of academic performance.

Low Performing EC 47607.2(a)

A charter school that for two consecutive years immediately preceding renewal:

- A. Received the two lowest performance levels [red or orange] schoolwide on all state indicators on the Dashboard

OR

- B. For all measures of academic performance, the school received performance levels schoolwide that are the same or lower than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are lower than the state average.

Note: Renewal for a 2-year term may occur only if the following written factual findings are both made

1. The charter school is taking meaningful steps to address the underlying causes of low performance, and those steps are/will be reflected in a written plan adopted by the school's governing body

AND

2. There is a clear and convincing evidence, demonstrated by verified data showing either:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

- b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers



Appendix C

**MAGNOLIA SCIENCE ACADEMY-1
CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA**

Table A: MSA-1 Charter School California Dashboard

Year	ELA	Math	ELPI	CCI	Graduation Rate	Chronic Absenteeism	Suspension
2021-22	Low*	Very Low*	Medium*	No Data	Very High*	Very High*	Low*
2022-23	Orange	Yellow	Green	Very High*	Yellow	Yellow	Orange

*Status only, no performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/>

Table B: MSA-1 2022 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Low*	423	-33.9	-12.2	-21.7	Lower
Asian	100	No Status	13	54.3	63	-8.7	Lower**
Hispanic or Latino	99	Low*	383	-41	-38.6	-2.4	Lower
White	100	No Status	12	40.2	21.9	18.3	Higher**
English Learner ³	99	Very Low*	130	-98.5	-61.2	-37.3	Lower
Homeless Youth	100	No Status	11	-70.5	-62.9	-7.6	Lower**
Socioeconomically Disadvantaged	99	Low*	362	-37.6	-41.4	3.8	Higher
Students With Disabilities	98	Very Low*	58	-109.7	-97.3	-12.4	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table C: MSA-1 2023 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change Level	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Orange	397	-41.1	Declined	-13.6	-27.5	Lower
Asian	100	No Status	12	-4.5	Declined	61.8	-66.3	Lower**
Filipino	100	No Status	11	31.4	No Data	44	-12.6	Lower**
Hispanic or Latino	98	Orange	353	-46.7	Declined	-40.2	-6.5	Lower
White	100	No Status	11	2.8	Declined	20.8	-18	Lower**
English Learners	97	Red	140	-107.2	Declined	-67.7	-39.5	Lower
Socioeconomically Disadvantaged	98	Orange	356	-45.7	Declined	-42.6	-3.1	Lower
Students With Disabilities	95	Red	56	-114.1	Declined	-96.3	-17.8	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24



Table D: MSA-1 2022 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Very Low*	421	-100.2	-51.7	-48.5	Lower
Asian	100	No Status**	13	-18.9	48.4	-67.3	Lower**
Hispanic or Latino	98	Very Low*	381	-107.8	-83.4	-24.4	Lower
White	100	No Status**	12	-37.4	-13.4	-24	Lower**
English Learners	99	Very Low*	129	-144.9	-92	-52.9	Lower
Homeless Youth	100	No Status**	11	-74.1	-101.8	27.7	Higher**
Socioeconomically Disadvantaged	99	Very Low*	361	-103.3	-84	-19.3	Lower
Students With Disabilities	97	Very Low*	57	-158.6	-130.8	-27.8	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table E: MSA-1 2023 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change Level	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Yellow	399	-82.7	Increased	-49.1	-33.6	Lower
Asian	100	No Status**	12	-40.1	Declined	50.8	-90.9	Lower
Filipino	100	No Status**	11	-12.6	No Data	7.4	-20	Lower**
Hispanic or Latino	98	Yellow	355	-89	Increased	-80.8	-8.2	Lower
White	100	No Status**	11	-37.2	Maintained	-11.1	-26.1	Lower**
English Learners	98	Orange	142	-140.6	Increased	-93.4	-47.2	Lower
Socioeconomically Disadvantaged	98	Yellow	358	-89	Increased	-80.8	-8.2	Lower
Students With Disabilities	97	Red	57	-161.8	Declined	-127.3	-34.5	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24



Table F: MSA-1 English Learner Progress Indicator

Year	Participation Rate	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	98.8	Medium*	151	53.6	50.3	3.3	Higher
2023	100	Green	148	55.4	48.7	6.7	Higher

*Status only, no performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table G: MSA-1 2023 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	77	72.7	43.9	28.8	Higher
Hispanic or Latino	Very High*	65	70.8	35.5	35.3	Higher
English Learners	No Status**	11	36.4	15.3	21.1	Higher**
Socioeconomically Disadvantaged	Very High*	74	71.6	35.4	36.2	Higher
Students With Disabilities	No Status*	13	30.8	12.3	18.5	Higher**

*Status only, performance color
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table H: MSA-1 2022 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	73	95.9	87.4	8.5	Higher
Hispanic or Latino	Very High*	67	95.5	85.3	10.2	Higher
English Learners	No Status**	18	94.4	73.3	21.1	Higher**
Socioeconomically Disadvantaged	Very High*	73	95.9	85.1	10.8	Higher
Students With Disabilities	No Status**	15	93.3	75.2	18.1	Higher**

*Status only, no performance color
** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24



Table I: MSA-1 2023 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State Percent	Difference from State Average	Higher or Lower
All	Yellow	78	94.9	Declined	86.4	8.5	Higher
Hispanic or Latino	Yellow	66	93.9	Declined	84.2	9.7	Higher
English Learners	No Status**	11	81.8	Declined	73.5		Higher**
Socioeconomically Disadvantaged	Yellow	75	94.7	Declined	83.7	11	Higher
Students With Disabilities	No Status**	14	92.9	Maintained	72.7	20.2	Higher**

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table J: MSA-1 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	368	29.9	30.0	-0.1	Lower
Hispanic or Latino	Very High*	337	31.5	35.8	-4.3	Lower
English Learner	Very High*	106	33.0	33.6	-0.6	Lower
Socioeconomically Disadvantaged	Very High*	311	28.3	37.4	-9.1	Lower
Students With Disabilities	Very High*	48	47.9	39.6	8.3	Higher

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Table K: MSA-1 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State	Difference from State Average	Higher or Lower
All	Yellow	370	23.5	Declined	24.3	-0.8	Lower
African American or Black	No Status**	11	18.2	No Data	36.4	-18.4	Lower**
Asian	No Status**	12	25.0	No Data	10.1	14.9	Higher**
Hispanic or Latino	Yellow	324	23.5	Declined	28.4	-4.9	Lower
White	No Status**	12	33.3	No Data	18.5	14.8	Higher**
English Learners	Orange	109	27.5	Declined	26.3	1.2	Higher
Homeless Youth	No Status**	11	27.3	No Data	38.7	-11.4	Lower**
Socioeconomically Disadvantaged	Yellow	332	23.5	Declined	29.9	-6.4	Lower
Students With Disabilities	Orange	52	36.5	Declined	33.1	3.4	Higher

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24



Table L: MSA-1 2022 Suspension Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Low*	759	1.7	3.1	-1.4	Lower
Asian	No Status**	26	0	0.9	-0.9	Lower**
Filipino	No Status**	13	0	1.2	-1.2	Lower**
Hispanic or Latino	Low*	683	1.9	3.3	-1.4	Lower
White	No Status**	26	0	2.6	-2.6	Lower**
English Learners	Medium*	179	2.8	3.2	-0.4	Lower
Homeless Youth	No Status**	14	0	5.5	-5.5	Lower**
Socioeconomically Disadvantaged	Low*	651	1.8	4	-2.2	Lower
Students With Disabilities	High*	116	5.2	5.4	-0.2	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24

Table M: MSA-1 2023 Suspension Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State Percent	Difference from State Average	Higher or Lower
All	Orange	747	3.5	Increased	3.5	0	Same
African American or Black	No Status**	11	0	No Data	8.8	-8.8	Lower**
Asian	No Status**	28	0	Maintained	1.1	-1.1	Lower**
Filipino	No Status**	14	0	Maintained	1.3	-1.3	Lower**
Hispanic or Latino	Orange	665	3.8	Increased	3.8	0	Same
White	No Status**	27	3.7	Increased	2.9	0.8	Higher
English Learners	Red	180	5	Increased	3.7	1.3	Higher
Homeless Youth	No Status**	20	0	Maintained	6.5	-6.5	Lower**
Socioeconomically Disadvantaged	Orange	662	3.6	Increased	4.5	-0.9	Lower
Students With Disabilities	Green	113	1.8	Declined	5.9	-4.1	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved: 11-4-24



MSA N: MSA-1 NWEA MAP Reading and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
Grade Levels Meeting CGI							
All Students	2 of 6	5 of 6	6 of 6		4 of 6	6 of 6	6 of 6
Numerically Significant Student Groups							
Hispanic or Latino	3 of 6	5 of 6	6 of 6		4 of 6	6 of 6	6 of 6
English Learners	2 of 4*	4 of 5*	5 of 6		4 of 4*	5 of 5*	6 of 6
Socioeconomically Disadvantaged	3 of 6	5 of 6	5 of 6		4 of 6	6 of 6	6 of 6
Students with Disabilities	2 of 6	5 of 5*	3 of 4*		4 of 6	5 of 6	4 of 4*
Are the majority of student groups performing above the state average?	NO (0 of 4)	YES (4 of 4)	YES (4 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)
Note: Data reflects grade levels with ten or more students in that student group. The school only administers the NWEA test to grades 6-11. Thus, each student group has at most six data points for each test * Student group was less than ten students for one or more grade levels Comprehensive NWEA data is available in Appendix C							

Table O: MSA-1 NWEA MAP Reading and Math CGI for All Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
Grade Level	Conditional Growth Index				Conditional Growth Index		
6	-0.56	-1.47	-0.04		-0.16	-0.18	1.10
7	1.12	1.36	1.96		0.46	0.92	0.95
8	-0.22	1.89	0.32		0.15	1.32	1.39
9	-0.78	-0.07	0.85		-0.31	0.62	0.98
10	0.73	1.35	2.00		1.09	1.00	4.41
11	-0.39	0.34	1.90		-1.12	1.49	1.49
Green cell indicates student group has met the minimum requirement for one year's growth, CGI \geq - 0.2 Red cell indicates student group has not met the minimum requirement for one year's growth Gray cell indicates the number of students is less than 10							

Table P: MSA-1 NWEA MAP Reading and Math CGI for Hispanic Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
Grade Level	Conditional Growth Index				Conditional Growth Index		
6	-0.59	-1.70	-0.03		-0.14	-0.06	0.80
7	1.04	1.22	2.09		0.48	0.79	0.97
8	-0.15	1.97	0.14		0.20	1.24	1.23
9	-0.79	-0.19	0.80		-0.37	0.62	1.08
10	0.41	1.38	1.99		0.85	1.01	4.67
11	-0.67	0.34	2.02		-1.56	1.59	1.50
Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq - 0.2 Red cell indicates student group has not met the minimum requirement for one year's growth Gray cell indicates the number of students is less than 10							



Table Q: MSA-1 NWEA MAP Reading and Math CGI for English Learners

Grade Level	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-2.06	-1.33	-1.19		0.35	-0.08	0.93
7	1.49	1.50	2.84		0.14	1.07	1.58
8	0.29	1.94	0.74		-0.06	1.16	1.79
9	-2.33	0.49	0.57		-0.01	0.25	3.15
10	--	0.73	3.73		--	0.44	11.48
11	--	--	1.54		--	--	1.48

Green cell indicates student group has met the minimum requirement for one year's growth, CGI \geq - 0.2
 Red cell indicates student group has not met the minimum requirement for one year's growth
 Gray cell indicates the number of students is less than 10

Table R: MSA-1 NWEA MAP Reading and Math CGI for Socioeconomically Disadvantaged Students

Grade Level	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-0.77	-1.18	-0.32		-0.11	-0.13	1.21
7	1.20	1.24	1.99		0.52	0.73	0.73
8	-0.10	1.87	0.32		0.08	1.32	1.39
9	-0.52	-0.09	0.54		-0.57	0.46	1.03
10	0.87	1.14	2.21		0.80	1.31	3.92
11	-0.67	0.30	1.98		-1.61	1.56	1.39

Green cell indicates student group has met the minimum requirement for one year's growth, CGI \geq - 0.2
 Red cell indicates student group has not met the minimum requirement for one year's growth
 Gray cell indicates the number of students is less than 10

Table S: MSA-1 NWEA MAP Reading and Math CGI for Students With Disabilities

Grade Level	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index		
6	-0.40	0.20	--		1.48	0.48	--
7	0.36	0.74	2.69		1.77	1.27	1.15
8	-0.75	3.68	2.63		-0.47	0.83	0.94
9	-1.26	--	-0.25		0.04	3.30	1.39
10	1.07	1.68	--		1.02	-0.21	--
11	-2.64	0.93	1.76		-1.76	2.81	0.39

Green cell indicates student group has met the minimum requirement for one year's growth, CGI \geq - 0.2
 Red cell indicates student group has not met the minimum requirement for one year's growth
 Gray cell indicates the number of students is less than 10

Item VII. Recommendations / Public Hearing

- B. Adopt the Superintendent’s Recommendation to Authorize the Renewal Petition for *Magnolia Science Academy-2, Grades 6-12*: Renewal Petition with Attached Report
- a. Staff Findings on the Renewal Petition for *Magnolia Science Academy-2, Grades 6-12*, Pursuant to Education Code (EC) Sections 47605, 47607 and 47607.2

The Magnolia Science Academy-2 (MSA-2) renewal petition is presented to the Los Angeles County Board of Education (County Board) pursuant to Education Code (EC) sections 47605, 47607, and 47607.2. The renewal process requires the authorizer to evaluate both the past performance of the charter school and whether the renewal petition meets the criteria for approval. MSA-2 is currently authorized by the Los Angeles County Board of Education.

Charter renewal is governed by EC 47605, 47607, and 47607.2 and the California Code of Regulations, Title 5 (5 CCR) sections 11966.4 and 11966.5. The California Department of Education has designated MSA-2 as a middle performing school. As such, EC 47607(c)(2) and 47607.2(a) do not apply. Critical components of the applicable laws are as follows:

EC 47607(c)(1) sets an additional criterion for determining whether to grant a charter renewal, the charter authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

EC 47607(e) Notwithstanding subdivisions (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).

EC 47607.2(b) states, in relevant part:

- (1) For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not

apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.

5 CCR 11966.5(c)(1-2) provides the considerations and criteria to be used by a county board for making a determination as to whether to renew a charter:

- (1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.
- (2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in **EC 47605(c) or failure to meet one of the criteria set forth in EC section 47607.** (Emphasis added)

EC 47607(a)(5)(b) states that renewals of charters are governed by the standards and criteria in 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

EC 47605(c) requires a governing board to be guided by the intent of the legislature that charter schools should become an integral part of the education system and that a charter be granted if the governing board is satisfied that granting the charter is consistent with sound educational practice.

EC 47605(c) further states that a governing board may only deny a petition if it provides written factual findings specific to the petition that supports one or more of the following findings:

- (1) The charter school presents an unsound educational program.
- (2) The petitioners are demonstrably unlikely to successfully implement the program.
- (3) The petition does not contain the required number of signatures.
(Not applicable to a renewal petition)
- (4) The petition does not contain an affirmation of specified assurances.
- (5) The petition does not contain reasonably comprehensive descriptions of 15 required elements of a charter.
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7.

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only deny the petition if it provides written findings addressing the reasons for the denial.

A summary of key findings is presented through the table on the following page.

The complete report on the written findings of fact is attached.

LACOE staff will present the report to the County Board.

Magnolia Science Academy-2 Charter School Petition for Renewal		Meets Requirements*	
EC 47607(c), EC 47607.2(a) and EC 47607.2(b): Academic performance level			
Finding 1	The charter school provided evidence it met one of the statutory criteria for renewal.	Yes	
EC 47605(c): Failure to meet the criteria under Findings 2-5 is grounds for denial.			
Finding 2	Sound Educational Practice	Yes	
Finding 3	Ability to Successfully Implement Intended Program	Yes	
Finding 4	Affirmation of Specified Conditions	No	
Finding 5: The charter petition contains a reasonably comprehensive description of all required elements.	1	Description of Educational Program	Yes*
	2	Measurable Pupil Outcomes	No
	3	Method for Measuring Pupil Progress	Yes
	4	Governance Structure	Yes*
	5	Employee Qualifications	Yes
	6	Health and Safety Procedures	Yes*
	7	Racial and Ethnic Balance	Yes
	8	Admission Requirements	Yes*
	9	Annual Independent Financial Audits	Yes*
	10	Suspension and Expulsion Procedures	Yes
	11	Retirement Coverage	Yes
	12	Public School Attendance Alternatives	Yes
	13	Post-employment Rights of Employees	Yes
	14	Dispute Resolution Procedures	Yes
	15	Closure Procedures	Yes
Finding 6:	Declaration of whether or not it will be the exclusive employer for the employees of the charter school	Yes	
Finding 7: The charter petition meets the additional statutory requirements EC 47605 (d), (f) – (i), (l) – (n)	(d)	Standards, Assessments and Parent Consultation	Qualifies
	(f)	Employment is Voluntary	Not Applicable
	(g)	Pupil Attendance is Voluntary	Not Applicable
	(h)	Effect on Authorizer and Financial Projections Facilities, Administrative Services, Civil Liability and Financial Statements, Nonprofit Board Member Information	Qualifies
	(i)	Targets Academically Low Achieving Pupils**	Qualifies
	(l)	Teacher Credentialing	Does not Meet
	(m)	Transmission of Audit Report	Qualifies
	(n)	Parent Involvement is Voluntary	Qualifies
<p><i>*Elements marked as meeting requirements may need further explanation, adjustment or technical changes; however, they are reasonably comprehensive and/or substantively comply with regulatory guidance and the LACOE standard of review described in Board Policy and the Superintendent’s Administrative Regulations.</i></p> <p><i>**Charters created to target academically low achieving pupils are given a priority for authorization.</i></p> <p><i>^There are indicators of potential civil liability effects upon the authorizer.</i></p>			

b. The Superintendent recommends that the Los Angeles County Board of Education (County Board) adopt the written findings of fact stated below and take action to approve the renewal of *Magnolia Science Academy-2, Grades 6-12*, for a term of five years commencing July 1, 2025, and ending June 30, 2030, subject to meeting the following conditions by the specified dates:

1. **By February 1, 2025**, the school shall submit to the Los Angeles County Office of Education (LACOE) the signed Monitoring and Oversight Memorandum of Understanding (MOU) following approval by the school’s governing board.

2. **By March 1, 2025**, the school shall submit to LACOE a revised charter petition that addresses deficiencies and/or includes necessary technical adjustments identified in the LACOE report on the findings of fact to the County Board dated December 10, 2024. Changes include but not limited to:

Element 1 (Description of Educational Programs): Changes necessary to include further details on interventions and how the charter will meet the needs of foster youth and homeless youth as specified in the findings of fact.

Element 2 (Measurable Pupil Outcomes): Changes necessary to include goals that factor in the outcomes of previous objective measures and attempt to close the current achievement gaps among student groups as specified in the findings of fact.

Element 4 (Governance Structure): Changes necessary to include an organizational chart that indicates a direct line from the board to school leaders as specified in the findings of fact.

Element 6 (Health and Safety Procedures): Changes necessary to include concussion protocols and required safeguards as specified in the findings of fact.

Element 8 (Admission Requirements): Changes necessary required by the California Department of Education notice as specified in the findings of fact.

Element 9 (Annual Independent Financial Audits): Changes necessary to the petition to conform to financial reporting as specified in the findings of fact.

The County Superintendent of Schools shall determine whether the changes are sufficient; if they are not, the school shall complete additional changes to be sufficient by **April 30, 2025**.

3. **By July 1, 2025**,

- a. The school shall submit to LACOE a revised 2025-26 budget. The budget should include the 2025-26 Position Control Budget, including salaries and benefits for MSA-2.
- b. A Local Control and Accountability Plan (LCAP) approved by the charter school's governing board.
- c. The fiscal policies and procedures must clearly define the Charter Management Organization's (CMO) fee rate to be charged to each school.
 - i. The Magnolia Educational Research Foundation (MERF) allocates a CMO fee to each charter within the network based on The Home Office's actual expenses, factoring in the ADA.
 - ii. The CMO fee is not to exceed 15% of the schools' revenue, defined as the amount received in the current fiscal year from the local control formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.
 - iii. The CMO fee allocation shall be the lesser of i. or ii. above during the charter's authorization.
 - iv. Annual documentation submitted for the CMO fee must include:
 1. The Magnolia Public Schools (MPS) Home Office Budget, including the position control budget.
 2. An Excel File with calculations for the CMO fee allocation and any written CMO plan or agreement.
 3. Details for total Home Office Expenditure Allocation (CMO fees) distributed across all MSA charter schools.
 - v. **As a condition of approval, any intercompany or intraorganizational (including transfers and/or loans) between MSA charter schools, MERF, or any other related entity that extend beyond a one year term require a material revision and submission of a revised budget.**

- vi. **While a school's eligibility of differentiated assistance persists**, based on the performance criteria set by the SBE (where LEAs have at least one student group meeting the criteria in two or more priority areas), the school shall be prohibited from engaging in intercompany or intraorganizational transactions as defined in section v. above.

If any part or sub-part of conditions one (1) through three (3) is not met by the date specified, the Superintendent will notify the County Board at a regularly scheduled meeting. Failure to meet any of the conditions by the specified timeline is grounds for terminating authorization.

Terminating authorization of the charter is considered a denial.

The complete Report of the Findings of Fact on the renewal petition for *Magnolia Science Academy-2, Grades 6-12*, is attached.

Staff Findings on the *Magnolia Science Academy-2*, Grades 6-12
Renewal Petition

BACKGROUND INFORMATION

Magnolia Science Academy-2 (MSA-2) opened in 2007 when it was first authorized by the Los Angeles Unified School District Board of Education (LAUSD Board). It was renewed by the LAUSD Board in 2012. In 2016, the LAUSD Board denied MSA-2's renewal request citing various fiscal and operational deficiencies, including: a failure to respond to reasonable requests from the authorizer; inconsistent fiscal policies and procedures; and failure to provide comprehensive descriptions of four of the 15 required elements.

MSA-2 submitted an appeal to the Los Angeles County Board of Education (County Board), and on December 20, 2016, the County Superintendent's recommendation to deny the appeal was overturned by the County Board. The staff report cited various concerns, including unsound educational programs for English learners (ELs) and students with disabilities (SWD); unrealistic financial plans; and failure to provide comprehensive descriptions for seven of the 15 required elements. The County Board authorized MSA-2 for a five-year term commencing on July 1, 2017, and ending on June 30, 2022. Due to legislative changes after the COVID-19 pandemic, the school's charter term was automatically extended to June 30, 2025.

The renewal petition for MSA-2 is to renew the charter for a 6-12 school with current enrollment of approximately 530 students. The school is located at 17125 Victory Boulevard, Van Nuys, California within the geographic boundary of LAUSD.

MSA-2 is one of 10 schools currently operated by the 501(c)(3) nonprofit public benefit corporation Magnolia Educational and Research Foundation (MERF), which does business as Magnolia Public Schools (MPS). This charter management organization (CMO) has eight schools in Los Angeles County, one in Orange County, and one in San Diego County.

Mission and Vision: The petition states the charter school's mission as "Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide high quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others."

The school's vision is "Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming ideas with creative thinking, effective communication, and the rigor of science."

Students Served by the School: MSA-2 serves students in grades 6-12, and the petition states enrollment is drawn mainly from Van Nuys and neighboring communities in the San Fernando Valley.

The 2023-24 enrollment at MSA-2 was approximately 532 students, with the following demographics: 90% Hispanic or Latino; 4% White; 3% African American or Black; 2% Asian and 1% other; 93% Socioeconomically Disadvantaged Students (SED); 20% SWD; 15% EL; 2% Homeless Youth (HY) and less than 1% Foster Youth (FY).

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 1: Racial and Ethnic Composition of MSA-2 2023-2024

Student Groups	Number Enrolled	Percent of Total Enrollment
All	532	
African American or Black	517	3.2
American Indian	—	—
Asian	12	2.3
Filipino	2	0.4
Hispanic or Latino	480	90.2
Pacific Islander	—	—
Two or More races	1	0.2
White	20	3.8

“—” = no data
 Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
 Retrieved 10-29-24

Table 2: Student Group Composition of MSA-2 2023-2024

Student Groups	Number Enrolled	Percent of Total Enrollment
English Learners	77	14.5
Foster Youth	2	0.4
Homeless Youth	10	1.9
Socioeconomically Disadvantaged	495	93.0
Students With Disabilities	108	20.3

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
 Retrieved 10-29-24

Table 3: Enrollment by Year and Grade at MSA-2

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2017-18	100	93	86	62	49	44	37	471
2018-19	97	86	79	49	47	38	41	437
2019-20	95	90	79	46	46	41	38	435
2020-21	102	91	90	52	47	42	40	464
2021-22	88	108	92	69	58	48	41	504
2022-23	105	94	103	51	62	49	47	511
2023-24	101	101	105	49	73	59	44	532

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> CDE Data & Statistics/Accessing Educational Data/Enrollment by School(1981-2022) <https://www.cde.ca.gov/ds/ad/fileslistenr8122.asp> Retrieved 11-6-24

Since its authorization by the County Board, MSA-2 has received no formal, written notices of concern.

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations* Title 5 (5 CCR), County Board Policy and the Superintendent’s Administrative Regulations.¹

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

¹ Words in italics indicate a direct reference to the language in these documents.

Staff Findings on the Renewal for the Magnolia Science Academy-2

A more detailed description of the LACOE petition renewal process can be found in Appendix A.

RENEWAL ELIGIBILITY

Basic Renewal Criteria²

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in the Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC 47605*, *47607* and *47607.2*:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC 47605(e)*?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

MSA-2 is designated Middle Performing for *EC 47607.2(b)* Evaluation Purposes³

The school was not found eligible for high performing under *EC 47607(c)* nor low performing under *EC 47607.2(a)*; therefore, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
- B. Shall also consider clear and convincing evidence with verified data showing either:
 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in schoolOR
 2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: An Authorizer MAY DENY ONLY upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

- (2) Closure is in the best interest of the pupils;

² The full renewal criteria can be found in Appendix B.

³ Source: CDE Charter Schools Performance Category Data Files <https://www.cde.ca.gov/sp/ch/performcategorydf.asp>
Retrieved 11-16-24

Staff Findings on the Renewal for the Magnolia Science Academy-2

AND

- (3) The decision provided greater weight to the performance on measurements of academic performance.

Written factual findings specific to this particular petition along with supporting facts are presented in the next section of this report.

FINDINGS OF FACT

Finding 1: The charter school met the renewal criteria specified in EC 47607.2(b).

MSA-2 was identified as middle performing charter school by the CDE. As such, verified data was utilized as one indicator within this renewal consideration. [EC 47607.2(c)]

In reviewing the schoolwide performance and performance of all numerically significant student groups on the California Dashboard and the verified data provided by the charter school, MSA-2 has provided clear and convincing evidence that the school is making year-over-year progress. As a grades 6-12 charter school, the California Dashboard for MSA-2 consists of the following indicators, academic performance on the California Assessment of Student Performance and Progress System (CAASPP) in English Language Arts (ELA) and Mathematics (Math); English Learner Progress Indicator (ELPI); College/Career Indicator (CCI); Chronic Absenteeism Indicator; Graduation Rate Indicator; Suspension Rate Indicator; and Local Indicators. MSA-2 uses NWEA MAP assessments as its verified data source for grades 6-11 to show year-over-year growth. Extensive data tables of these indicators are available in Appendix C.

Academic Performance Indicators on the California Dashboard Compared to State

In 2022, the school performance in ELA measured by the Distance from Standard (DFS) was lower than the state average for all students and two of the four numerically significant student groups. In 2023, the school performance in ELA, the DFS was lower than the state average for all students but the majority of student groups, three of the four numerically significant student groups, were higher than the state average.

Table 4: MSA-2 ELA Distance from Standard Compared to the State

	2022	2023
Indicator	ELA	
Status Metric	Distance from Standard	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Higher
English Learners	Lower	Lower
Socioeconomically Disadvantaged	Higher	Higher
Students with Disabilities	Higher	Higher
Are the majority of the numerically significant student groups performing at or above the state average?	NO (2 of 4)	YES (3 of 4)
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

In 2022, the school’s DFS for Math was lower than the state average for all students and two of the four numerically significant student groups. In 2023, the Math DFS was lower than the state average for all students but the majority of student groups, three of the four numerically significant student groups, were higher than the state average.

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 5: MSA-2 Math Distance from Standard Compared to the State

	2022	2023
Indicator	Math	
Status Metric	Distance from Standard	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Higher
English Learners	Lower	Lower
Socioeconomically Disadvantaged	Higher	Higher
Students with Disabilities	Higher	Higher
Are the majority of the numerically significant student groups performing at or above the state average?	NO (2 of 4)	YES (3 of 4)
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

As the school did not show clear and convincing evidence of academic achievement through the California Dashboard, the school’s verified data, NWEA MAP, was reviewed. To demonstrate year-over-year progress, the student group’s Cognitive Growth Index (CGI) must be greater than or equal to -0.2. The NWEA MAP data is disaggregated by grade level for all students tested and numerically significant student groups as defined by the publisher (student groups with 10 or more students) for both Reading and Math. Of note, the school only administers the NWEA MAP test to grades 6-11. Therefore, data is available for a maximum of six grade levels.

In addition to reviewing the CGI, the participation rate was considered. The participation of students taking the NWEA test, as reported by the school in the petition, falls within an acceptable range when compared to the school's total enrollment.

The 2021-2022 and 2022-2023 Reading data for both all students in a grade level and all numerically significant student groups indicate that the school did meet the required CGI for the majority of grade levels and student groups. In 2023-2024, the school did not meet the required CGI for all students in Reading for three of the six grade level data. Further, only one of the four student groups met the required CGI that year. The school did meet the required CGI for the majority of student groups for all three years in Math. The review of the data indicates that the school met year-over-year growth two of the three years in Reading and three of three in Math. While the school has room for improvement, specifically in reading, staff determined that the school has made sufficient academic growth.

Table 6: MSA-2 NWEA MAP Reading and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
	Grade Levels Meeting CGI				Grade Levels Meeting CGI		
All Students	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
Numerically Significant Student Groups							
Hispanic or Latino	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
English Learners	2 of 2*	3 of 3*	2 of 4*		2 of 2*	3 of 3*	3 of 4*
Socioeconomically Disadvantaged	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
Students with Disabilities	4 of 4*	5 of 5*	2 of 6		4 of 4*	5 of 5*	4 of 6
Are the majority of student groups performing above the state average?	YES (4 of 4)	YES (4 of 4)	NO (0 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)
Note: Data reflects grade levels with ten or more students in that student group. The school only administers the NWEA test to grades 6-11. Thus, each student group has at most six data points for each test. * Student group was less than ten students for one or more grade levels Comprehensive NWEA data is available in Appendix C							

Staff Findings on the Renewal for the Magnolia Science Academy-2

It is noteworthy that the school’s petition included a weighted average of the student group, which NWEA and its psychometrician do not recommend as an appropriate way to display the data.

In 2023, the CCI for MSA-2 was higher than the state average for all students and the two numerically significant student groups. CCI was first reported on the California Dashboard in 2023; therefore, there is no data for 2022.

Table 7: MSA-2 CCI Percent Compared to the State

	2022	2023
Indicator	College and Career Indicator (CCI)	
Status Metric	Percent Prepared	
All Students	Not Reported in 2022	Higher
Numerically Significant Student Groups		
Hispanic or Latino		Higher
Socioeconomically Disadvantaged		Higher
Are the majority of the numerically significant student groups performing at or above the state average?		YES (2 of 2)
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, the ELPI for MSA-2 was higher than the state average.

Table 8: MSA-2 ELPI Percent Compared to the State

	2022	2023
Indicator	English Learner Progress Indicator (ELPI)	
Status Metric	Percent Making Progress	
English Learners	Higher	Higher
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

The school attained measurable increases in academic achievement schoolwide and for numerically significant student groups for renewal in the four academic indicators per EC 47607.2(b). The performance on these academic indicators shall hold greater weight in determining charter renewal criterion.

Academic Engagement, School Conditions and School Climate Indicators on the California Dashboard Compared to State

In both 2022 and 2023, the graduation rate for MSA-2 was higher than the state average for all students and the two numerically significant student groups.

Table 9: MSA-2 Graduation Rate Percent Compared to the State

	2022	2023
Indicator	Graduation Rate	
Status Metric	Percent Graduated	
All Students	Higher	Higher
Numerically Significant Student Groups		
Hispanic or Latino	Higher	Higher
Socioeconomically Disadvantaged	Higher	Higher
Are the majority of the numerically significant student groups performing at or above the state average?	YES (2 of 2)	YES (2 of 2)
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

Staff Findings on the Renewal for the Magnolia Science Academy-2

To attain measurable increases for renewal in areas of chronic absenteeism and suspension rate, the majority of the numerically significant student groups must be the same or lower than the state.

In both 2022 and 2023, chronic absenteeism percentage for MSA-2 was lower than the state average for all students and the majority of the numerically significant student groups.

Table 10: MSA-2 Chronic Absenteeism Percent Compared to the State

	2022	2023
Indicator	Chronic Absenteeism	
Status Metric	Percent Chronically Absent	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Lower
English Learners	Higher	Lower
Socioeconomically Disadvantaged	Lower	Lower
Students with Disabilities	Lower	Lower
Are the majority of the numerically significant student groups performing at or above the state average?	YES 3 of 4	YES 4 of 4
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, the suspension rate for MSA-2 was lower than the state average for all students and the four numerically significant student groups.

Table 11: MSA-2 Suspension Rate Percent Compared to the State

	2022	2023
Indicator	Suspension Rate	
Status Metric	Percent of Students Suspended at Least One Day	
All Students	Lower	Lower
Numerically Significant Student Groups		
Hispanic or Latino	Lower	Lower
English Learners	Lower	Lower
Socioeconomically Disadvantaged	Lower	Lower
Students with Disabilities	Lower	Lower
Are the majority of the numerically significant student groups performing at or above the state average?	YES 4 of 4	YES 4 of 4
Comprehensive Suspension data including student groups and state comparison is available in Appendix C		

In both 2022 and 2023, all Local Indicators⁴ were met.

⁴ Per EC 52064.5, local indicators are self-assessed and self-reported by LEAs.

Table 12: MSA-2 Local Indicators

	2022	2023
	Local Indicators	
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Parent & Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met

Other Considerations

Analysis of enrollment data obtained from the California Department of Education (CDE), as required by *Education Code* 47607(d), did not reveal any evidence that the school failed to serve students seeking enrollment.

The school has attained measurable increases in academic achievement, academic engagement, and school conditions and climate renewal criteria indicators providing clear and convincing evidence that the school is making year-over-year progress based on *EC* 47607.2(b).

Finding 2: The petition does not provide an unsound educational program for students to be enrolled in the school. [*EC* 47605(c)(1)]

The program does not *involve activities that would present the likelihood of physical, educational, or psychological harm to the affected pupils.*

Finding 3: The petitioners are likely to successfully implement the proposed educational program. [*EC* 47605(c)(2)]

5 *CCR* 11967.5.1(c) provides four indicators for the Board to consider *in determining whether charter petitioners are “demonstrably unlikely to successfully implement the program.”* The review team determined the petitioners are likely to successfully implement the charter as long as the school (1) meets its enrollment projections and (2) meets its Average Daily Attendance (ADA) projections.

1. They have not had a past history of involvement in charter schools or other education agencies (public or private), that LACOE regards as unsuccessful.
2. They are familiar with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. They have not presented an unrealistic financial and operational plan for the proposed charter school.

The following fiscal analysis was used in making this determination and is provided for the Board’s consideration.

Finance and Operations Overview

The Magnolia Educational & Research Foundation (MERF) manages 10 charter schools. **Table 13** presents a summary of MERF's and its affiliated organizations' financial performance over the past five years (2018-19 to 2022-23). The table highlights financial metrics, including **Cash, Net Cash Flow, Net Assets, Operating Results, Liabilities, Students Served, and P2-ADA**. These figures provide insights into MERF's fiscal health and operational trends during the specified period.

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 13: Magnolia Educational & Research Foundation and affiliated organizations

Year of Operation (2021-20)	Cash	Net Cash Flow	Net Assets	Operating Results	Liabilities	Students Served*
2018-19 (Year 1)	21,006,470	(1,594,023)	28,113,703	1,202,741	51,712,956	3,957
2019-20 (Year 2)	24,880,403	3,749,681	30,921,731	2,808,028	55,476,652	3,890
2020-21 Year (3)	22,858,187	(2,022,123)	43,676,816	12,755,085	48,148,303	3,870
2021- 22 Year (4)	29,396,853	6,537,566	47,696,574	4,019,758	50,067,338	3,708
2022- 23 Year (5)	41,517,716	12,154,451	53,752,216	6,055,642	92,250,232	3,586

Source: Annual independent consolidated audit reports (FY 2018-19 through FY 2022-23). MERF's FY 2023-24 annual independent consolidated audit report will be available on December 15, 2024. *Per Magnolia Educational & Research Foundation Audit Report consolidated financial statements.

Table 14 illustrates the last five years of financial performance (FY 2019 through FY 2023) for MERF and affiliated organizations.

Table 14: Organization-Wide Fiscal Performance

Year of Operation	Cash	Net Assets	Operating Results	Liabilities
Magnolia Educational & Research Foundation				
2018-19	\$2,681,572	\$1,623,663	\$829,702	\$2,565,353
2019-20	\$3,193,616	\$1,954,702	\$331,041	\$1,785,709
2020-21	\$2,713,961	\$2,958,031	\$1,003,329	\$765,455
2021-22	\$3,494,526	\$2,390,863	(\$567,168)	\$1,970,165
2022-23	\$1,880,254	\$3,563,059	\$1,172,196	\$2,312,334
MSA 1 – Magnolia Science Academy authorized by LACOE				
2018-19	\$2,939,938	\$4,862,158	\$50,314	\$1,117,549
2019-20	\$2,636,263	\$5,302,115	\$439,957	\$2,486,765
2020-21	\$2,702,957	\$8,002,068	\$2,699,953	\$2,003,143
2021-22	\$4,691,999	\$9,528,476	\$1,526,408	\$2,512,394
2022-23	\$7,082,543	\$11,005,785	\$1,477,309	\$30,312,538
MSA 2 – Magnolia Science Academy authorized by LACOE				
2018-19	\$1,158,184	\$1,016,553	(\$100,677)	\$918,809
2019-20	\$2,288,348	\$1,576,974	\$560,422	\$1,666,546
2020-21	\$2,270,880	\$3,041,572	\$1,464,598	\$1,092,239
2021-22	\$3,159,968	\$3,805,042	\$763,470	\$1,353,130
2022-23	\$3,171,900	\$5,642,260	\$1,837,218	\$24,114,024
MSA 3 – Magnolia Science Academy authorized by LACOE				
2018-19	\$991,716	\$1,047,010	(\$16,707)	\$751,997
2019-20	\$1,393,344	\$800,715	(\$246,293)	\$1,392,347
2020-21	\$1,191,007	\$2,178,326	\$1,377,611	\$796,105
2021-22	\$1,037,387	\$2,646,594	\$468,268	\$1,159,075
2022-23	\$3,240,633	\$3,254,116	\$607,522	\$2,342,482
MSA 4 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,475,263	\$1,322,729	(\$147,785)	\$520,194
2019-20	\$1,317,106	\$908,289	(\$414,439)	\$632,850
2020-21	\$1,137,866	\$1,221,947	\$313,658	\$442,177
2021-22	\$1,105,035	\$1,349,016	\$127,069	\$526,330
2022-23	\$1,599,759	\$1,448,873	\$99,857	\$953,012
MSA 5 – Magnolia Science Academy authorized by LACOE				
2018-19	\$1,987,156	\$1,782,007	(\$113,325)	\$607,609
2019-20	\$1,478,382	\$2,107,384	\$325,377	\$921,508
2020-21	\$1,648,188	\$3,033,303	\$925,919	\$618,388

Staff Findings on the Renewal for the Magnolia Science Academy-2

<i>Year of Operation</i>	<i>Cash</i>	<i>Net Assets</i>	<i>Operating Results</i>	<i>Liabilities</i>
2021-22	\$2,309,363	\$3,694,602	\$661,299	\$835,846
2022-23	\$4,234,391	\$5,303,440	\$1,608,838	\$2,265,217
MSA 6 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,719,960	\$1,814,289	\$210,391	\$189,559
2019-20	\$2,024,300	\$1,851,544	\$37,254	\$416,321
2020-21	\$2,037,758	\$2,410,544	\$559,000	\$252,105
2021-22	\$2,434,523	\$2,440,121	\$29,577	\$482,446
2022-23	\$2,993,077	\$2,848,933	\$408,212	\$723,790
MSA 7 – Magnolia Science Academy authorized by LAUSD				
2018-19	\$1,314,944	\$1,542,641	\$44,445	\$374,015
2019-20	\$1,632,981	\$1,878,892	\$336,252	\$757,493
2020-21	\$1,421,162	\$2,499,146	\$620,254	\$392,881
2021-22	\$1,783,300	\$2,614,648	\$115,502	\$828,250
2022-23	\$2,865,843	\$3,259,094	\$644,446	\$3,101,905
MSA Bell – Magnolia Science Academy authorized by the California State Board of Education				
2018-19	\$2,529,656	\$4,235,561	\$151,844	\$741,755
2019-20	\$3,014,092	\$4,787,947	\$552,388	\$1,232,735
2020-21	\$3,386,788	\$6,112,819	\$1,324,872	\$771,350
2021-22	\$3,937,972	\$6,432,844	\$320,025	\$984,578
2022-23	\$6,786,891	\$7,604,881	\$1,172,037	\$2,580,419
MSA Santa Ana – Magnolia Science Academy, authorized by California State Board of Education				
2018-19	\$882,408	\$7,528,510	\$26,217	\$15,236,923
2019-20	\$2,509,874	\$7,618,559	\$90,043	\$16,013,355
2020-21	\$634,784	\$9,109,585	\$1,491,026	\$14,589,850
2021-22	\$1,791,037	\$9,513,550	\$403,965	\$14,056,814
2022-23	\$3,317,444	\$9,527,466	\$13,916	\$14,640,151
MSA San Diego – Magnolia Science Academy authorized by San Diego USD				
2018-19	\$235,322	\$342,660	(\$810,426)	\$727,325
2019-20	\$1,269,671	\$291,397	(\$51,265)	\$1,989,409
2020-21	\$1,598,406	\$1,219,780	\$928,383	\$1,528,696
2021-22	\$1,420,535	\$1,369,110	\$149,330	\$1,324,174
2022-23	\$1,964,663	\$1,409,667	\$40,557	\$9,279,744
Magnolia Properties Management, Inc. (MPM Inc/LLC.) formed on January 12, 2012				
2018-19	\$3,090,351	\$1,431,590	\$1,078,748	\$32,985,659
2019-20	\$2,122,426	\$2,278,881	\$847,291	\$29,549,320
2020-21	\$2,114,430	\$2,325,363	\$46,482	\$28,933,131
2021-22	\$2,231,208	\$2,347,376	\$22,013	\$28,287,064
2022-23	\$2,380,318	\$53,592,082	\$51,244,706	\$55,573,919
Source: Annual independent audit reports (FY 2018-19 thru FY 2022-23)				

Review of Prior Year Audit Reports

The petition includes annual audit reports for fiscal years 2018-19 through 2022-23, which provide a comprehensive overview of the financial position and compliance of the Magnolia Educational & Research Foundation (MERF). These audits confirm that MERF ended the 2022-23 fiscal year with a positive fund balance of **\$53,752,216**.

The Independent Auditors’ Reports for this period consistently resulted in an **unmodified opinion**, reflecting that the financial statements fairly represent MERF's financial position in all material respects. However, findings related to state awards were noted in the fiscal year 2022-23 audits for **MSA Bell** and **MSA San Diego**.

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 15: MERF Annual Audit Reports

Entity	Fiscal Year	Auditing Firm	Opinion	Findings	Ending Fund Balance per Audit – June 30
Magnolia Educational & Research Foundation	2018-19	EideBailly CPAs & Business Advisors	Unmodified	None	28,113,703
Magnolia Educational & Research Foundation	2019-20	EideBailly CPAs & Business Advisors	Unmodified	Yes	30,921,731
Magnolia Educational & Research Foundation	2020-21	EideBailly CPAs & Business Advisors	Unmodified	None	43,676,816
Magnolia Educational & Research Foundation	2021-22	EideBailly CPAs & Business Advisors	Unmodified	None	47,696,574
Magnolia Educational & Research Foundation	2022-23	EideBailly CPAs & Business Advisors	Unmodified	State Award	53,752,216

Source: Annual independent audit reports (FY 2018-19 thru FY 2022-23)

Audit Findings

Table 16: MERF Annual Audit Reports FY 2019-20

Finding Detail	Finding Description
Fiscal Year	FY 2019-20
Finding	2020-001 Internal Control
Code	30000
Finding Type	Internal Control
Criteria or Specific Requirements	Management is responsible for the design, implementation, and maintenance of internal controls to ensure that the financial statements are free from material misstatements, whether due to error or fraud. This includes the posting of all material adjustments necessary to close the year and accurately reflect the activity of the Organization.
Conditions	Communicating Internal Control Related Matters Identified in an Audit defines a material weakness and significant deficiency. According to these definitions, an internal control system design must include elements to accurately prepare financial statements without adjustments by the auditor.
Questioned Cost	There are no questioned costs identified with the condition note.
Context	An accrual related to accounts receivable, prepaid expenses, accounts payable, and refundable advance were not recorded and accounted for.
Effect	During the course of our engagement, management identified material audit adjustments to the recorded account balances in the financial statements which, if not recorded, would have resulted in a material misstatement of the financial statements.
Cause	The timing of the accrual was during a transition period for new management making it difficult to implement this level of internal control to monitor year-end accruals.
Recommendation	We recommend management and those charged with governance evaluate the internal control structure and consider changes as necessary that will ensure that the financial statements are free from potential material misstatements and allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis.
Repeat Finding (Yes or No)	No
Corrective Action Plan and Views of Responsible	The Organization agrees that having an internal control system over monitoring the year-end accruals is an important part of the Organization’s overall internal control process. The Organization has created processes to monitor and implement these controls.
Current Status	Implemented

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 17: MERF Annual Audit Reports FY 2022-23

Finding Detail	Finding Description																				
Fiscal Year	FY 2022-23																				
Finding	2023-001 After School Education and Safety Program																				
Code	40000																				
Finding Type	State Compliance																				
Criteria or Specific Requirements	According to the California <i>Education Code</i> Section 8482.4(c)(1), a charter that receives state funding for an after-school program must report attendance to the California Department of Education (CDE) semiannually. Such reporting must be supported by attendance records supporting student participation.																				
Conditions	<p>The Organization compiles monthly summaries of student attendance for submission to the CDE. However, in reviewing the Organization’s monthly summary totals for the second semi-annual reporting period, it was noted that the Organization’s monthly totals as summarized did not agree with what was reported on the semi-annual report. The CDE report for the first semi-annual report shows 151 and 7,235 students served for Magnolia Science Academy 8⁵ and Magnolia Science Academy San Diego, respectively. In contrast, the monthly summary totals for July through December 2022 shows 666 and 7,221 students served for the Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively.</p> <p>This resulted in the Organization misstated the number of students served by 501.</p> <table border="1"> <thead> <tr> <th></th> <th>Summarized Attendance Documentation</th> <th>Attendance Report to the CDE</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td colspan="4">Charter School</td> </tr> <tr> <td>Magnolia Science Academy 8</td> <td>666</td> <td>151</td> <td>515</td> </tr> <tr> <td>Magnolia Science Academy San Diego</td> <td>7,221</td> <td>7,235</td> <td>-14</td> </tr> <tr> <td></td> <td></td> <td></td> <td>501</td> </tr> </tbody> </table>		Summarized Attendance Documentation	Attendance Report to the CDE	Difference	Charter School				Magnolia Science Academy 8	666	151	515	Magnolia Science Academy San Diego	7,221	7,235	-14				501
	Summarized Attendance Documentation	Attendance Report to the CDE	Difference																		
Charter School																					
Magnolia Science Academy 8	666	151	515																		
Magnolia Science Academy San Diego	7,221	7,235	-14																		
			501																		
Questioned Cost	Under the provisions of the program, there are no questioned costs associated with this condition. However, the number of students served appears understated by 515 students and overstated by 14 for Magnolia Science Academy 8 and Magnolia Science Academy San Diego, respectively, resulting in a misstatement of 501 for the first semi-annual reporting period for the Organization.																				
Context	The attendance condition was identified when the auditor selected one semi-annual reporting period dated July 2022 to December 2022. Auditor reviewed monthly summaries for the same period noting multiple exceptions as noted above.																				
Effect	In addition, the Organization was not compliant with <i>Education Code</i> Section 8482.4(c)(1) for the 2022-2023 fiscal year, since the number of students served as reported to the CDE is misstated when compared to supporting records.																				
Cause	The attendance condition appears to have resulted from inconsistent procedures utilized to track student attendance.																				
Recommendation	For accurate attendance reporting, the Organization should review procedures used to report the number of students served to the CDE to methods are consistent to allow for accurate reporting. Procedures for attendance should include an independent review of the sign out sheets, monthly summaries, and semi-annual reports prior to submitting them to the CDE.																				
Repeat Finding (Yes or No)	No																				
Corrective Action Plan and Views of Responsible	The Organization is taking steps to audit attendance from the sign-in and -out sheets to the excel spreadsheets used to report the attendance. The attendance will be reviewed by another staff member in addition to the staff member preparing the data.																				
Current Status	Not available at this time of the review (December 15) FY 2023-24 Audit is due.																				

Budget Projections

Table 18 provides a summary of the charter’s proposed budget for the fiscal years 2024-25 through 2027-28. This includes projected **Average Daily Attendance (ADA), Net Assets, Net Income, and Ending Cash Balance for the four years.** The positive Ending Cash Balance for FY 2024-25 through 2027-28 is contingent upon achieving the school’s targeted enrollment and ADA.

⁵ MSA 8 is also referred to as MSA Bell.

Staff Findings on the Renewal for the Magnolia Science Academy-2

Table 18: MSA-2 Proposed Budget Overview				
Budget Plan	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028
ADA	526.22	526.22	526.22	559.81
Net Assets	\$6,475,317	\$6,558,042	\$6,820,875	\$7,138,358
Net Income Projections	\$100,903	\$82,725	\$262,833	\$317,483
Projected Ending Cash Balance	\$2,431,291	\$2,964,296	\$3,160,672	\$3,445,108

To be fiscally solvent, the Budget Plan requires that the school (1) meets its enrollment projections and (2) meets its Average Daily Attendance (ADA) projections.

- The petitioners do not lack the necessary background in areas critical to the charter school’s success.

Finding 4: The petition does not contain an affirmation of all specified assurances. [EC 47605(c)(4); EC 47605(e)]

While the petition includes an affirmation for EC 47605(e)(4)(D), the language does not include the requirement of posting the notice to the charter school’s website.

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [EC 47605(c)(5)(A)-(O)]

Based on the guidance established in *Education Code*, California Code of Regulations, the requirements set forth in the Superintendent’s Administrative Regulations (AR) and other requirements of law, one of the 15 required elements is not reasonably comprehensive. The findings of the Review Team are as follows:

Element 1: Description of the Educational Program. *Reasonably comprehensive with specific deficiencies*

- The petition does not sufficiently indicate *how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.* [5 CCR 11967.5.1(f)(1)(F)] While the petition has some intended interventions such as, after school tutoring, computer tutorials, intervention blocks, and support through co-teaching and instructional assistants, it is unclear how these are deployed, when these are deployed and how these vary or increase as a student moves from tier to tier. During the capacity interview, the school shared some metrics of determining interventions and how they are deployed during the school day.
- The petition lacks an adequate description of *how the charter school will meet the needs of special populations: foster youth and homeless youth.* [5 CCR 11967.5.1(f)(1)(G)] Immediate enrollment, minimum state graduation requirements and partial credits are absent from the petition in accordance with AB 167/216 and SB 578. The school has board policy for foster youth and homeless youth including minimum state requirements.

Element 2: Measurable Pupil Outcomes. *Not reasonably comprehensive*

- The petition does not factor in *the outcome of previous objective measurements* and is not specific to each student group. *To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.*

Staff Findings on the Renewal for the Magnolia Science Academy-2

- A. Uniform growth for every student group without consideration of previous measurements only exacerbates the current achievement gap, fails to create a place for targeted intervention, and creates goals that are either unrealistic or that would allow the school to greatly decline in achievement.
- i. Goal 2, Outcome 5 does not propose to decrease the achievement gap of student groups in comparison to state average and between student groups. Further, it may even increase the gap between some student groups. This goal states, “All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-ELA/Literacy assessments, as measured by DFS on the CA School Dashboard.” The goal for each statistically significant student group is either maintain above the state average or to increase three points from the previous year, but 2023 California Dashboard data shows, the DFS ranges from -83.5 to -19.3. With every student group increasing at the same rate the school will never close the achievement gap. Furthermore, the DFS for SWD was -65.5, over 30 points below all students, but above the state average, thus the school’s goal is to only maintain students’ scores, continuing the achievement gap.
 - ii. Goal 2, Outcome 8 does not propose to decrease the achievement gap between student groups and may even increase the gap between some student groups. This goal states, “All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.” The goal for each statistically significant student group is to increase three points from the previous year, but 2023 California Dashboard data shows, the DFS ranges from -115.3 to -62.9. With every student group increasing at the same rate the school will never close the achievement gap. The DFS for SWD was -114.7, 12 points over the state average, but over 51 points below all students. Thus, the school’s goal is to only maintain students’ scores, continuing the achievement gap. Additionally, ELs are over 21 points below the state average. With a three-point increase would take over seven years to equal the state average and the school is not intending to meet the state average in this charter term.
 - iii. Goal 2, Outcome 10 does not propose to take meaningful steps to close the achievement gap between student groups. Further, this goal includes grade levels the school does not serve. This goal states, “Schoolwide and all statistically significant student groups in grades 5, 8, and 10-12 will demonstrate grade-level proficiency on the California Science Test (CAST) assessments.” The baseline for ELs and SWD was 0.0% and 7.4% respectively. The goal is to increase 1% yearly, despite all other statistically significant student groups baselines above 20%.
 - iv. Goal 3, Outcome 4 proposes a decline in achievement for all student groups. This goal states, “Students graduating from MSA-2 will be “prepared for college and career” by earning a high school diploma and meeting at least one other criteria of the College and Career Indicator (CCI), i.e., meeting A-G requirements, earning College Credits, passing AP exams, taking dual enrollment college courses, receiving the State Seal of Biliteracy; Golden State Seal, etc.” The baselines for all students and reported student group are at or above 80%, but the goal is to only be above 55% allowing a decline of 25 percentage points.
 - v. Goal 4, Outcome 3 proposes to eliminate a significant number of events thereby robbing families of opportunities to engage with the school. This goal states, “Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community and promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.” The baseline for this goal is the school having 45 events, but the goal is greater or equal to ten events, thereby proposing a 78% decline.

Staff Findings on the Renewal for the Magnolia Science Academy-2

2. The petitioner contends that MPOs are not eligible criteria for renewal. On page 16 of the petition, the petitioner contends, “MSA 2 contests LACOE’s position that MPO are part of the legal criteria for charter renewal. They are not. Further, MPOs drafted under the pressure of conditional charter approval do not reflect a thoughtful approach to student growth and achievement.”

It is not only LACOE’s position that MPOs must be considered part of the review process, *EC 47601 states, It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*

Further, *EC 47607(b) states, Renewal and material revisions of charters are governed by the standards and criteria described in Sections 47605. EC 47605(c)(5)(B) defines measurable pupil outcomes as one of the criteria of EC 47605.*

Element 3: Method for Measuring Pupil Progress. *Reasonably comprehensive*

Element 4: Governance Structure. *Reasonably comprehensive with a specific deficiency*

The petition fails to include *evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that the educational program will be successful.* The organizational chart does not include the role and reporting of the central office and the school to the governing board. During the capacity interview, the MPS board members clarified that the Superintendent directly reports to the board.

Element 5: Employee Qualifications. *Reasonably comprehensive*

Element 6: Health and Safety Procedures. *Reasonably comprehensive with specific deficiencies*

1. The petition fails to describe *how it will comply with requirements for an athletic program and concussion protocols set forth in law.*
2. The petition fails to describe the safeguard required for Family Educational Rights and Privacy Act (FERPA) procedures. FERPA and all appropriate safeguards are instead found in the Magnolia Public School Student-Parent Handbook.

Element 7: Means to Achieve a Reflective Racial, Ethnic Balance, Special Education and English Learner. *Reasonably comprehensive*

Recognizing the limitations on admissions to charter schools imposed by EC 47605(d), the petition contains specific information indicating the racial, ethnic, and Special Education and English Learner composition of the general population residing within the territorial jurisdiction of the school district in which the charter will be located is attained by the charter school.

Table 19: Racial and Ethnic Composition of MSA-2 and Local Community

Student Groups	Percent of Total Enrollment of School 2023-2024	Community* Zip code 91406
		Percent of Total Community
African American or Black	3.2	4.4
American Indian	--	0.9
Asian	2.3	4.5
Filipino	0.4	3.0
Hispanic or Latino	90.2	57.6
Pacific Islander	—	0.0
Two or more Races	0.2	15.7
White	3.8	38.6

“—” = no data
 Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/files/enrcensus.asp> Retrieved 11-6-24
 *Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates <https://data.census.gov/table/ACSDP5Y2022.DP05?t=Populations%20and%20People&g=860XX00US91406>

Element 8: Admission Requirements. *Reasonably comprehensive with a specific deficiency*

The petition failed to include CDE notice to parents regarding filing complaints regarding admission policy and processes. The CDE notice to parents regarding complaints of admission policy and process is instead found only in the Magnolia Public School Student-Parent Handbook.

Element 9: Annual Independent Financial Audits. *Reasonably comprehensive with a specific deficiency*

The petition lacks the following statement determined by the LACOE Controller’s Office as necessary for the element to be considered reasonably comprehensive:

Financial reporting to charter agency would be carried out in pursuant to EC section 47604.33. The petition does not include this statement.

Element 10: Suspension and Expulsion Procedures. *Reasonably comprehensive*

Element 11: STRS, PERS, and Social Security. *Reasonably comprehensive*

Element 12: Public School Attendance Alternatives. *Reasonably comprehensive.*

Element 13: Post-Employment Rights of Employees. *Reasonably comprehensive*

Element 14: Dispute Resolution Procedures. *Reasonably comprehensive*

Element 15: Closure Procedures. *Reasonably comprehensive*

Finding 6: *The petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).*

Finding 7: *The petition satisfies all of the Required Assurances of Education Code section 47605(d), (f) through (i), and (l) through (n) as follows:*

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Standards, Assessments and Parent Consultation. [EC 47605(d)] *Meets the condition*

Employment is Voluntary. [EC 47605(f)] *Not applicable*

Pupil Attendance is Voluntary. [EC 47605(g)] *Not applicable*

Effect on the Authorizer and Financial Projections. [EC 47605(h)] *Provides the necessary evidence*

Preference to Academically Low Performing Students. [EC 47605(i)] *Qualifies*

Teacher Credentialing Requirement. [EC 47605(l)] *Does not meet the condition*

The assurance regarding teacher credentialing includes language for teachers authorized to teach based on 2019-2020 Charter flexibility; however, this law sunsets prior to the charter term.

Transmission of Audit Report. [EC 47605(m)] *Meets the condition*

Parent Involvement in Voluntary [EC 47605(n)] *Meets the condition*

Appendix A

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations*, Title 5 (5 CCR), County Board Policy and Superintendent’s Administrative Regulations.⁶

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

Reasonably Comprehensive: In addition to the regulatory guidance that specifies the components of each required element, 5 CCR section 11967.5.1(g) states a “reasonably comprehensive” description of the required petition elements shall include, but not be limited to, information that:

- (1) *Is substantive and is not, for example, a listing of topics with little elaboration.*
- (2) *For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.*
- (3) *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
- (4) *Describes, as applicable among the different elements, how the charter school will:*
 - (A) *Improve pupil learning.*
 - (B) *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
 - (C) *Provide parents, guardians, and pupils with expanded educational opportunities.*
 - (D) *Hold itself accountable for measurable, performance based pupil outcomes.*
 - (E) *Provide vigorous competition with other public school options available to parents, guardians, and students.*

Reasonably Comprehensive with Deficiencies: An element may be reasonably comprehensive but lacks specific critical information or contain an error important enough to warrant correction. These elements are described as “reasonably comprehensive” with a specific “deficiency” or “deficiencies.” Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

Technical Adjustments: Three circumstances may require a “technical adjustment” to the petition:

- Adjustments necessary to reflect the County Board as the authorizer as required by statute. These adjustments are necessary because the petition was initially submitted to a local district and contains specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.

⁶ Words in italics indicate a direct reference to the language in these documents.

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- Adjustments needed to bring the petition current with changes made to law since the petition was submitted to the district as required by statute.
- Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statute and County Board Policy) to the charter.

Affirmations and Assurances: The petition shall contain a clear, unequivocal affirmation of each requirement, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* section 47605(c)(4).

Reviewers: The Review Team included staff from Business Advisory Services, Facilities and Construction, Risk Management, Curriculum and Instruction, Special Education, Student Support Services, Human Resources, Office of General Counsel, the Division of Accountability, Support and Monitoring, and the Charter School Office.

Scope of Review: Findings are based on a review of the same petition and supporting documents considered by the local district, information obtained through the Capacity Interview and other communications with the petitioner(s) and representatives of the school, and other publicly available information.

Legislative Intent

The Review Team considered whether the petition complies with *EC* section 47601 of the *Charter Schools Act*, which states:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Additional Review Criteria Specific to a Renewal Petition

The renewal of a charter authorized by the County Board is governed by *EC* sections 47607 and 47605 or 47605.6 and 5 *CCR* section 11966.5, which provides the requirements for a renewal submission to a county board of education.

EC 47607(b) states that renewals *are governed by the standards and criteria in section 47605* (the requirements to establish a charter), and shall include, but not be limited to, *a reasonably comprehensive*

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description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

This language varies slightly from the requirement under 5 CCR 11966.4(a)(2), which requires the district to determine whether the renewal petition includes *a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.* (Emphasis added)

The Review Team determined whether each required element complies with current legal requirements and whether the petitioners showed they are familiar with current legal requirements through the Capacity Interview. If the petition did not comply or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable finding.

EC 47607(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or it not serving all pupils who wish to attend.

5 CCR 11966.5(b) provides the timelines, process and requirements for reviewing a renewal petition:

A petition for renewal, whether submitted to the county board of education as the chartering authority or on appeal from denial of the renewal petition by the local governing board, shall be considered by the county board of education upon receipt of the petition with all of the requirements set forth in this subdivision.

(1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).

(2) A copy of the renewal charter petition, as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.

(A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.

(3) When applicable, a copy of the governing board's denial and supporting written factual findings, if available.

(4) A description of any changes to the renewal petition necessary to reflect the county board of education as the chartering entity.

County staff may provide a description of whether the petitioner met submission requirements.

5 CCR 11966.5(c) provides the areas to be considered to make a determination as to whether a charter should be renewed and provides the conditions under which a county board may deny a renewal petition:

(1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.

Any concerns regarding the past performance of the school are addressed under **Finding 3 (Demonstrably Unlikely....)** Plans for future improvement, if provided, would be addressed as applicable under the appropriate petition requirement.

(2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more

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of the grounds for denial set forth, as applicable, in Education Code 47605(c) or failure to meet one of the criteria set forth in Education Code section 47607(b).

Appendix B

RENEWAL CRITERIA

Basic Renewal Criteria

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC 47605*, *47607* and *47607.2*:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC 47605(e)*?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

High Performing *EC 47607(c)*

A charter school that for two consecutive years immediately preceding renewal:

- A. Received the two highest performance levels [green or blue] schoolwide on all state indicators on the Dashboard
- OR
- B. For all measurements of academic performance, the school received levels schoolwide that are the same or higher than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are higher than the state average.

Middle Performing *EC 47607.2(b)*

For charter schools not designated under either the High or Low Performing criteria, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
- B. Shall also consider clear and convincing evidence with verified data showing either:
 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

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2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: MAY DENY ONLY upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

- (2) Closure is in the best interest of the pupils;

AND

- (3) The decision provided greater weight to the performance on measurements of academic performance.

Low Performing EC 47607.2(a)

A charter school that for two consecutive years immediately preceding renewal:

- A. Received the two lowest performance levels [red or orange] schoolwide on all state indicators on the Dashboard

OR

- B. For all measures of academic performance, the school received performance levels schoolwide that are the same or lower than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are lower than the state average.

Note: Renewal for a 2-year term may occur only if the following written factual findings are both made

1. The charter school is taking meaningful steps to address the underlying causes of low performance, and those steps are/will be reflected in a written plan adopted by the school's governing body

AND

2. There is a clear and convincing evidence, demonstrated by verified data showing either:

- a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

- b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers



Appendix C

MAGNOLIA SCIENCE ACADEMY-2 CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA

Table A: MSA-2 - Charter School California Dashboard

Year	ELA	Math	ELPI	CCI	Graduation Rate	Chronic Absenteeism	Suspension
2022	Low	Low	Medium	No Data	Very High	Very High	Very Low
2023	Yellow	Yellow	Green	Very High	Blue	Yellow	Blue

*Status only, no performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/>

Table B: MSA-2 2022 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Low*	329	-35	-12.2	-22.8	Lower
Hispanic or Latino	100	Low*	302	-39.4	-38.6	-0.8	Lower
White	100	No Status**	11	16.4	21.9	-5.5	Lower**
English Learners	100	Very Low*	76	-89.4	-61.2	-28.2	Lower
Socioeconomically Disadvantaged	100	Low*	271	-36.6	-41.4	4.8	Higher
Students With Disabilities	100	Very Low*	60	-87.3	-97.3	10	Higher

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table C: MSA-2 2023 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change Level	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Yellow	336	-19.3	Increased	-13.6	-5.7	Lower
AA or Black	100	No Status**	14	-20.9	No Data	-59.6	38.7	Higher**
Hispanic or Latino	100	Yellow	297	-21.9	Increased	-40.2	18.3	Higher
White	100	No Status**	16	-27.5	Declined	20.8	-48.3	Lower**
English Learners	100	Orange	82	-83.5	Increased	-67.7	-15.8	Lower
Socioeconomically Disadvantaged	100	Yellow	302	-26.4	Increased	-42.6	16.2	Higher
Students With Disabilities	100	Yellow	60	-65.5	Increased	-96.3	30.8	Higher

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24



Table D: MSA-2 2022 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Low*	329	-77.9	-51.7	-26.2	Lower
Hispanic or Latino	100	Low*	302	-83.6	-83.4	-0.2	Lower
White	100	No Status**	11	-23.6	-13.4	-10.2	Lower**
English Learners	100	Very Low*	76	-119.6	-92	-27.6	Lower
Socioeconomically Disadvantaged	100	Low*	271	-80.1	-84	3.9	Higher
Students With Disabilities	100	Very Low*	60	-107.9	-130.8	22.9	Higher

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table E: MSA-2 2023 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change Level	State Distance From Standard	Difference from State Average	Higher or Lower
All	100	Yellow	335	-62.9	Increased	-49.1	-13.8	Lower
AA or Black	100	No Status**	14	-63.6	No Data**	-104.5	40.9	Higher**
Hispanic or Latino	100	Yellow	296	-66.9	Increased	-80.8	13.9	Higher
White	100	No Status**	16	-51.2	Declined	-11.1	-40.1	Lower**
English Learners	100	Orange	82	-115.3	Increased	-93.4	-21.9	Lower
Socioeconomically Disadvantaged	100	Yellow	301	-70.9	Increased	-80.8	9.9	Higher
Students With Disabilities	100	Red	60	-114.7	Declined	-127.3	12.6	Higher

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table F: MSA-2 English Learner Progress Indicator

Year	Participation Rate	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	100	Medium*	71	54.9	50.3	4.6	Higher
2023	98.8	Green	75	60.0	48.7	11.3	Higher

*Status only, no performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24



Table G: MSA-2 2023 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	49	81.6	43.9	37.7	Higher
Hispanic or Latino	Very High*	45	80.0	35.5	44.5	Higher
Socioeconomically Disadvantaged	Very High*	48	83.3	35.4	47.9	Higher

*Status only, no performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table H: MSA-2 2022 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	41	100	87.4	12.6	Higher
Hispanic or Latino	Very High*	34	100	85.3	14.7	Higher
Socioeconomically Disadvantaged	Very High*	40	100	85.1	14.9	Higher

*Status only, no performance color
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table I: MSA-2 2023 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State Percent	Difference from State Average	Higher or Lower
All	Blue	49	95.9	Declined	86.4	9.5	Higher
Hispanic or Latino	Blue	45	95.6	Declined	84.2	11.4	Higher
Socioeconomically Disadvantaged	Blue	48	95.8	Declined	83.7	12.1	Higher

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24



Table J: MSA-2 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very High*	297	27.3	30.0	-2.7	Lower
Hispanic or Latino	Very High*	270	26.7	35.8	-9.1	Lower
White	No Status**	12	33.3	21.9	11.4	Higher**
English Learners	Very High*	57	38.6	33.6	5.0	Higher
Socioeconomically Disadvantaged	Very High*	244	27.9	37.4	-9.5	Lower
Students With Disabilities	Very High*	55	34.5	39.6	-5.1	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table K: MSA-2 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State Percent	Difference from State Average	Higher or Lower
All	Yellow	310	21.3	Declined	24.3	-3.0	Lower
AA or Black	No Status**	12	41.7	No Data	36.4	5.3	Higher**
Hispanic or Latino	Yellow	277	20.9	Declined	28.4	-7.5	Lower
White	No Status**	15	20	Declined	18.5	1.5	Higher**
English Learners	Yellow	56	17.9	Declined	26.3	-8.4	Lower
Socioeconomically Disadvantaged	Yellow	281	22.1	Declined	29.9	-7.8	Lower
Students With Disabilities	Yellow	55	18.2	Declined	33.1	-14.9	Lower

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24



Table L: MSA-2 2022 Suspension Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
All	Very Low*	534	0.4	3.1	-2.7	Lower
AA or Black	No Status**	12	0	7.9	-7.9	Lower**
Asian	No Status**	20	0	0.9	-0.9	Lower**
Hispanic or Latino	Very Low*	472	0.4	3.3	-2.9	Lower
White	No Status**	23	0	2.9	-2.9	Lower**
English Learners	Low*	93	2.2	3.2	-1	Lower
Socioeconomically Disadvantaged	Very Low*	442	0.5	4	-3.5	Lower
Students With Disabilities	Very Low*	97	1	5.4	-4.4	Lower

*Status only, no performance color

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24

Table M: MSA-2 2023 Suspension Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change Level	State Percent	Difference from State Average	Higher or Lower
All	Blue	539	0.2	Maintained	3.5	-3.3	Lower
AA or Black	No Status**	16	0	Maintained	8.8	-8.8	Lower**
Asian	No Status**	19	0	Maintained	1.1	-1.1	Lower**
Hispanic or Latino	Blue	478	0.2	Maintained	3.8	-3.6	Lower
White	No Status**	26	0	Maintained	2.9	-2.9	Lower**
English Learners	Blue	89	0	Declined	3.7	-3.7	Lower
Socioeconomically Disadvantaged	Blue	485	0.2	Maintained	4.5	-4.3	Lower
Students With Disabilities	Blue	104	1	Maintained	5.9	-4.9	Lower

** Since the student group contains more than 10 but less than 30 students, there is data available, but according to the CDE this group is not considered a numerically significant student group for comparison to the state, and would not generate a performance color

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 11-4-24



Table N: MSA-2 NWEA MAP Reading and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
	Grade Levels Meeting CGI				Grade Levels Meeting CGI		
All Students	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
Numerically Significant Student Groups							
Hispanic or Latino	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
English Learners	2 of 2*	3 of 3*	2 of 4*		2 of 2*	3 of 3*	3 of 4*
Socioeconomically Disadvantaged	6 of 6	6 of 6	3 of 6		6 of 6	6 of 6	4 of 6
Students with Disabilities	4 of 4*	5 of 5*	2 of 6		4 of 4*	5 of 5*	4 of 6
Are the majority of student groups performing above the state average?	YES (4 of 4)	YES (4 of 4)	NO (0 of 4)		YES (4 of 4)	YES (4 of 4)	YES (4 of 4)
Note: Data reflects grade levels with ten or more students in that student group. The school only administers the NWEA test to grades 6-11. Thus, each student group has at most six data points for each test. * Student group was less than ten students for one or more grade levels Comprehensive NWEA data is available in Appendix C							

Table O: MSA-2 NWEA MAP Reading and Math CGI for All Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
Grade Level	Conditional Growth Index				Conditional Growth Index		
6	1.25	0.65	-0.81		1.14	0.58	-0.34
7	1.70	1.95	-0.78		1.94	1.29	-0.01
8	1.64	1.33	0.08		0.99	0.52	-0.40
9	3.08	2.50	-0.72		0.98	3.77	0.41
10	3.59	2.35	1.83		1.13	1.90	3.05
11	2.71	2.66	0.83		2.42	4.81	2.39
Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq - 0.2 Red cell indicates student group has not met the minimum requirement for one year's growth Gray cell indicates the number of students was less than 10							

Table P: MSA-2 NWEA MAP Reading and Math CGI for Hispanic or Latino Students

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
	NWEA MAP Reading				NWEA MAP Math		
Grade Level	Conditional Growth Index				Conditional Growth Index		
6	1.29	0.75	-0.70		1.24	0.55	-0.25
7	1.80	2.11	-0.79		2.01	1.44	0.16
8	1.54	1.32	0.16		1.12	0.57	-0.48
9	2.63	2.59	-0.69		0.88	3.93	0.62
10	3.71	2.48	1.65		1.20	2.51	3.15
11	2.84	3.11	1.36		1.93	4.62	1.95
Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq - 0.2 Red cell indicates student group has not met the minimum requirement for one year's growth Gray cell indicates the number of students was less than 10							



Table Q: MSA-2 NWEA MAP Reading and Math CGI for English Learners

Grade Level	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
	NWEA MAP Reading			NWEA MAP Math		
	Conditional Growth Index			Conditional Growth Index		
6	1.54	1.18	1.91	0.91	1.43	2.55
7	2.91	3.72	-0.58	2.12	2.25	0.27
8	--	2.83	-0.83	--	2.98	-1.78
9	--	--	0.58	--	--	0.04
10	--	--	--	--	--	--
11	--	--	--	--	--	--

Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq - 0.2
 Red cell indicates student group has not met the minimum requirement for one year's growth
 Gray cell indicates the number of students was less than 10

Table R: MSA-2 NWEA MAP Reading and Math CGI for Socioeconomically Disadvantaged Students

Grade Level	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
	NWEA MAP Reading			NWEA MAP Math		
	Conditional Growth Index			Conditional Growth Index		
6	1.07	0.66	-0.59	1.10	0.94	-0.25
7	1.96	2.15	-0.69	2.26	1.35	0.01
8	1.82	1.09	0.30	1.09	0.61	-0.40
9	3.03	2.75	-0.77	1.08	3.83	0.46
10	3.65	2.50	1.93	1.65	2.10	3.30
11	2.31	2.86	1.37	1.98	4.82	1.94

Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq - 0.2
 Red cell indicates student group has not met the minimum requirement for one year's growth
 Gray cell indicates the number of students was less than 10

Table S: MSA-2 NWEA MAP Reading and Math CGI for Students with Disabilities

Grade Level	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
	NWEA MAP Reading			NWEA MAP Math		
	Conditional Growth Index			Conditional Growth Index		
6	0.90	2.89	-1.92	0.91	2.81	-1.71
7	1.87	4.53	-0.76	2.07	2.71	-0.51
8	3.91	2.89	-0.23	0.36	1.38	0.10
9	3.69	2.34	-1.58	1.34	4.75	0.92
10	--	6.04	2.30	--	2.74	1.21
11	--	--	1.33	--	--	0.59

Green cell indicates student group has met minimum requirement for one year's growth, CGI \geq - 0.2
 Red cell indicates student group has not met the minimum requirement for one year's growth
 Gray cell indicates the number of students was less than 10

Board Meeting – December 17, 2024

Item VII. Recommendations

- C. Approval of the School Plans for Student Achievement (Title I) for Special Programs Support and Transformation Schools with Attached Staff Report (Enclosure)

Based on the staff report, Superintendent recommends that the County Board approve the School Plans for Student Achievement for Special Programs Support and Transformation Schools 2024-25.

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

REPORT:

Report on School Plan for Student Achievement (Title I) for Special Programs Support and Transformation Schools

Special Programs Support and Transformation staff will report on the School Plan for Student Achievement (SPSA) for 2024-25. Schools operating any program funded through the Consolidated Application, including those identified for Comprehensive Supports and Intervention (CSI), are required to complete a SPSA. The SPSAs are developed through a collaborative effort involving various school community members and consider the needs of specific student groups, such as students identified as English Learners. Funds discussed within the SPSA are supplemental and support existing state and local sources. The SPSA details the site's data analysis, goals, actions, and proposed costs for implementing the supplemental programs and services.



2024-25 School Plan for Student Achievement (SPSA)



Legal Guidance

Every Student Succeeds Act (ESSA)

ESSA requires schools receiving Title I funds to develop school plans to ensure that resources are used effectively to improve student success, particularly among disadvantaged kids.

Education Code 65000

In California, the SPSA is required under **California Education Code Section 64001**. Schools receiving federal or state categorical funding must develop a SPSA.

Schoolwide Title I

Title I federal funds are intended to:

- Improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]).
- Assist with transitions from schools and/ or institutions to employment.
- Target drop-out prevention and intervention.



Los Angeles County Office of Education Educational Programs

Title I Funded Schoolwide Programs



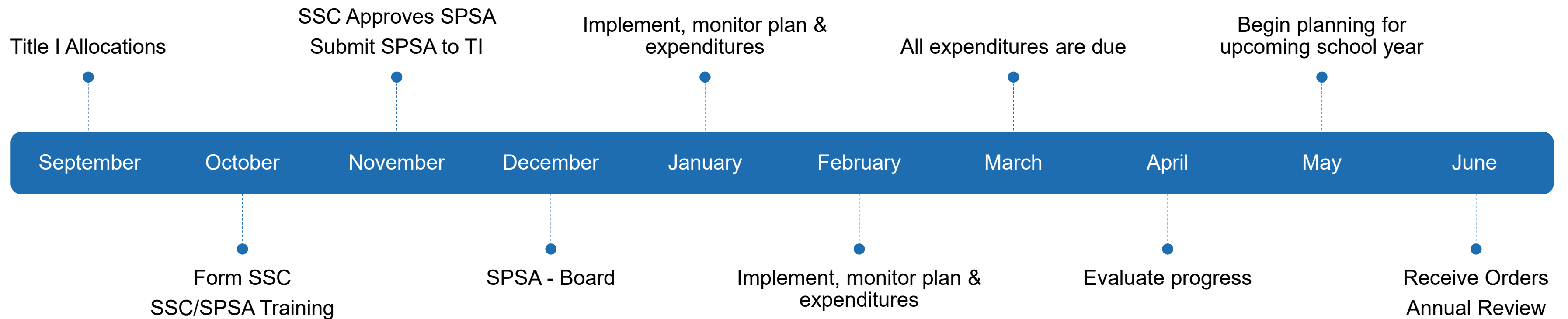
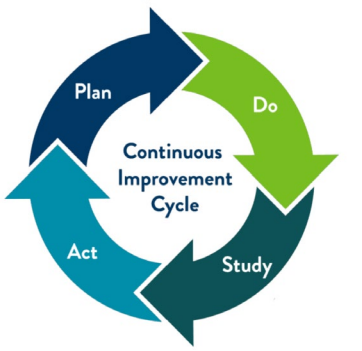
SPSA BASICS

The School Plan for Student Achievement (SPSA):

- 1 Required for schools receiving Title I funds
- 2 A plan of supplemental actions to raise the academic performance of all students
- 3 Must be developed, monitored and evaluated by the School Site Council with input from advisory committees
- 4 Must align to the Local Control Accountability Plan.



Developing the SPSA



Educational Partner Engagement

Input from School
Site Council (SSC)

English Learner
Advisory
Committee (ELAC)

Town hall meetings

- Parent Voice
- Teacher Voice
- Student Voice



Alignment

SPSA Goals

- Improve ELA and Math through targeted interventions.
- Advance EL proficiency and reclassification rates.
- Prepare students for post-secondary success.
- Foster safety, inclusivity, and engagement.
- Strengthen family involvement in student learning.

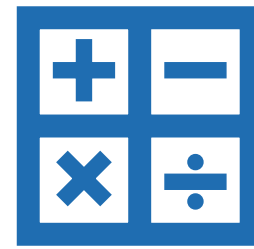


LCAP Goals

- Access to 21st Century Education.
- Mental Health and Social Emotional Well Being.
- Necessary Supports to Make Progress.
- Equity goals addressing disparities among underserved student groups.



2024-2025 Actions to Improve ELA and Math



Implement Achieve 3000, READ 180, and IXL Math for differentiated instruction.



Conduct regular assessments (STAR, CAASPP) to monitor and adjust strategies.



Provide targeted tutoring and extended learning opportunities (ELOs).



Offer professional development on Close Reading and math problem-solving strategies.



Integrate technology tools and standards-aligned curriculum.



2024-2025 Actions to Advance EL (English Learner) Proficiency



Use	Use English Language Proficiency Assessment results and proficiency levels to track and target interventions.
Provide	Provide focused professional development for teachers on Specially Designed Academic Instruction in English
Increase	Increase access to bilingual resources and tutoring for EL students.
Host	Host workshops for EL families on reclassification criteria and at-home support.
Develop	Develop individualized plans to support EL progress in ELA and Math.



2024-2025 Actions to Prepare Students for Post-Secondary Success

- Offer credit recovery programs (e.g., APEX, HiSET) to meet graduation requirements.
- Expand Career Technical Education opportunities, including Division of Occupational Safety and Health of California certifications and vocational training.
- Partner with community colleges for dual-enrollment and career readiness programs.
- Provide individualized graduation plans and counseling for career exploration.
- Monitor graduation rates and completion of post-secondary preparation requirements.



2024-2025 Actions to Foster Safety, Inclusivity, and Engagement

- Strengthen Positive Behavioral Interventions and Supports
- Implement trauma-informed care and Social Emotional Learning programs to address mental health needs.
- Introduce restorative practices and mentoring programs to reduce conflicts.
- Use attendance incentives and parent-student contracts to improve engagement.
- Partner with community organizations to provide resources for at-risk students.



2024-2025 Actions to Strengthen Family Involvement in Student Learning

- Host workshops on assessments, learning at home, and college applications.
- Increase bilingual communication via newsletters, calls, and online portals.
- Involve parents in advisory groups like SSC and ELAC.
- Use surveys to identify parent needs and adjust engagement strategies.
- Offer parent liaisons and translators to improve accessibility and connections.



SPSA ALIGNMENT WITH THE LACOE STRATEGIC PLAN



Improve Student Outcomes

We will improve student outcomes by making measurable gains in **literacy** and **numeracy** rates, reducing achievement gaps for targeted student populations and increasing access to vocational and continuing education programs for **justice-impacted youth**.



Champion Individual and Collective Care and Wellbeing

We will support a holistic vision for **student and staff wellbeing** that includes addressing student engagement and absenteeism as well as building community and a sense of belonging for LACOE employees.



Strengthen Community with Children at the Center

Through strategic **partnerships**, the expansion of our **Community Schools Initiative** and ensuring that the recruitment of students for LACOE **specialized high schools** reflects the County's student demographics, we will leverage relationships and resources from across our communities to better support children.



Communicate Effectively

By focusing on accessibility and leveraging multiple techniques and platforms, we will improve the effectiveness of our **internal and external communication** efforts.



Model Organizational Excellence and Innovation

To foster a culture of excellence, we will prioritize **customer satisfaction** for all LACOE services and focus on specific efforts that support greater efficiency and effectiveness.



Thank you!



Los Angeles County
Office of Education

Special Programs Support and Transformation

Title I School Plan for Student Achievement Snapshot 2024-25

Name of School: Afllerbaugh-Paige Camp

Date: December 17, 2024

Student Demographic Information

Enrollment by Subgroup – Afllerbaugh-Paige Camp

Subgroup	2023-24		2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%	Count	%
African American	15	33.30%	11	36.70%	7	24.10%	14	25.50%
Hispanic or Latino	28	62.20%	18	60.00%	22	75.90%	41	74.50%
Pacific Islander	1	2.20%	—	—	—	—	—	—
White	1	2.20%	—	—	—	—	—	—
Not reported	—	—	1	3.30%	—	—	—	—
English Learners	6	13.30%	6	20.00%	7	24.10%	11	20.00%
Foster Youth	3	6.70%	4	13.30%	2	6.90%	3	5.50%
Homeless Youth	—	—	—	—	—	—	—	—
Migrant Education	—	—	—	—	—	—	—	—
Students with Disabilities	20	44.40%	12	40.00%	10	34.50%	21	38.20%
Socioeconomically Disadvantaged	45	100.00%	30	100.00%	29	100.00%	55	100.00%
“—” no data available Source: CDE DataQuest cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp								

2024-2025 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys, LCFF Local Indicators, LCAP
Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF

		Local Indicators, LCAP, Parent Engagement Surveys
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2024-2025 Program Description – PAU

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

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Afflerbaugh-Paige Camp School	19101990121921	November 4, 2024	December 17, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Afflerbaugh-Paige Camp School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Afflerbaugh-Paige Camp School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

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

Afflerbaugh-Paige SPSA is developed by the School Site Council and utilizes the goals from the district LCAP to create yearly targets based on the unique need(s) of the students attending Afflerbaugh-Paige High School.

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

Afflerbaugh Paige High School's Plan for Student Achievement (SPSA) creates measurable goals to guide our focus on student achievement for the 2024-'25 school year that align with the district goals set forth in the Los Angeles County Office of Education (LACOE) Local Control and Accountability Plan (LCAP).

In addition, our school wide goals focus on addressing the 'low graduation rate' at Afflerbaugh Paige High School, which resulted, in our Comprehensive Support and Improvement (CSI) rating. This plan includes goals and strategies to assist students who are credit deficient and who have scored significantly below grade level in state standard assessments. This plan includes goals and strategies in decreasing suspension rates and increasing graduation rate (APHS 2024-'25 SPSA, pgs.5, 13).

Educational Partner Involvement

How, when, and with whom did Afflerbaugh-Paige Camp School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

- > LACOE provides a 'staff- to- student' ratio of approximately: [1 teacher : 12-14 students] at Afflerbaugh Paige High School to support the academic learning barriers encountered by many Afflerbaugh Paige High School students
- > Additional academic staffing is provided to Afflerbaugh Paige this year for increased academic support with the 'full-time' contractual service provided with our Career Technical Education (CTE) specialist.

> Afflerbaugh Paige students are emanating from 'low income' households. As a result, Afflerbaugh Paige High School is receiving Title 1 monies.
> Additionally, some academic needs of our student populations are supported by LACOE district personnel, Los Angeles county probation department, contracted vendors (i.e. Artworx LA®) as well as community based organizations (Student Nest® and Maxim® tutors).

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

CA Dashboard 2023_SY:

~ SUSPENSION RATE

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Afflerbaugh-Paige Camp School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	24.14%	36.67%	33.33%	7	11	15
Asian	%	0%	%	0	0	
Filipino	%	0%	%	0	0	
Hispanic/Latino	75.86%	60%	62.22%	22	18	28
Pacific Islander	%	0%	2.22%	0	0	1
White	%	0%	2.22%	0	0	1
Two or More Races	%	0%	%	0	0	
Not Reported	%	3.33%	%	0	1	
Total Enrollment				29	30	45

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9			1
Grade 10	1		2
Grade 11	7	6	16
Grade 12	21	24	26
Total Enrollment	29	30	45

Conclusions based on this data:

1. An average of forty-five (45%) percent of all students are 12 graders.
2. Sixty-six (66%) of students are Hispanic on average.
3. There has been an fifty-five (55%) percent increase in student population from the '21-'22 SY .

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	7	6	6	20.0%	24.1%	13.3%
Fluent English Proficient (FEP)	4	6	9	29.1%	13.8%	20.0%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. English Learners: EL students remained rather consistent (raw #s) but as a percentage has decreased because of the increase in student population.
2. Fluent English Proficient (FEP): FEP students have increased (raw #s) but show as a rather consistent percentage of students due to the flux of student population.
3. RFEP students: no definitive conclusions (based on student data provided).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	20	18	23	18	17	22	18	16	22	90.0	94.4	95.7
All Grades	20	18	23	18	17	22	18	16	22	90.0	94.4	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2395.	2368.	2366.	0.00	0.00	0.00	0.00	0.00	0.00	5.56	6.25	0.00	94.44	93.75	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	5.56	6.25	0.00	94.44	93.75	100.0

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Afflerbaugh Paige High School student data, regarding CAASP ELA / Literacy, conclude that a high percentage (93-100%) of our students are at 'Standards Not Met'.
2. Afflerbaugh Paige High School students arrive per adjudication outcomes (Los Angeles county courts) with: poor traditional school attendance records (if any) and are reading English at 2+ grade levels behind their traditional educational peers.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	19	19	23	19	17	22	18	17	22	100.0	89.5	95.7
All Grades	19	19	23	19	17	22	18	17	22	100.0	89.5	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2374.	2350.	2352.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Afflerbaugh Paige High School student data, regarding CAASPP Mathematics, show that 100% of our students are at 'Standards Not Met'.
2. Afflerbaugh Paige High School students arrive per adjudication outcomes (Los Angeles county courts) with poor traditional school attendance records (if any) and are 2+ grade levels behind their traditional setting academic peers regarding mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	7	4	5
12	*	*	*	*	*	*	*	*	*	7	6	4
All Grades										14	10	11

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	*	18.18	23.08	*	63.64	23.08	*	9.09	30.77	*	9.09	13	*	11

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	*	63.64	30.77	*	27.27	23.08	*	0.00	15.38	*	9.09	13	*	11

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	*	9.09	7.69	*	45.45	38.46	*	27.27	46.15	*	18.18	13	*	11

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	0.00	53.85	*	72.73	46.15	*	27.27	13	*	11

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	76.92	*	90.91	23.08	*	0.00	0.00	*	9.09	13	*	11

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	*	18.18	23.08	*	63.64	69.23	*	18.18	13	*	11

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	*	0.00	53.85	*	90.91	30.77	*	9.09	13	*	11

Conclusions based on this data:

- Overall Language Performance Stability: The ELPAC Overall Language assessment shows varying performance levels over the years. For instance, in the 2021-22 and 2023-24 school years, a similar proportion of students achieved Level 4 performance, but fewer students reached this level in 2023-24. This might indicate a fluctuation in proficiency levels or changes in test-takers
- Improvement in Speaking Domain Performance: Speaking domain results indicate a positive trend, with the percentage of students in the "Well Developed" category rising from 76.92% in 2021-22 to 90.91% in 2023-24. This suggests a notable improvement in oral proficiency over time, reflecting targeted progress in spoken English skills
- Challenges in Reading and Writing Domains: While some domains show improvements, Reading and Writing domains have lower levels of proficiency compared to Speaking. For example, in 2023-24, only 18.18% of students were "Well Developed" in Reading and 0.00% in Writing, which may indicate these areas need additional instructional support

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Afflerbaugh-Paige Camp School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
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Conclusions based on this data:

1. High Socioeconomic Disadvantage: All students at Afflerbaugh-Paige Camp School are identified as socioeconomically disadvantaged (100%). This reflects the presence of significant economic challenges among the student population, suggesting a need for targeted resources and support services to address barriers to learning linked to economic factors.
2. Diverse Needs Among Special Populations: The student population includes notable percentages of English Learners (20%), Foster Youth (13.3%), and Students with Disabilities (40%). These figures indicate a need for specialized support across different domains, such as language acquisition for English Learners and tailored academic and emotional support for foster youth and students with disabilities.
3. Predominantly Hispanic and African American Enrollment: The school's enrollment is predominantly Hispanic (60%) and African American (36.7%), with no other racial/ethnic groups reported in significant numbers. This demographic composition suggests the importance of culturally responsive teaching practices that reflect the backgrounds of these students, as well as potentially bilingual resources.

School and Student Performance Data

Academic Performance Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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

2024 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
making progress.	making progress.
Number Students:	Number Students:

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Student data is non-discernible at this time (11/5/24)

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. **Very Low College/Career Preparedness Across All Student Groups:**
All student groups, including English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities, show very low levels of college and career preparedness, with zero students categorized as "Prepared" across these groups. This indicates a systemic challenge in meeting college and career readiness standards for these students.
2. **Disparity in Preparedness Across Racial/Ethnic Groups:**
Both major racial/ethnic groups in this report, African American and Hispanic students, show a "No Status Level" with zero students marked as "Prepared." This suggests a need to explore and address underlying issues that may contribute to limited preparedness within these specific demographic groups.

3. **Significant Gap in Support for Socioeconomically Disadvantaged Students:**
With all 41 socioeconomically disadvantaged students in the "Very Low" preparedness category, it's clear that students from economically challenged backgrounds lack adequate resources or support for college and career readiness. Addressing these needs may require targeted interventions and resource allocation

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

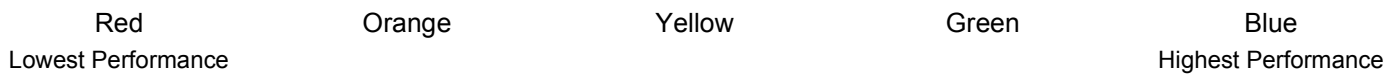
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- Overall Graduation Rate Improvement:**
The overall graduation rate for "All Students" is 71.2%, which is categorized in the "Yellow" performance level and has significantly increased by 5.3 percentage points from the previous period. This reflects a positive trend in the general student population's graduation rate.
- Challenges for Hispanic Students:**
Hispanic students have a graduation rate of 67.6%, which has decreased by 2.4 percentage points, and is marked in the "Red" performance level. This decrease suggests that additional support may be needed for Hispanic students to help them achieve a stable or improved graduation rate.
- Substantial Improvement Among Students with Disabilities:**
Students with Disabilities have shown a significant increase in their graduation rate, rising to 63.2%, an improvement of 13.2 percentage points. This notable progress indicates that initiatives or support strategies targeting students with disabilities may be positively impacting their graduation outcomes.



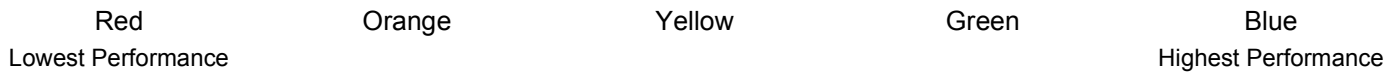
School and Student Performance Data

Conditions & Climate Suspension Rate

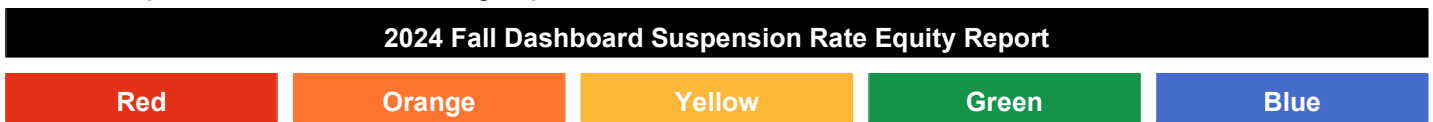
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- High Suspension Rates for Vulnerable Groups:** The overall suspension rate for all students is at 39.6%, indicating a significant issue with student discipline that needs addressing. Particularly concerning are the high suspension rates among specific groups, such as English Learners (57.1%) and Foster Youth (52.9%), which highlights a potential systemic bias against these vulnerable populations
- Mixed Trends in Suspension Rates:** While the overall suspension rate has declined by 8.5% compared to the previous period, certain groups have experienced increases in their suspension rates. For example, the suspension rate for Students with Disabilities has risen slightly to 47.9%, suggesting that this group may be facing greater challenges or behavioral issues that lead to more suspensions.
- Disparities by Race/Ethnicity:** The data reveals disparities in suspension rates by race/ethnicity. For instance, African American students have a suspension rate of 41.2%, while Hispanic students are at 38.6%. Both groups have seen declines in suspension rates, yet they remain significant, indicating ongoing challenges related to equity and discipline practices within the school system.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Afflerbaugh Paige High School Goal 1:

A) As a result of our Road To Success Academy (RTSA) instruction, one-hundred percent (100%) of Afflerbaugh Paige High School students will continue to have access to California Common Core state standard-aligned material(s) (via in print and/or on-line).

B) Thirty percent (30%) of Afflerbaugh Paige High School students will be registered in a Career Technical Education (CTE) course.

B.1) Of those Afflerbaugh Paige High School students enrolled in CTE coursework, thirty percent (30%) will obtain their OSHA (Occupational Safety and Health Administration) 10-HOUR GENERAL INDUSTRY certificate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Afflerbaugh Paige High School (APHS) Academic Student Roster RTSA Curriculum Guide	46 APHS students or 100% / _____ (as of 10/1/24) See APHS Sharepoint	100% of registered Afflerbaugh Paige High School students will continue to have access to 'standards-aligned' materials (via in print and/or on-line).
# of CTE registered students / # of Registered Afflerbaugh Paige High School Students	(16 /46) = 35% / ____ (as of 10/1/24)	Thirty (40%) of Afflerbaugh Paige High School students will be registered in a Career Technical Education (CTE) course(s).
# of CTE/OHSA Certified Students/ # of Registered Afflerbaugh Paige High School CTE Students	(9*/16) = 56% / ____ *on-track (as of 10/1/24)	Of those Afflerbaugh Paige High School students enrolled in CTE coursework, thirty percent (30%) will

		obtain their OSHA (Occupational Safety and Health Administration) 10-HOUR GENERAL INDUSTRY certificate.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Build Capacity: Creating a supportive student-learning environment via maintaining a positive academic/college and career-ready attitude towards CTE and making sure that all APHS students have educational support/resources they need to succeed.</p> <p>Offering of a range of academic courses including CTE courses (this will allow students to explore different career interests and find the right fit for them).</p> <p>Collaborating with CBOs (community-based organization) that will be giving all APHS and CTE students opportunities to gain real-world experience and make connections with potential employers.</p> <p>Promoting CTE course offerings to students/parents (i.e. discussing CTE at SSC/SDMC meetings, monthly ‘Town Halls’, brochures made available for visiting parents, mailers, etc.).</p> <p>Afflerbaugh – Paige H. S. teachers will be attending conferences annually in order to learn/debrief fellow teachers of current student learning pedagogies (transportation will be needed upon arrival at said venues)</p> <p>Equity: Incorporating appropriate SDAIE strategies (i.e. graphic organizers, pair share, etc.) with simplified or adaptive written and verbal instructions and/or other academic learning modifications for our English Language (EL) learner students.</p> <p>Offering special education students concise and short learning activities to effectuate immediate learning (per their respective IEP requirements).</p> <p>Providing all APHS students with monthly academic progress checks as they are progressing toward individual academic goals and/or meeting ‘standards-aligned’ objectives.</p> <p>Creating an APHS wide technology plan that outlines how students will be accessing technology along with providing technological skills</p>	<p>All currently enrolled Afflerbaugh Paige High School (APHS) students and, explicitly, Career Technical Education (CTE) students.</p>	<p>5,000 Title I Part A 4210 Other Books and Ref. Materials 799 Title I Part A: Parent Involvement: Other Books & Reference Materials 4210</p> <p>5,000 Title I Part A: Instructional Materials 4310</p> <p>799 Title I Part A: Parent Involvement Instructional Materials 4310</p> <p>5,000 Title I Part A: Non-Capitalized Equipment 4410</p> <p>1,200 Title I Part A: Travel and Conferences 5220</p> <p>799 Title I Part A: Parent Involvement 5220 Travel and Conference 586 Title I Part A: Parental Involvement Contract Services 5895</p> <p>10,724 Title I Part D 4310 Instructional Materials 8,619 Title I Part D</p>

	<p>students will need to be successful using a remote-learning environment (i.e. downloading assignments/ uploading completed assignments). This technology plan should include policies on how to purchase and maintain technology, as well as how to provide professional development opportunities for teachers.</p> <p>Ensuring all APHS students have access to high quality, 'standards-aligned' instructional materials. This means that schools need to provide a variety of materials that meet the needs of all students, including those from low-income families or with disabilities.</p> <p>Technology: Providing adequate funding and resources for all APHS students' continuing access to CA standards-aligned materials (via in print and/or on-line) as well as relevant student equipment, student materials and student supplies.</p> <p>CTE on-line certification: OSHA (Occupational Safety and Health Administration) 10-HOUR GENERAL INDUSTRY certificate.</p> <p>Incorporating computer software learning opportunities during extended learning opportunities (ELO) time for all APHS students (i.e. appropriate use of educational software programs & assessment tools such as: CAASPP®, Achieve3000®, Odysseyware®, Renaissance®, Star Reading, APEX®, System 44®, Achieve 3000®, etc.).</p> <p>Developing appropriate digital and/or technical opportunities for all APHS students to incorporate for use during RTSA exhibitions (i.e. Power Point®, 3-D printed student product, drone footage, etc.).</p> <p>Intensive English reading support enhanced with student software programs: System 44® (including Reading 180®), Rosetta Stone®, Imagine Math®, etc.</p>		<p>4410 Non-Capitalized Equipment</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness in achieving Afflerbaugh Paige High School's 2023 -24 SY goals were accomplished.

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

There were no major differences between implementation and 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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Afflerbaugh Paige High School Goal 2:

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease in the number of suspensions by 10%	2023-'24 SY #Student Suspensions:2024-'25 SY #Student Suspensions	Decrease in # of student suspensions
Increase in the number of students who report "feeling happy" and "supported at school" by 15%	Fall (2024) CHKS Fall Survey v. CHKS Spring (2025) Survey	Increase in students "feeling happy and supported at school"
Increase in the number of students who are engaged in learning by 10%	Beginning v. Ending 'Classroom Engagement' points (monthly)	Increase in classroom engagement points

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Build Capacity: Student and stakeholder input emphasized a need to continue and improve mental health and social emotional well-being services at Afflerbaugh Paige High School. Students and stakeholders expressed that they, "... were content with the current services being	All currently enrolled Afflerbaugh Paige High School students.	9,007 Title I Part D 5220 Travel and Conferences 4,050 Title I Part D 5737 Transportation

<p>provided but wanted more services provided with continuous check-ins.”</p> <p>Stakeholders expressed that “...the school provides parents with advice and resources to support their child’s social and emotional needs...” to all students (LACOE_LCAP Goal 2.1 2’...024-’25; p.14).</p> <p>Socio-emotional learning is a key feature of our Road to Success Academies (RTSA) framework (which requires ongoing professional development to continue to support teachers in addressing all APHS students’ emotional well-being).</p> <p>Ultimately, parent involvement is crucial in improving the academic and social well-being of all students. APHS presents parental ‘Town Halls’ (3rd Thursday of each month with our Title I funded English Spanish translator in attendance).</p> <p>Afflerbaugh Paige HS teachers will be attending conferences annually in order to learn/debrief fellow teachers of current student learning pedagogies (transportation will be needed upon arrival at said venues).</p> <p>Equity: Allowing APHS students to work on RTSA projects that involve exploring their own social identities</p> <p>Incorporating noncompetitive, collaborative assignments such as group work and/or project collaboration</p> <p>Assigning APHS student group membership randomly or strategically to create diverse groupings</p> <p>Incorporating diverse APHS students’ social perspectives, histories, and culture</p> <p>Technology: Identifying evidence-based learning strategies and utilizing appropriate technology tools</p> <p>Filtering the abundance of information and interventions accessible through a simple internet search</p> <p>Giving students a technology platform for collaborating digitally (i.e. collaborative Whiteboard software; remote/on-line field trips)</p> <p>Creating self-assessment quizzes for student (i.e. some technology tools that can be used to support social and emotional well-being include: Kahoot®, Quizizz®, Google Forms®)</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness in achieving our SPSA 2-23-24 SY goals was accomplished.

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

There were no major differences observed between implementation and 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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Afflerbaugh Paige High School Goal 3:

A) Afflerbaugh Paige High School students will be provided fully credentialed teachers for all their respective classroom courses in an effort to “close the opportunity gap and to ensure they make expected progress on statewide assessments.” (i.e.

Renaissance STAR® reading and mathematic assessments; CAASPP®: English & mathematics)

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Basis for this Goal:

A) APHS academic school year (as of: 10/3/24)) Renaissance STAR® reading and math assessment results: 8th grade 1st month (8.1) grade level equivalent and a 6th grade 6th month (6.6) grade level equivalent, respectively. Fully credentialed

teachers will have the professional wherewithal in scaffolding, enhancing and closing “the opportunity gap” in an effort to show student progress on statewide assessments.

B) EL learner proficiency ‘Overall Performance’ assessment evidence results (as of: 10/3/24) indicate that approximately twenty percent (20%) of ELs are at Level 4 – ‘Well Developed’ in English.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fully Credentialed Teachers in all APHS classrooms	Five (5) of six (6) are fully CA credentialed teachers	All APHS classrooms will contain fully CA credentialed educators
RENAISSANCE STAR® (2024 – '25 SY	English 8.1 GE / _____ (grade equivalent) Mathematics 7.3 GE / _____	APHS student baseline average in English reading and mathematics will increase by 5 months (.5) for every two (2) months in school

	(grade equivalent)	
CAASPP® ~ 'Results by English Language Fluency' (2022 – '23 SY) As of: 10/8/24	ELA - 0% 'Met or Exceeded Standard for ELA" Mathematics - 0% 'Met or Exceeded Standard for Math.'	Achieve > 10% 'Met or Exceeded Standard'
ELPAC® ~ (2022 – '23 SY) As of: 10/8/24	English Domain*: Listening; Speaking; Reading; Writing * Domain Perf. Level In order to protect student privacy, data is/was suppressed because fewer than 11 students tested.	Achieve > 80% @ 'Well Developed' (Level 4)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

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

Leadership:

All APHS classrooms will be staffed with fully credentialed instructors who maintain the professional wherewithal in scaffolding, enhancing and closing “the opportunity gap” in an effort to show student progress on statewide assessments.

All APHS teachers will be providing EL learner students with English language reading, writing, listening & speaking skills/strategies through classroom activities that demonstrate the progressive and/or scaffolding use of the English language with ‘high levels’ of expectations.

Afflerbaugh Paige High School will continue offering active parent and family engagement via school committees and monthly, remote/virtual ‘on-line’ Parent Family Education and Consultation Program (PFCEP) calendared meetings.

Equity:

All APHS classrooms will be staffed with fully credentialed instructors who maintain the professional wherewithal in scaffolding, enhancing and closing “the opportunity gap” in an effort to show student progress on statewide assessments.

Providing school-wide learner expectations, which are printed in English and Spanish.

Maintaining student software applications which offer students’ choice of reading/listening language (English and/or Spanish)

Afflerbaugh Paige High School will continue offering active parent and family engagement via school committees and monthly, remote/virtual ‘on-line’ Parent Family Education and Consultation Program (PFCEP) calendared meetings.

Technology:

EL learner students will have an operational understanding of software programs (i.e. Odysseyware®, APEX®, Imagine Math®, Achieve3000®, READ 180®, Rosetta Stone® etc.) and implementing these software programs effectively in the academic setting.

EL learner students will be provided additional time and ‘one-on-one’ para-ed assistance (when/where available) in using Read 180®, Rosetta Stone®, etc. to supplement their progressive acquisition of the English language.

Assisting EL learner students’ in using of Californiastreaming.org for research and creating, revising, saving, and presenting technology projects on their student computers as well as establishing technology opportunities for EL learner students in creating electronic documents (i.e. MS

	<p>Word®, Excel® spreadsheet, brochures, newsletters, posters, timelines, etc.).</p> <p>All APHS classrooms will be staffed with fully credentialed instructors whom are receiving technology/software training (via Professional Development time) and/or registering for technology conferences.</p> <p>Teachers will be re-visit participation in JSWP® trainings to gain understanding of using student computers in initiating, revising, and finalizing English writings – across the curriculum.</p> <p>APHS will continue offering active parent and family engagement via school committees and monthly, remote/virtual on-line Parent Family Education and Consultation Program (PFCEP) calendared meetings.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness in achieving our SPSA 2-23-24 SY goals was accomplished.

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

There were no major differences observed between implementation and 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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Afflerbaugh Paige High School Goal 4:

A) Students with Disabilities (students with current IEPs) at Afflerbaugh Paige ...will achieve a decrease in suspension rates of at least 2% annually to a rate of 0% within 3 years based on Data Quest®.

B) Hispanic Students at Afflerbaugh Paige ...will increase graduation rates by at least 2% annually to a rate of 98% within 3 years as based on Data Quest®.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 LEA: Students with Disabilities at Afflerbaugh Paige , Kirby and Nidorf sites and African American students at Dorothy Kirby will achieve a decrease in suspension rates of at least 2% annually to a rate of 0% within 3 years based on DataQuest.

Hispanic Students at Afflerbaugh Paige, Nidorf, and Renaissance and Socioeconomically disadvantaged students at Nidorf and Renaissance with [sic] increase graduation rates by at least 2% annually to a rate of 98% within 3 years as based on DataQuest.

Socioeconomically disadvantaged students at Kirby, Nidorf and Renaissance will demonstrate increased college and career readiness as measured by an 80% college course completion rate within 3 years.

English learners at Renaissance will demonstrate improved performance on the English language Progress indicator advancing at least one level on the English learner Progress Indicator on the 2025 Dashboard.

Central Juvenile Hall received equity multiplier funds; however, the school was closed and will remain closed in 2024-25. The equity multiplier funds that were received for that school are being held in anticipation of the amendments being proposed to Education Code Section 42238.02(b)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Basis for this Goal:

A) Afflerbaugh Paige HS Data Quest® school year (2022-'23) shows that:
African American students with current IEPs were suspended at a rate of 45.8% and
Hispanic and/or Latino students with current IEPs were suspended at a rate of 50%

B) Hispanic students at Afflerbaugh Paige HS have low graduation rates.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates: Data Quest®	SUSPENSION RATES (Data Quest): Hispanic or Latino = 50% African American 45.8% (2022-'23 SY)	...will achieve a decrease in suspension rate of at least 2% annually to a rate of 0% within 3 years
Graduation Rate: Data Quest®	GRADUATION RATE: Hispanic or Latino = 57.3% African American = 63.6 % (2022-'23 SY)	Hispanic students at Afflerbaugh Paige HS...will increase graduation rates by at least 2% annually to a rate of 98% within 3 years.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Build Capacity: All APHS classrooms will be staffed with fully credentialed instructors who maintain the professional wherewithal in scaffolding, enhancing and closing “the opportunity gap” in an effort to decrease/minimize IEP student suspension rates and increase Hispanic and/or Latino graduation rates.</p> <p>Teachers will be sharing their student learning successes while, additionally, teachers will be discussing/utilizing effective PBIS strategies to minimize any/all student suspensions and thereby increase potential graduates rates amongst all students.</p> <p>Enhancing Afflerbaugh Paige HS PBIS strategies including: fully credentialed teachers previewing, reviewing, and maintaining ‘high learning expectations’ with their respective students – across the curriculum</p> <p>Teachers will be provided with continuing APHS learner’s “best practice” instructional training, through professional development, to improve respective APHS learners’ reading, writing, listening and speaking skills - across the curriculum.</p> <p>Afflerbaugh Paige High School will continue offering active parent and family engagement via school committees and monthly, remote/virtual ‘on-line’ Parent Family Education and Consultation Program (PFCEP) calendared meetings.</p> <p>Afflerbaugh Paige H. S. teachers will be attending conferences annually in order to learn/debrief fellow teachers of current student learning pedagogies (transportation will be needed upon arrival at said venues)</p> <p>Leadership:</p>	All currently enrolled Afflerbaugh Paige High School students, specifically: Students with current IEPs (re: suspension rates) and Hispanic and/or Latino students (re: graduation rates).	

<p>All APHS classrooms will be staffed with fully credentialed instructors who maintain the professional wherewithal in scaffolding, enhancing and closing “the opportunity gap” in an effort to show student progress towards graduation.</p> <p>All APHS teachers will be providing students with learning strategies through classroom activities that demonstrate content standards with ‘high levels’ of expectations directed with earning academic credits earned towards graduation.</p> <p>Afflerbaugh Paige High School will continue offering active parent and family engagement via school committees and monthly, remote/virtual ‘on-line’ Parent Family Education and Consultation Program (PFCEP) calendared meetings.</p> <p>Equity: All APHS classrooms will be staffed with fully credentialed instructors who maintain the professional wherewithal in scaffolding, enhancing and closing “the opportunity gap” in an effort to realize reduced suspension rates and increased graduation rates (re: IEP students and Hispanic and/or Latino students, respectively).</p> <p>Providing school-wide learner expectations, which are printed in English and Spanish.</p> <p>Maintaining student software applications which offer students’ choice of reading/listening language (English and/or Spanish)</p> <p>Afflerbaugh Paige High School will continue offering active parent and family engagement via school committees and monthly, remote/virtual ‘on-line’ Parent Family Education and Consultation Program (PFCEP) calendared meetings.</p> <p>Technology: APHS students will have an operational understanding of software programs (i.e. Odysseyware®, APEX®, Imagine Math®, Achieve3000®, READ 180®, Rosetta Stone® etc.) and implementing these software programs effectively in the academic setting.</p> <p>APHS IEP students will be provided additional time (per their written IEP) and ‘one-on-one’ para-ed assistance (when/where available) in using Read 180®, Rosetta Stone®, etc. to supplement their acquisition of content standard learning towards their high school graduation</p> <p>Assisting APHS students’ in using of Californiastreaming.org for researching, creating, revising, saving, and presenting technology projects on their student computers as well as establishing technology opportunities for students in creating electronic documents (i.e. MS Word®,</p>		
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	<p>Excel® spreadsheet, brochures, newsletters, posters, timelines, etc.).</p> <p>All APHS classrooms will be staffed with fully credentialed instructors whom are receiving technology/software training (via Professional Development time) and/or registering for technology conferences.</p> <p>Teachers will be re-visit participation in JSWP® trainings to gain understanding of using student computers in initiating, revising, and finalizing English writings – across the curriculum.</p> <p>APHS will continue offering active parent and family engagement via school committees and monthly, remote/virtual on-line Parent Family Education and Consultation Program (PFCEP) calendared meetings.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness in achieving our SPSA 2-23-24 SY goals was accomplished.

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

There were no major differences observed between implementation and 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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All Afflerbaugh-Paige High School students will complete course requirements towards their respective high school graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will graduate from high school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Basis for this Goal:
All Afflerbaugh-Paige High School students will fulfill a minimum set of stipulated California state academic requirements in acquiring their respective high school diploma. Many Afflerbaugh-Paige students are behind in their traditional high school credits, therefore, APEX coursework is available for students in an attempt to recover credits thereby bringing these students into "credit current" status. Furthermore, Afflerbaugh-Paige High School students may also work towards passing their HiSET exam (for those whom are significantly behind on their respective academic credits).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
High School Diploma (2021-'22 SY)	Site Diploma (220+credits) AB 216 (130 credits) Afflerbaugh 2 5 Paige 1 25	Dependent upon SY student eligibility (i.e. 5th year student high school enrollment)
HiSET	HiSET Graduates 2021-'22 SY = 0 (zero)	Dependent upon SY student eligibility (i.e. 5th year student high school enrollment)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1		All currently enrolled Afflerbaugh-Paige students.	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness in achieving our SPSA 2-23-24 SY goals was accomplished.

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

There were no major differences observed between implementation and 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.

N/A

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$19,183.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$51,583.00
Total Federal Funds Provided to the School from the LEA for CSI	\$120,813.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 Part A	\$5,000.00
Title I Part A: Parent Involvement	\$799.00
Title I Part D	\$32,400.00

Subtotal of additional federal funds included for this school: **\$38,199.00**

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 (\$)
Title I Part A: Instructional Materials	\$5,000.00
Title I Part A: Non-Capitalized Equipment	\$5,000.00
Title I Part A: Parent Involvement Instructional Materials	\$799.00
Title I Part A: Parent Involvement: Other Books & Reference Materials	\$799.00
Title I Part A: Parental Involvement Contract Services	\$586.00
Title I Part A: Travel and Conferences	\$1,200.00

Subtotal of state or local funds included for this school: **\$13,384.00**

Total of federal, state, and/or local funds for this school: **\$51,583.00**

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
- 6 Classroom Teachers
- 7 Other School Staff

Name of Members

Role

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 .

Attested:


Susan Sarrategui (Dec 11, 2024 16:29 PST)

Principal, Dr. Susan Sarrategui on November 4, 2024


Mark McKinley (Dec 12, 2024 08:07 PST)

SSC Chairperson, Mr. M. A. McKinley; M. S. Ed., Teacher on November 4, 2024

**Attachment 1: Centralized Services for Planned Improvements in Student Performance
– 12/11/2024**

In addition to the site allocations, the following expenditures are Central Office funded.

Proposed Expenditures	Estimated Cost	Funding Source
<u>Central Office Funded Contracts - Community Based Organizations (CBOs)</u>	990,217	
<u>Personnel Budget</u>		
Project Director II – Curriculum & Instruction– 20% FTE	44,990	
Program Manager Parent Education – PFCEP 1 FTE	197,000	
Parent Education Specialist	144,360	
Para Educators	705,474	
Program Specialist – 1 FTE	163,549	
Teacher Literacy Specialist – 5.5 FTE	969,568	
2 Math Specialist	290,730	
Coordinator II – 20%	46,228	
<u>Parent and Family Education and Consultation Program (PFCEP)</u>		Title I Part A
PFCEP Liaison Extended Learning Hours	120,000	
PFCEP Contracts	81,140	
Other Miscellaneous PFCEP	10,000	
<u>Professional Development</u>		
Sub. Teacher. Para Educator	30,000	
Travel	20,000	
Mileage	2,000	
<u>Other Operation Expenditures</u>		
Mileage Claim	2,200	
Office Supplies	15,075	
Equipment	3,000	
<u>Central Office funded FTEs for sites</u>		
Counselor Behavior Manager – 4 FTEs	635,460	
Transition Counselor – 4 FTEs	703,572	
Para Ed – 7 Positions	545,167	
Education Behavioral Technician – 4 Positions	379,671	
<u>Central Office Funded FTEs - Program</u>		Title I Part D
Coordinator II – 80%	184,910	
Senior Program Specialist	187,302	
<u>Central Office funded Contracts</u>	480,000	
<u>Others</u>	104,100	

Special Programs Support and Transformation

Title I School Plan for Student Achievement Snapshot 2024-25

Name of School: **Barry J. Nidorf**

Date: **December 17, 2024**

Student Demographic Information

Enrollment by Subgroup – Barry J. Nidorf

Subgroup	2023-24		2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%	Count	%
African American	5	29.40%	39	25.00%	26	24.50%	31	23.70%
Asian	0	0.00%	1	0.60%	—	—	—	—
Hispanic or Latino	12	70.60%	108	69.20%	72	67.90%	92	70.20%
Not Reported	0	0.00%	1	0.60%	—	—	—	—
Two or More Races	0	0.00%	1	0.60%	3	2.80%	1	0.80%
White	0	0.00%	6	3.80%	5	4.70%	7	5.30%
English Learners	9	52.90%	29	18.60%	20	18.90%	35	26.70%
Foster Youth	0	0.00%	10	6.40%	20	18.90%	23	17.60%
Homeless Youth	0	0.00%	1	0.60%	8	7.50%	2	1.50%
Migrant Education	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Students with Disabilities	10	58.80%	55	35.30%	60	56.60%	60	45.80%
Socioeconomically Disadvantaged	17	100.00%	156	100.00%	106	100.00%	131	100.00%
“—” no data available								
Source: CDE DataQuest cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp								

2024-2025 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys,

		LCFF Local Indicators, LCAP
Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

2024-2025 Program Description – PAU

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

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Barry J Nidorf School	19101990121822	November 7, 2024	December 17, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Barry J Nidorf School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Barry J Nidorf School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This plan is being used by Barry J Nidorf School SYTF to meet the ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs: School-wide Program and Comprehensive Support and Improvement To raise the academic performance of all students, this plan addresses four LEA goals, school initiatives to meet the goals and school evaluation methods to assess achievement of the goals shown below:

LEA Goals

1.1 English Language Arts

School Initiatives for this goal -Literacy Across the Curriculum, 21st Century Project-Based Lessons, AVID, Writing Programs, Read 180, Achieve 3000, Professional Development, Parent/Family Engagement, Contract Services, Paraprofessionals

School Evaluation Methods- STAR Reports, Title I Programs Reports, Parent and Family Engagement Feedback CAASPP/SBAC Reports

1.2 Mathematics

School Initiatives for this goal- Project-Based Lessons, Imagine Learning, Achieve 3000, Parent/Family Engagement, Paraprofessionals

School Evaluation Methods- STAR Reports, Title I Programs Reports, Parent and Family Engagement Feedback CAASPP/SBAC

Reports, Parent and Family Engagement Feedback CAASPP/SBAC Reports

2. English Learner Programs

School Initiatives for this goal- Review and disaggregate student achievement data for EL, Achieve 3000, Computer-Based Programs, Professional Development and Conferences, Parent/Family Engagement, Paraprofessionals

School Evaluation Methods- ELPAC, STAR Reports, Title I Programs Reports, Parent and Family Engagement Feedback

3. Culture, Climate, Social Emotional

School Initiatives for this goal- PBIS, Positive Reinforcement, Collaboration with other agencies, Professional Development, Parent/Family Engagement, Contract Services

School Evaluation Methods- Discipline Referral Data, School Attendance

4. Graduation/Equivalency

School Initiatives for this goal- AVID, Professional Development, Individualized Learning Plan (ILP), Parent/Family Engagement, HiSET (Aztec), ELO Apex, Paraprofessional

School Evaluation Methods- ELO, Aztec, AVID

Participation, HiSET Passage Rate, Graduation Rate, and Apex

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Involvement Process for the SPSA and Annual Review and Update

BJN SSC took the lead in developing the SPSA. The SSC gets guidance from the LCAP Title I Office and all the stakeholders. During PLC meetings, PFECF workshops and Curriculum Development Meetings, everyone is encouraged to provide input as part of an on-going monitoring process for achieving the goals of BJN's SPSA. During SSC meetings, participants gave input to establish priorities of expenditures of Title I Funds. Discussions were held to allocate funds according to the goals of the plan and needs of the school.

The activities for the most part took place 9/6/24 To 9/11/24.

For the Annual Review and Update of BJN's SPSA, the BJN PAU School Site Council conducted a needs assessment process to identify the direction and the priority needs of the PAU to improve student achievement for the school year 2023-2024. The stakeholders and their particular involvement are listed below:

1. School Site Council (SSC)-The SSC reviewed the 2023-2024 plan and identified strategies that were effective in achieving student success.
2. PFCEP-The Title I Parent Education and Consultation Program -During the PFCEP Town hall meetings parents were involved in an on-going basis in the planning, review and improvement of programs including the parental engagement policy and the school- wide Title I plan. The parent liaison took the lead in soliciting parent-input, especially those addressing student needs.
3. Local Control and Accountability Plan (LCAP) Survey- District LCAP surveys were to parents. The priorities identified in the survey were shared with the liaisons and
4. Title 1 Advisory Council-BJN gets guidance from the Central Office Title I Advisory Council and advice on supplemental programs, technology, utilization of support staff and other Title I initiatives.
5. Parent Advisory Committee (PAC)- Outcomes of PAC meetings, which are held bimonthly at the District level, provide the PAU with parental perspectives essential in ensuring student success.
6. Professional Learning Communities (PLC) Meetings- Teachers and staff at Barry J Nidorf School meet every week to discuss curriculum, instruction, best practices, and academic intervention programs. The PLCs identified budget priorities including expenditures on supplemental materials, additional Support Staff, technology and contracts/speakers.

These activities took place throughout the year and during the ten town hall meetings.

Other activities the PAU undertook are:

1. BJN PAU School Site Council conducts a review and evaluation of the previous year's SPSA. The evaluation identified certain growth areas and strategies that are effective/ineffective in raising student achievement. This took place 2/8/24 to 5/24/2024
2. The PAU administers the Star Renaissance, ELPAC, and CAASPP. The assessment results are accessible to the teachers in the AERIES database and through PLC meetings. Assessment results establish individual student performance baselines to guide teachers' curriculum design and delivery of data-driven instruction. These took place during the intervals for Star Testing and annually for ELPAC and CAASPP.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

At Barry J. Nidorf School Secure Youth Treatment Facility, inequities exist in resources our students need to effectively and positively integrate in society after their high school graduation and /or release from the Los Angeles County Probation Facility. These resources include those in the areas of Curriculum: life skills, vocational, trade and technical skills, self-esteem, relevant career and academic skills, citizenship and independent living skills, "big brother mentorship", and extra- curricular activities supporting students' talents in the arts, sports and technology.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Overall performance indicator were in orange for Math and suspension rate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

No student subgroups had two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Other needs maybe identified by STAR Reports, Title I Programs Reports, Parent/caregiver input, surveys, Discipline Referral Data, School Attendance, AVID Participation, HiSET Passage Rate,

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Barry J Nidorf School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	24.53%	25%	29.41%	26	39	5
Asian	%	0.64%	%	0	1	
Filipino	%	0%	%	0	0	
Hispanic/Latino	67.92%	69.23%	70.59%	72	108	12
Pacific Islander	%	0%	%	0	0	
White	4.72%	3.85%	%	5	6	
Two or More Races	2.83%	0.64%	%	3	1	
Not Reported	%	0.64%	%	0	1	
Total Enrollment				106	156	17

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 8	3	4	
Grade 9	5	11	
Grade 10	14	21	
Grade 11	30	26	3
Grade 12	47	81	14
Total Enrollment	99	143	17

Conclusions based on this data:

1. Total student enrollment in all subgroups declined from SY 22-23 to SY 23-24
2. Student enrollment for Grade levels 11 and 12 declined from SY 22-23 to SY 23-24

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	20	29	9	31.8%	20.2%	52.9%
Fluent English Proficient (FEP)	23	40	3	26.4%	23.2%	17.6%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Number of English learner students declined from SY 22-23 to SY 23-24
2. Number of Fluent English Proficient (FEP) students declined from SY 22-23 to SY 23-24

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*		*	*		*	*				
Grade 8	7	4		5	*		5	*		71.4		
Grade 11	84	40	9	28	21	5	28	21	4	33.3	52.5	55.6
All Grades	94	45	9	36	24	5	36	24	4	38.3	53.3	55.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2380.	2394.	*	0.00	0.00	*	0.00	4.76	*	7.14	4.76	*	92.86	90.48	*
All Grades	N/A	N/A	N/A	0.00	0.00	*	0.00	4.17	*	5.56	8.33	*	94.44	87.50	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	19.44	*	*	80.56	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	5.56	*	*	94.44	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	47.22	*	*	52.78	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	27.78	*	*	72.22	*	*

Conclusions based on this data:

- Overall participation rate for all grade levels increased from SY 22-23 to SY 23-24. Grade 11 students participation rate was 3.1% higher than all grade level participation rate
- Overall Achievement for all students- % Standard Not Met decreased from SY 21-22 to SY 22-23. No data is available for SY 23-24 3. During the COVID years of 21-22 the percentage of all students below the standard were high: Reading-80.56% Writing-94.44% Listening-52.78% Research/Inquiry-72.22%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	4	*		4	*		4	*		100.0		
Grade 8	7	6		5	*		5	*		71.4		
Grade 11	84	38	9	29	14	*	28	13	*	34.5	36.8	
All Grades	95	45	9	38	17	*	37	16	*	40.0	37.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2356.	2379.	*	0.00	0.00	*	0.00	0.00	*	3.57	7.69	*	96.43	92.31	*
All Grades	N/A	N/A	N/A	0.00	0.00	*	0.00	0.00	*	5.41	12.50	*	94.59	87.50	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	5.41	*	*	94.59	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	24.32	*	*	75.68	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	37.84	*	*	62.16	*	*

Conclusions based on this data:

1. Overall grade level participation rate decreased for SY 22-23. However, participation rate increased for Grade 11 students.
2. Percentage of students not meeting the standards decreased from SY 21-22 to SY 22-23 by 7.09%. However, for all grades in all areas of Mathematics during SY 22-23 (Concepts & Procedures, Problem Solving & Modeling/Data Analysis, Communicating Reasoning) Percentage of students below standard was significant: 94.57%, 75.68% and 62.16% respectively.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		4	*	
10	*	*	*	*	*	*	*	*	*	8	5	*
11	*	*	*	*	*	*	*	*	*	10	7	4
12	1514.9	*	*	1502.9	*	*	1526.3	*	*	13	5	4
All Grades										37	22	9

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	8.33	*	*	25.00	*	*	16.67	*	*	50.00	*	*	12	*	*
All Grades	6.06	0.00	*	24.24	9.09	*	36.36	54.55	*	33.33	36.36	*	33	22	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	8.33	*	*	41.67	*	*	8.33	*	*	41.67	*	*	12	*	*
All Grades	9.09	9.09	*	51.52	27.27	*	12.12	45.45	*	27.27	18.18	*	33	22	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	*	*	8.33	*	*	41.67	*	*	50.00	*	*	12	*	*
All Grades	3.03	0.00	*	6.06	4.55	*	42.42	22.73	*	48.48	72.73	*	33	22	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	*	*	75.00	*	*	25.00	*	*	12	*	*
All Grades	3.03	0.00	*	66.67	59.09	*	30.30	40.91	*	33	22	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	41.67	*	*	25.00	*	*	33.33	*	*	12	*	*
All Grades	59.38	47.62	*	18.75	28.57	*	21.88	23.81	*	32	21	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	*	*	50.00	*	*	50.00	*	*	12	*	*
All Grades	3.03	0.00	*	39.39	18.18	*	57.58	81.82	*	33	22	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	*	*	66.67	*	*	33.33	*	*	12	*	*
All Grades	0.00	0.00	*	59.38	55.00	*	40.63	45.00	*	32	20	*

Conclusions based on this data:

1. No data on Percentage of Students by Domain Performance Level for All Students is available for SY 23-24. However, there is growth in Percentage of Students Performance Level for All Students in Overall Language, Oral Language, Written Language, Listening Domain, Speaking Domain, and Reading Domain from SY 21-22 to SY 22-23 at the Beginning Level.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Barry J Nidorf School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

Conclusions based on this data:

- Socioeconomically disadvantaged students make up 100% of the student population for SY22-23.
- Students with disabilities make up 35.7% The Hispanic students make up the highest enrollment by ethnicity.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1. The overall performance of all students in Mathematics and suspension rate are in the Orange level

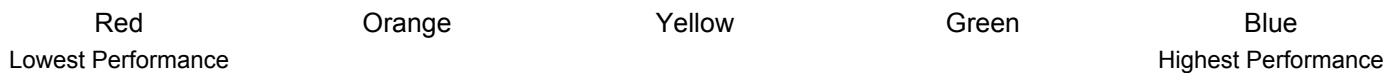
School and Student Performance Data

Academic Performance Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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

2024 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

- The performance level of all students in Math are in orange- 332.3 points below standard. The Hispanic students perform lower than the overall performance which is 341.9 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
making progress. Number Students:	making progress. Number Students:

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Noteworthy is that 28.6% are making progress towards English language proficiency

School and Student Performance Data

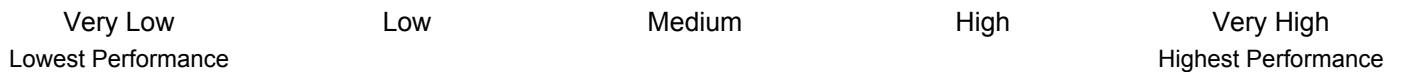
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Only 2.7 % of all students are prepared for College/Career. The Hispanic student group showed a 16% preparedness for College/Career.

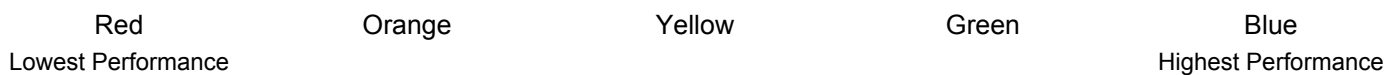
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic absenteeism declined by 3.6% There is room to increase attendance as students are under the care of the Probation Department and reside in the facility where the school is located.

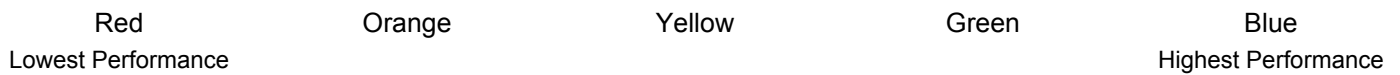
School and Student Performance Data

Conditions & Climate Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There was a decrease in suspension rate for all students, English Learners, socioeconomically disadvantaged, Hispanics, two or more races by ethnicity and white students. Of very grave concern is the increase in the suspension rate of students with disabilities and African-Americans.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All Students

BJN PAU School Goal #1.1: All students will have "Equitable Access to Excellent Educators" by providing our multiple subject credential teachers with professional development in subject grade level content knowledge, and standards aligned instructional materials. Our Teacher Learning Professional Development will meet the criteria of ESSA Title II Professional Development: Sustained, Intensive, Collaborative, Job-embedded, data-driven, and classroom- focused.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

BJN SYTF SSC will dedicate its resources to providing standard aligned instructional materials that incorporate technology, career/vocational skills, independent living skills and social emotional growth. Students will be provided with opportunities to increase their self-awareness to be ready to contribute positively when they return to their communities

Our PLCs need to focus on professional develop to assist our teachers in adopting a Blending Learning Model for classrooms to engage the students in whole group (direct instruction), small group and one- one intervention.

Basis for Goal: 2023 Fall Dashboard show our students overall are performing 332.3 points below standard in Mathematics. Students with disabilities and Hispanics are performing at 341.9 points below standard. In English Language Arts, our students overall are performing 296.5 points below standard. Hispanics perform 305.1 points below standard. Students with disabilities perform at 309.2 points below standard.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Fall Dashboard ELA Performance For All Students/Student Groups	295 points below grade level (Orange)	Reach standard (yellow) or increase to standard nearly met (orange)
2023 Fall Dashboard Math Performance	332.3 points below grade level	Reach standard (yellow) or increase to standard nearly met (orange)

2023 Fall Dashboard English Learner Progress	28.6% are making progress	Increase the % of students making progress to 50%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	BJN PAU will implement Universal Design for Learning (UDL) using Assessment Data (data driven instruction) to create lessons in Math and ELA	All students of Barry J Nidorf School – Secure Youth Treatment Facility. The school will serve students with varying needs: adult and minor students, different grade levels, achievement levels and different course placements in the same classroom, Language needs, Students with disabilities and regular education students	6,120 Title I Part A: Instructional Materials 4310 Instructional Materials (use for all goals) 1,127 Title I Part A: Parent Involvement 5895 Parent Involvement (use for all goals) 12,400 Title I Part D 4310 Instructional Materials (use for all goals) 6,000 Title I Part D 4410 Non Capitalized Equipment 5,000 Title I Part D 5220 Title I, Part D: Professional Development/Conferences (use for all goals)
1.2	BJN PAU will utilize literary devices, graphic organizers, individualized technology (differentiated instruction), vocabulary development, Jane Schaeffer writing strategies, usage of reading strategies, AVID strategies, and on-line intervention programs and assessments to improve student achievement in ELA and Mathematics		
1.3	BJN PAU will utilize literary devices, graphic organizers, individualized technology (differentiated instruction), vocabulary development, Jane Schaeffer writing strategies, usage of reading strategies, AVID strategies, and on-line intervention programs and assessments to improve student achievement in ELA and Mathematics		
1.4	BJN PAU will involve Parents and Partner Agencies (Systematic Renewal) in the student's educational program.		
1.5	Utilize and maintain 21st Century instructional technology such as Achieve3000, rubric websites, computers and software, Star Boards, printers, edhelper.com, projectors, peripherals, READ180 software in ELA		
1.6	Teaching staff will provide direct instruction supported by para-educators, CBOs, school		

	psychologists, and school counselors under the direction of the school principal.		
1.7	School Staff will receive training in integrating technology into classroom instruction		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school was effective in implementing the following strategies/activities : Principles of Instruction/Lesson Design using assessment data to create lessons, delivering lessons infused with 21st technology and supplemental instructional materials and involving parents and partner agencies in the students educational program. The feedback given to the students in credits earned and assessment scores impacted students motivation to do well in school.

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

The discretionary budget was adequate for implementing the goals .Support services were impacted by the decreased number of support staff whose funding comes directly from the Central Office.

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.

For metrics, the school is utilizing the 2023 Fall Data from the Dashboard. Effective strategies are maintained in the plan to achieve growth to be at the standard or near the standard.
 BJJ SYTF will embark on reinventing its program of instruction and delivery of services to address the needs of our students returning to society after serving time within the Probation Secure Youth Treatment Facility. The strategies will focus on the resources our students need to effectively and positively integrate in society after their high school graduation and /or release from Probation's . These resources include those in the areas of Curriculum: life skills, vocational, trade and technical skills, self-esteem, relevant academic skills, citizenship and independent living skills, "big brother mentorship", and extra- curricular activities supporting students' talents in the arts, sports and technology. The school will explore implementing a pull out program for Read 180 and EL students. These changes can be found in the strategies and instructional materials including technology addressing the goal area/s.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All Students

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

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

BJN School Goal 2.2 PBIS will be strengthened to increase school attendance and improve our school climate in the classrooms as demonstrated by the reduction of classroom suspensions and school suspensions for school year 2024-2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Fall Dashboard Suspension Rate for All Students/Student Group is at the orange color.	21.6% of all students are suspended at least one day 20.2% EL students are suspended at least one day 24% of Foster Youth are suspended at least one day 33.9% of Student with Disabilities are suspended at least one day	Suspension rate to reach meeting standards or at near standard (yellow color)
	27.4% of African Americans are suspended at least one day 20.8% of Hispanics are suspended at least one day	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy/Activity The Wellness Counselor and Behavior Counselor with the support of IT will gather school data to collaborate with CBOs that are specific to the demographics of our student population so that they can provide services to students upon release.	All students of Barry J Nidorf School – Secure Youth Treatment Facility. The school will serve students with varying needs: adult and minor students, different grade levels, achievement levels and different course placements in the same classroom, Language needs, Students with disabilities and regular education students	
2.2	The Wellness Counselor and Behavior Counselor will provide professional development to all staff on trauma informed care.		
2.3	The Wellness Counselor and Behavior Counselor will provide professional development to staff on positive behavior support three-tiered model.		
2.4	The Wellness Counselor and the Behavior Counselor will meet individual teachers to discuss students' academic and behavioral progress during the teacher planning time for those students with classroom suspension or school suspension		
2.5	Maintain a Wellness classroom for students that are returning from court and need a space to reflect, for de-escalating of students with personal issues, anger management , Restorative justice and community building		
2.6	The PBIS points are entered daily on the EPIC database and shared with Probation and DMH. Students who did not receive positive behavior points will meet with the Wellness and Behavior counselors to address behavioral modification strategies.		
2.7	All School staff will provide "GIVE A HOOT" tickets when students are observed going beyond the expected behavior and academic engagement. Student winners are rewarded with lunch with the principal.		
2.8	The Wellness counselor conducts school contests to motivate students to maintain in the classroom and increase student attendance. Student winners receive various rewards.		
2.9	Allot time for teachers to meet and discuss student's academic and behavioral progress if necessary with Wellness and Behavior Counselors.		

2.10	Motivate parents, families and community members to participate in Parent and Family Education Consultation Program (PFCEP) workshops, community programs, school governance committees and other learning opportunities.		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the strategies and the leadership of the PBIS/Wellness team helped in decreasing school suspensions. It is important to note that restructures by both the Wellness and Behavior Counselors mitigated more serious behavior issues that could have led to school suspensions. The collaboration between the School and the Probation staff in monitoring issues between students and reasons for students absences led to increased attendance,

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

The students have identified snacks in addition to Certificates as rewards for PBIS and school contests. There is no budget for snacks in the plan. At this time, the PBIS/Wellness Team and other school staff are using their own funds to provide the students with this incentive/reward. Every classroom can also benefit from the added support of Behavior Technicians.

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

The school maintained this Goal and the strategies currently in the plan. It is important to note that the Wellness Counselor made huge improvements to the Wellness Center utilizing Title 1 Funds. The metrics the school will use is the 2023 Fall report from the Dashboard. The school staff are committed to creating a positive climate for learning and hopes to see more decreases in school suspension and increased attendance. The school staff expressed the need for Professional Development geared towards addressing the behavior needs of the students specially the subgroups with disproportionately huge number of suspensions: African Americans and Students with disabilities. This has been added to the strategies under goal 2.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All Students

Barry J. Nidorf PAU students will increase their achievement level in the CAASPP for EL from the prior year as presented in the Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ELPAC results show that for SY 21-22 to SY 22-23, the number of students increased in all Performance Levels of the 4 domains (Reading, Writing, Reading and Speaking). There has been a decrease in the number of students testing. (rom 21-22 to 22-23 decreased from 22-9).The biggest increase is at the beginning level.

28.6%of English Learners are making progress towards English Proficiency.

The school has an EL Support Para-educator and an EL Teacher who is also a Literacy Specialist Teacher. The LST is able to identify both English Language and Literacy needs.

Basis for the goal- Increase student testing to direct resources to those who are performing below the grade level in each domain. Students need to meet the grade level score to be placed in the required courses for graduation.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Fall Dashboard English Progress Indicator	28.6% of students are making progress towards English Proficiency	Increase the % of students making Progress towards proficiency by 50%
2023 Fall Dashboard Student English Language Acquisition Results	Decreased One ELPI Level -2 students Maintained ELPI Level 1, 2L, 2H, 3L, or 3H- 8 students Progressed At Least One ELPI Level-4 students	No student will decrease in any of the ELP1 levels Increase the number of students progressing at least 1 ELPI level by 10% Increase the number of students progressing at least 1 ELPI level by 10%

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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	BJN PAU will implement Universal Learning Design using Assessment Data (data driven instruction) to create lessons in ELD.	All Students	
3.2	BJN PAU will deliver lesson plans infused with 21st Century technology-based supplemental instruction, nonlinguistic representation, and staff resources for ELD.		
3.3	BJN PAU will utilize literary devices, graphic organizers, individualized technology (differentiated instruction), vocabulary development, Jane Schaeffer writing strategies, usage of reading strategies, AVID strategies, and on-line intervention programs and assessments to improve student achievement in ELD.		
3.4	BJN PAU will involve Parents and Partner Agencies (Systematic Renewal) in the student's educational program.		
3.5	BJN PAU will implement Assessment Data (data driven instruction) to create lessons incorporating ELD language objectives and SDAIE strategies.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school implemented the strategies to increase EL students' fluency and acquisition of curricular content. The utilization of the Literacy Specialist Teacher who is also the ELD Teacher provided a holistic knowledge of the students' needs.

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

The school needs a separate classroom to deliver Literacy and Language Services. Instructional materials and Technology were funded adequately by the school's discretionary Title 1 Funds. The realignment of support staff funded by LACOE Central office resulted in decreased number of staff.

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 be maintained. The school will utilize the 2023 Fall Dashboard data as its metric. Students will be encouraged and incentivized to take the ELPAC testing. The timely results will assist the ELD teacher and other school staff to direct resources and support to the students' greatest need. The school will seek the support of the Probation Department to facilitate movement of students to a separate classroom for intensive instruction. The "separate classroom" is found in the strategies under the goal for English learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

BJN GOAL #4.3: All students will have access to career education and preparation courses through CAL OSHA, Universal Class, and other programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2023 Fall Dashboard College/Career Report shows that BJN School – SYTF number of graduates significantly increased for all students and student groups. However, the students of BJN-SYTF have been adjudicated and will remain in the facility upwards to 7 years and will be in school and earn their high school diploma.

Basis for Goal:

As a school within a Secure Youth Treatment Facility of the LA County Probation Department, our students have an option to graduate with 130 credits if they meet the guidelines, which most of our students do meet. Students

There is a need to even increase the graduation rate as the LA County Probation Department offers college classes through Mission College. Students have the opportunity to earn their Associates In Arts Degree.

Students returning to the community deserves the chance to compete in the job market or pursue higher education.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Fall Dashboard College/Career Report	% of graduates overall 70.4% students) Foster Youth – 65.2% Students with disabilities-66.78% African Americans – 53.3 % (highest increase) Hispanics – 75.7% (largest group)	Increase BJN SYTF overall and subgroup graduation rate by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students will have an opportunity to participate in APEX credit recovery program in an effort to increase graduation rates by during school and after school.	All students of Barry J Nidorf School – Secure Youth Treatment Facility. The school will serve students with varying needs: adult and minor students, different grade levels, achievement levels and different course placements in the same classroom, Language needs, Students with disabilities and regular education students	
4.2	BJN PAU will implement Extended Learning Opportunities program that include HiSET preparation, career programs, credit recovery, and math and ELA intervention programs.		
4.3	Accurate record keeping of credits earned and attendance in AERIES and student course placement in order to establish the students' foundation for graduation.		
4.4	Involve Parents and Partner Agencies in the students' educational program to ensure their success toward earning their high school diploma.		
4.5	Provide students with CAL OSHA courses and CTE classes.		
4.6	Provide students with information regarding community college admissions, costs, majors, and trade and professional certificates.		
4.7	Organize a Community College Fair for our students.		
4.8	Academic Counselors will review transcripts to determine if students are eligible for AB216 and complete the necessary process to designate students into that graduation pathway.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school implemented the strategies to increase EL students' fluency and acquisition of curricular content. The utilization of the Literacy Specialist Teacher who is also the ELD Teacher provided a wholistic knowledge of the students' needs.

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

The school needs a separate classroom to deliver Literacy and Language Services. Instructional materials and Technology were funded adequately by the school's discretionary Title 1 Funds. The realignment of support staff funded by LACOE Central office resulted in decreased number of staff.

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 be maintained. The school will utilize the 2023 Fall Dashboard data as its metric. Students will be encouraged and incentivized to take the ELPAC testing. The timely results will assist the ELD teacher and other school staff to direct resources and support to the students' greatest need. The school will seek the support of the Probation Department to facilitate movement of students to a separate classroom for intensive instruction. The "separate classroom" is found in the strategies under the goal for English learners.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$7,247.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$30,647.00
Total Federal Funds Provided to the School from the LEA for CSI	\$120,812.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 Part A: Parent Involvement	\$1,127.00
Title I Part D	\$23,400.00

Subtotal of additional federal funds included for this school: **\$24,527.00**

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 (\$)
Title I Part A: Instructional Materials	\$6,120.00

Subtotal of state or local funds included for this school: **\$6,120.00**

Total of federal, state, and/or local funds for this school: **\$30,647.00**

School Site Council Membership

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

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

Name of Members	Role
Bridget Whitaker	Principal
Elena Johnson	Classroom Teacher
Charlie Phelps	Classroom Teacher
Steffanie John	Classroom Teacher
Robert Amaya	Classroom Teacher Other School Staff
Billy Perez	Secondary Student
Trent Hill	Secondary Student
Adreena Rochall	Parent or Community Member
DSO Fong	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: BJN SDM

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 11/7/2024.

Attested:

Signatures on file.

Principal, Bridget Whitaker on 11/7/2024
SSC Chairperson, Billy Perez on 11/7/2024

**Attachment 1: Centralized Services for Planned Improvements in Student Performance
– 12/11/2024**

In addition to the site allocations, the following expenditures are Central Office funded.

Proposed Expenditures	Estimated Cost	Funding Source
<u>Central Office Funded Contracts - Community Based Organizations (CBOs)</u>	990,217	
<u>Personnel Budget</u>		
Project Director II – Curriculum & Instruction– 20% FTE	44,990	
Program Manager Parent Education – PFCEP 1 FTE	197,000	
Parent Education Specialist	144,360	
Para Educators	705,474	
Program Specialist – 1 FTE	163,549	
Teacher Literacy Specialist – 5.5 FTE	969,568	
2 Math Specialist	290,730	
Coordinator II – 20%	46,228	
<u>Parent and Family Education and Consultation Program (PFCEP)</u>		Title I Part A
PFCEP Liaison Extended Learning Hours	120,000	
PFCEP Contracts	81,140	
Other Miscellaneous PFCEP	10,000	
<u>Professional Development</u>		
Sub. Teacher. Para Educator	30,000	
Travel	20,000	
Mileage	2,000	
<u>Other Operation Expenditures</u>		
Mileage Claim	2,200	
Office Supplies	15,075	
Equipment	3,000	
<u>Central Office funded FTEs for sites</u>		
Counselor Behavior Manager – 4 FTEs	635,460	
Transition Counselor – 4 FTEs	703,572	
Para Ed – 7 Positions	545,167	
Education Behavioral Technician – 4 Positions	379,671	
<u>Central Office Funded FTEs - Program</u>		Title I Part D
Coordinator II – 80%	184,910	
Senior Program Specialist	187,302	
<u>Central Office funded Contracts</u>	480,000	
<u>Others</u>	104,100	

Special Programs Support and Transformation

Title I School Plan for Student Achievement Snapshot 2024-25

Name of School: Road to Success Camp Kilpatrick Date: December 17, 2024

Student Demographic Information

Enrollment by Subgroup – Road to Success Academy at Campus Kilpatrick

Subgroup	2023-24		2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%	Count	%
African American	2	33.30%	—	—	8	36.40%	4	13.30%
Asian	1	16.70%	—	—	—	—	1	3.30%
Hispanic or Latino	2	33.30%	—	—	12	54.50%	24	80.00%
White	1	16.70%	—	—	2	9.10%	1	3.30%
English Learners	—	—	—	—	3	13.60%	7	23.30%
Foster Youth	—	—	—	—	1	4.50%	2	6.70%
Homeless Youth	—	—	—	—	0	0.00%	0	0.00%
Migrant Education	—	—	—	—	0	0.00%	0	0.00%
Students with Disabilities	—	—	—	—	8	36.40%	8	26.70%
Socioeconomically Disadvantaged	6	100.00%	—	—	22	100.00%	30	100.00%
“—” no data available								
Source: CDE DataQuest cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp								

2024-2025 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys, LCFF Local Indicators, LCAP

Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys
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2024-2025 Program Description – PAU

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

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Road to Success Academy at Campus Kilpatrick	19101990121954	November 7, 2024	December 17, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Road to Success Academy at Campus Kilpatrick for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Mission
 Road to success Academy at Campus Kilpatrick supports, empowers, and educates traditionally underserved students by providing a well-rounded, academically rigorous, college-preparatory, and career-ready education within a therapeutic setting that promotes the development of students’ unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.

Vision
 To guide students to gain a deeper understanding of themselves and develop a robust academic identity that will facilitate multiple pathways to healing. From these foundations, students will develop a personal, local and global responsibility that will empower them to respond to challenges with self-awareness, motivation, and confidence as they persevere through life’s challenges.

RTSA Campus at Kilpatrick (Santa Monica Mountains PAU) is part of Los Angeles County Office of Education’s (LACOE) Division of Student Programs serving youth located at a juvenile detention facility that are operated by the Los Angeles County Probation Department. English Learners receive services through our site EL Program while Special Education students receive services as part of our inclusion programs, as well as, support in the general education classroom through a “push in” program provided by Education Specialists . Special Education students

have mainstreaming opportunities. All students receive 300 minutes of daily instruction, with optional participation in extended-day classes. The site specializes in providing education programs that offer opportunities for developing the academic, vocational and social skills of students. The educational program is accredited by the Western Association of Schools and Colleges (WASC).

The Santa Monica Mountains PAU has a new population, Secured Youth Treatment Facility (SYTF). Students typically enter our school at or older than 18 years and can stay in the facility until they are 25 years. The average length of stay is seven years, which can increase or decrease based on student progress and behavior.

Students who enter our school have a history of chronic academic failure and truancy. As a result, many tend to have low literacy skills, minimal content knowledge, and only partial credits completed toward high school graduation. On average, students are two semesters behind when they arrive at our school. Students enrolled in our program will likely satisfy high school graduation requirements while with us and transition to college. Additionally, students could earn another 5 – 15 credits in the APEX credit recovery program.

Campus Kilpatrick's primary focus areas are professional development and training for increased fidelity and support of positive behaviors through PBIS, integrating technology in our Common Core Curriculum Unit Plans, learning for all students and increasing academic rigor with writing; whereas, the Department of Probation focuses on safety. Fortunately, there is a close and collaborative working relationship between school and probation staff. There is daily communication between the two agencies on student behavior and academic performance. Probation supports student learning by offering college course(s), providing Operation Read staff to support students in literacy (Achieve 300) and after school reading programs. Probation supports school activities such as exhibitions, award ceremonies, parent engagement workshops, PBIS development and implementation. Students with behavioral challenges inside and/or outside of the classroom are counseled by school, probation and Department of Mental Health staff showing students we are a united unit. In extreme cases, an emergency meeting can be called with school, Probation, and mental health to devise a plan to meet the needs of students known as an emergency MDT.

School programs offered during the day include: thematic interdisciplinary project-based learning instruction based on the Common Core and state standards, reading and math intervention programs, Career Technical Education (CTE). Students can receive an industry recognized certificate in OSHA. Students with a reading score of approximately 7th grade are eligible to participate in the program which utilizes an on-line curriculum, APEX. An individual learning path is created for each student allowing them to retrieve credits at an accelerated pace.

A Positive Behavior Intervention and Support (PBIS) program was implemented in January 2012, and this approach has significantly improved the presence of the school's expected positive behaviors centered on safety, responsibility and respect. The Probation Department's Behavior Management Program (BMP) nicely overlaps with the school's PBIS program.

After school or extended learning opportunity (ELO) programs include HISET preparation and certification, APEX, Achieve3000 and Imagine Math skill work as well as college courses, and other academic programs. Opportunities to develop language arts skills and increase self-esteem through drama, poetry, music and theatre are also available. These programs are facilitated by the regular classroom teachers and contracted vendors.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Road to Success Academy at Campus Kilpatrick for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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Comprehensive Support and Improvement

Mission

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Vision

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The Los Angeles County Office of Education LCAP identifies the state priorities, including those for County Offices of Education (Expelled and Homeless). As the LCAP is modified to align with the changing academic needs of the students through various avenues of feed-back; the SPSA also changes to align to the academic needs of the student. The SPSA is up-dated throughout the year based upon data (i.e. Dashboard and feedback.) The LCAP, Consolidated Application, and the LCAP Federal Addendum constitute the Local Education Agency Plan (LEA Plan). As the three documents adjust, the LEA Plan is updated. Santa Monica Mountains PAU revises its SPSA plan based on updates provided by the LCAP, Consolidated Application, LCAP Federal Addendum, LCAP is updated yearly Consolidated Application is submitted in February and June of every year LCAP Federal Addendum is completed yearly Teachers Parents Students Other Staff Administrators SPSA Evaluation and Results of the Comprehensive Needs Assessment.

Educational Partner Involvement

How, when, and with whom did Road to Success Academy at Campus Kilpatrick consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Annual Review - The school site council conducts a review and evaluation of the previous year's SPSA which identifies certain growth areas and strategies which are effective in raising student achievement. Programs are adjusted to reflect the results of the analysis to align to student academic achievement needs and the SPSA goals.

The PAU administers the Star Renaissance, ELPAC, and CAASPP. As a result of SB 98, CAASPP data and the other California Dashboard Indicators are not available. Hence, local assessments will provide data for review and analysis. The assessment results are accessible to the teachers in the AERIES database and through "Data Chats." Assessment results establish individual student performance baselines to guide teachers' curriculum design and delivery of data-driven instruction.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets.

The Title I Parent Education and Consultation Program (PECP) workshops provide the forum for the review of Title I programs and provide stakeholder feedback updated yearly to meet changing needs of parents and the school. Through these PECP workshops, parents will be involved on an ongoing basis in the planning, review, and improvement of programs including the parental involvement policy and the school-wide Title I plan

Local Control and Accountability Plan (LCAP) Surveys. As a result of SB 98, CAASPP data and the other California Dashboard Indicators are not available. Hence, local assessments will provide data for review and analysis. LCAP Surveys are distributed and analyzed at PECP workshops throughout the year and provide feedback to the SPSA

Central Office Title I Advisory Council meets regularly and provides input on supplemental programs.

Teachers and staff at the respective Principal Administrative Unit (PAU) meet monthly to discuss curriculum, instruction, best practices, and academic intervention programs

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

After looking at the LCAP we find no Inequities

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Not enough student enrollment to register data on the dashboard

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Not enough student enrollment to register data on the dashboard

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Not enough student enrollment to register data on the dashboard

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Road to Success Academy at Campus Kilpatrick. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	%	%	0		
African American	36.36%	%	33.33%	8		2
Asian	%	%	16.67%	0		1
Filipino	%	%	%	0		
Hispanic/Latino	54.55%	%	33.33%	12		2
Pacific Islander	%	%	%	0		
White	9.09%	%	16.67%	2		1
Two or More Races	%	%	%	0		
Not Reported	%	%	%	0		
Total Enrollment				22		6

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 11	8		1
Grade 12	14		5
Total Enrollment	22		6

Conclusions based on this data:

1. Numbers have significantly decreased. However, there has been an increase in the percentage of African American, White and Asian enrollment and a decrease in Hispanic/Latino enrollment

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	3		0	23.3%	13.6%	0.0%
Fluent English Proficient (FEP)	8		2	26.7%	36.4%	33.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Campus Kilpatrick had zero English Learners in 23-24, but the FEP percentages are around the same for 22-23 and 23-24

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5	*	*	5	*	0	5	*	0	100.0		
All Grades	5	*	*	5	*	0	5	*	0	100.0		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. The site had zero 11th graders in both 22-23 and 23-24

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5	*	*	5	*	0	5	*	0	100.0		
All Grades	5	*	*	5	*	0	5	*	0	100.0		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. The site had zero 11th graders in 22-23 and 23-24

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades											*	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*			*			*			*			*		

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*			*			*			*			*		

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*			*			*			*			*		

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*			*			*			*		

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*			*			*			*		

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*			*			*			*		

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	*			*			*			*		

Conclusions based on this data:

1. Zero students were English Language learners, so there are no ELPAC scores available.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Road to Success Academy at Campus Kilpatrick.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
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Conclusions based on this data:

1. Campus Kilpatrick's population is so small, very little registers on the dashboard.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1. Campus Kilpatrick's population is so small, very little registers on the dashboard.

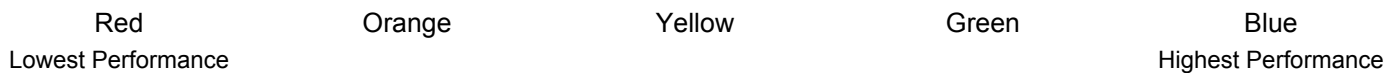
School and Student Performance Data

Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. Campus Kilpatrick's population is so small, very little registers on the dashboard.

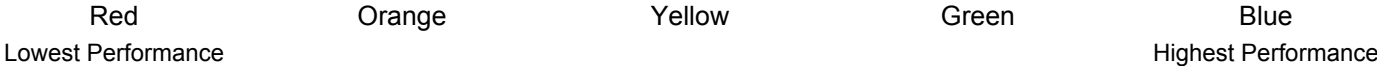
School and Student Performance Data

Academic Performance Mathematics

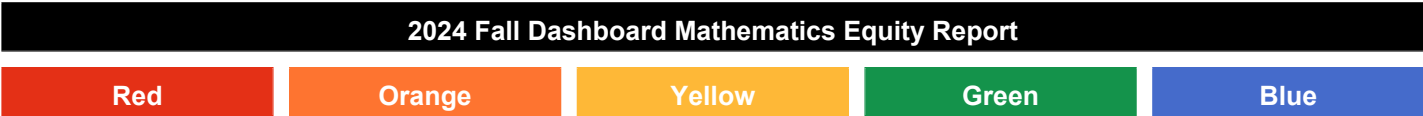
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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

2024 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

- Campus Kilpatrick's population is so small, very little registers on the dashboard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
making progress. Number Students:	making progress. Number Students:

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Campus Kilpatrick's population is so small, very little registers on the dashboard.

School and Student Performance Data

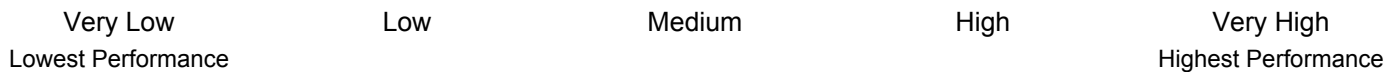
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Campus Kilpatrick's population is so small, very little registers on the dashboard.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Campus Kilpatrick's population is so small, very little registers on the dashboard.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Campus Kilpatrick's population is so small, very little registers on the dashboard, however, we graduate 99% of our students.

School and Student Performance Data

Conditions & Climate Suspension Rate

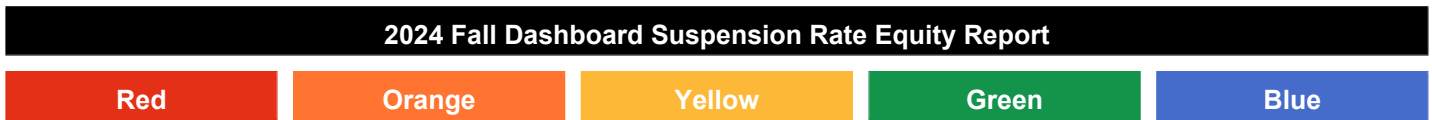
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Campus Kilpatrick's population is so small, very little registers on the dashboard, however Campus Kilpatrick had only 5 suspensions in 23-24

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts Proficiency

- Increase student grade equivalency using STAR Reading every 60 days
- Increase in students Lexile level in Achieve 3000
- Increase in students Lexile level in Read 180
- Progress in SBAC assessments

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The majority of CVK students Reading scores are 3-5 levels below their current grade levels. Our goal is to increase their ELA proficiency using the following benchmark above. We continue to base our overall Data from a larger sample of students which shows the average STAR reading score to be 5.7. There was not enough CAASPP test scores to collect any Data. The identified need is to work on improving both reading and writing scores for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English/Language Arts on the CAASPP	Average student proficiency level from pervious ELA CAASPP (when available)	Average school-wide proficiency level will increase one or more grade levels for every 120 days of instruction.
STAR Assessment Tool	Current student GLE score	Students will increase GLE at or above the STAR expectation rate every 60 days assessment.
Schoolwide writing assessment	Average student score using teacher created writing rubric on a scale of 1-4 will be used	Students will increase their average writing score using the rubric by 0.50 every 60 days

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	LEA wide reading strategies and activities: Continue to provide teachers with sound research based instructional strategies. Instructional	All students who are performing below grade level in English/Language Arts	2,160 Title I Part A: Allocation 4310

<p>Strategies are: Close Reading, Citing Textual Evidence and Argumentative Writing. Schedule classroom visits to provide support and coaching opportunities Achieve 3000 (Achievement Report), Read 180 (Achievement Report), Contracted services using CBO's (Community Based Organizations). PLC and PD opportunities to review data from each unit's focus essays to implement best practices and increase student achievement. These opportunities may include "Writing across the Curriculum," DAS, Jane Schaffer Writing, and other strategies. Saturday Summits to increase teacher's knowledge. Bi-Monthly Checking for Mastery writing assignment for all students to be evaluated by all staff in PLC's to calibrate to the rubric.</p> <p>School Specific Strategies: ELO – (Extended learning opportunities) to support students reading and writing. Comprehensive Support Intervention (1 Teacher on Special Assignment [TOSA]) Supplemental reading materials that support Differentiation Academic Support (DAS) levels.</p>		<p>Instructional Materials (recurring expense for goals 1-6) 398 Title I Part A: Parental Involvement Contract Services 5895 (recurring expense for goals 1-6) 3,500 Title I Part D 4310 Instructional Materials (recurring expense for goals 1-6) 1,000 Title I Part D 5220 Travel and Conferences (recurring expense for goals 1-6)</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Due to the small population, the strategies/activities were extremely effective in that students received individualized support

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

There were no 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.

There will be no changes as we found the goal to be achievable as is.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math Proficiency

- Increase student grade level equivalency using STAR Math every 60-days
- Show progress in Imagine Math program
- Progress in the SBAC assessments

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The majority of CVK students Math scores place them 3-5 grade levels below their current grade level. Our goal is to increase their Math proficiency using the following benchmark assessments listed above. A review of Data shows that for the year 2022-2023 the overall STAR Math score average was 4.5. There was not enough CAASPP test scores to collect any Data. The identified need is to work on improving math scores for all students. A closer look at the Data shows students need improvement on computational skills.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TTM (Think Through Math)	Average lessons per student passed in 2021-2022 or students will increase Grade Level Equivalent at or above TTM guidelines.	Students will increase their grade level Equivalent 0.50 to 1 grade level every 80 days.
CAASPP students will increase their achievement level in the for Math from the prior year as presented in the Dashboard. If CAASPP is not available STAR will be used as a local assessment.	LCAP and DASHBOARD	Increase of 5% from previous year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	LEA Math wide strategies and activities: PLC and PD opportunities to review data from each unit's focus essays to implement best practices and increase student achievement. These opportunities	All students that score below grade level of STAR Math or CAASPP	

	<p>will include focus on Common Core Standards in Algebra/Geometry/Math Basics with support on computational mastery. DAS provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS).</p> <p>School Specific Strategies Additional Saturday PLC meetings to support development of supplemental lessons. Maintain professional development activities and teacher collaboration. Hiring of appropriate number of para educators to assist in assessments and to meet student needs. Provide additional ELO intervention programs. Wrap around services to address the needs of the students for optimal learning. Maintain TOSAs, LST, Behavior Counselor</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Due to the small population, the strategies/activities were extremely effective in that students received individualized support.

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

There were no 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.

There will be no changes as we found the goal to be achievable as is.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

<p>English Language Development</p> <ul style="list-style-type: none"> • Increase English Learners proficiency rate on English Language Proficiency Assessment for California (ELPAC) • Integrated EL instruction is performed in all classrooms • Enrollment in English Language Development courses (Designated EL) as determined by the ELPAC. • Enrollment in Read 180 • Progress shown in Read 180 • System in place for reclassification

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

District wide for ELA/CAASPP, Interim Assessment and/or ELPAC data. On average, thirty percent of CVK students are identified as English Learners (EL). Our goal is to continually support these students using the above benchmarks.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Writing samples from writing prompts given at the end of each unit	Initial start of the school year school-wide writing prompt.	70% of students will score better than there baseline
ELPAC	Number of students considered for reclassification in 2021-2022 school year.	All EL students who are Intermediate or Advanced will be monitored for reclassification.
RFEP Data	2021-2022 RFEP Data	Reclassification process for EL students will be monitored and all students who qualify will be RFEP

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	LEA EL wide strategies and activities: Continue to provide sound research based instructional strategies. Instructional Strategies	All English Learner students	

	<p>are: Close Reading, Citing Textual Evidence and Argumentative Writing focusing on English Language Learners (ELL). Title I Intervention Programs: Achieve 3000 (Achievement Report), Read 180 (Achievement Report), Imagine Math and Rosetta Stone Develop ELL instructional strategies that drive and support Writing Across the Curriculum at professional development workshops and trainings.</p> <p>School Specific Strategies Parent Engagement Community Program monthly activities at school sites to articulate areas of academic concern to parents as well as improvements in academic abilities Multi-Tiered System of Supports (MTSS) provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). Extended Learning Opportunities (ELO) -Academic support to students in EL</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Due to the small population, the strategies/activities were extremely effective in that students received individualized support.

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

There were no 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.

There will be no changes as we found the goal to be achievable as is.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Special Education

- IEP Meetings
- Triennial Assessments
- Progress Reports
- Transition and Behavior Plans
- Summaries of Performance

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students will be served by these strategies/activities. Traditionally, thirty-five percent of our students qualify for IEP's. CVK strives to meet the goals stated in each student's IEP. The goal is to place each student in the least restricted environment using the above benchmarks.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IEP meetings	2021-2022 Ongoing in compliance with SELPA timelines	The IEP team works together to create Specially Designed Instruction and goals for the student. The Initial IEP is done before an initial placement in special education. The IEP is reviewed every year to measure the student's progress and must be completed by the anniversary date. An IEP amendment can be done anytime a change in the program is needed.
Triennial Assessments	2021-2022 Ongoing in compliance with SELPA timelines	A three-year reevaluation is completed by the three-year anniversary date of the initial evaluation. Off-cycle evaluations can be proposed by a parent or the school in one or all areas at any time prior to the 3-year evaluation.
Progress Reports Transition and Behavior Plans Summaries of Performance	2021-2022 Ongoing in compliance with SELPA timelines	Transition plans are a required component of Individual Education Plans. Develop transition plans with a team approach

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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Progress monitoring is an ongoing formative process used to assess students' academic and behavioral performance over time. It is used to measure student growth and responsiveness to educational strategies (e.g. instruction, supports, etc.). Along with other information progress data allows us to evaluate the effectiveness of a student's education. With respect to IEPs, progress monitoring refers to systematic and planned methods for collecting and analyzing data to determine whether a student is benefitting from educational strategies linked to IEP goals.	All students with IEP's	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Due to the small population, the strategies/activities were extremely effective in that students received individualized support.

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

There were no 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.

There will be no changes as we found the goal to be achievable as is.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

MTSS (Multiple Tiered Support Strategies) and Safe School

- Decrease student behavioral issues in the school.
- Implement PBIS with fidelity school-wide.
- Incorporate LA Model components, including DMH's Dialectal Behavior Therapy (DBT) and Probation's Developmental Stage System (DSS).
- Utilize Trauma Informed and Restorative Justice practices in and out of the classroom.
- Safe School protocols.
- Adherence to the three tiered system (Identification of student who would benefit from Tier 1, Tier 2, or Tier 3).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students and staff will continue to build an effective school-wide wellness program with socio-emotional support to address the strategies and benchmarks listed above.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease student behavioral issues in the school.	Use discipline data to inform appropriate interventions. Implement PBIS with fidelity.	A decrease in student behavior in their school program
Trauma Informed and Restorative practices in and out of the classroom	Conduct / participate in yearly CPI-NCI training. Use CPI-NCI strategies weekly.	A reduction in individual students behavioral restructures in their school program
Incorporate LA Model components, including DMH's Dialectal Behavior Therapy (DBT), and Probation's Developmental Stage System (DSS)	Incorporate at least one strategy from each component into daily school operations.	A decrease in school-wide behavior issues for the entire school environment..

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	CVK's primary focused is to address our students social-emotional and academic needs. By doing so we expect an increase in students' academic and behavior performance in the classroom.	All students and stakeholders	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Due to the small population, the strategies/activities were extremely effective in that students received individualized support.

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

There were no 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.

There will be no changes as we found the goal to be achievable as is.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Graduation/Career Pathways

- Traditional pathway 220 credits to graduate
- Evaluate AB 216 qualification
- Hi-SET – Gradational alternative. For students who cannot graduate in the traditional manner.
- Credit recovery of APEX (credit recovery)
- Enrollment of additional courses (CTE/College) to support transition back to community

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students will meet with counselors to develop an Individual Learning Plan (ILP) for the most effective pathway to ensure their academic and transitions goals. Constant review of academic progress and alignment of students' future goals are evaluated. Pathways are listed above.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student transcripts/Transition	Review to show correct classes assigned towards graduation	All students will meet with counselor and receive updated transcript every 30 days.
Number of Apex courses assigned	Compare number of courses assigned to courses completed	60% of students assigned Apex course to complete course and will complete 11 credits of recovery.
Number of students enrolled in AB 216	Number of students enrolled in AB 216 and work towards graduation	All students that qualify for AB 216 will be identified and enrolled in proper courses.
Number of students enrolled in CTE/College courses	Number of students enrolled in CTE/College courses	80% of students enrolled in CTE or College courses will complete course with passing grades.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Graduation/Pathways strategies and activities:	All students	

	<p>Students will receive updated transcripts and progress report explained to them by a counselor and also work on a transition plan with all stakeholders. Students will discuss educational needs and any support programs needed to enrich the students educational experience.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Due to the small population, the strategies/activities were extremely effective in that students received individualized support.

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

There were no 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.

There will be no changes as we found the goal to be achievable as is.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$2,558.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$7,058.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 Part A: Allocation	\$2,160.00
Title I Part D	\$4,500.00

Subtotal of additional federal funds included for this school: \$6,660.00

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 (\$)
Title I Part A: Parental Involvement Contract Services	\$398.00

Subtotal of state or local funds included for this school: \$398.00

Total of federal, state, and/or local funds for this school: \$7,058.00

School Site Council Membership

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

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

Name of Members	Role
Bridget Whitaker	Principal
Elena Johnson	Classroom Teacher
Charlie Phelps	Classroom Teacher
Steffanie John	Classroom Teacher
Robert Amaya	Other School Staff
Billy Perez	Secondary Student
Trent Hill	Secondary Student
Adreena Rochall	Parent or Community Member
DSO Fong	Parent or Community Member
DSO Najera	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: BJN SDM

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 11/7/2024.

Attested:

Signatures on file.

Principal, Ms. Bridget Whitaker on 11/7/2024
SSC Chairperson, Billy Perez on 11/7/2024

**Attachment 1: Centralized Services for Planned Improvements in Student Performance
– 12/11/2024**

In addition to the site allocations, the following expenditures are Central Office funded.

Proposed Expenditures	Estimated Cost	Funding Source
<u>Central Office Funded Contracts - Community Based Organizations (CBOs)</u>	990,217	
<u>Personnel Budget</u>		
Project Director II – Curriculum & Instruction– 20% FTE	44,990	
Program Manager Parent Education – PFCEP 1 FTE	197,000	
Parent Education Specialist	144,360	
Para Educators	705,474	
Program Specialist – 1 FTE	163,549	
Teacher Literacy Specialist – 5.5 FTE	969,568	
2 Math Specialist	290,730	
Coordinator II – 20%	46,228	
<u>Parent and Family Education and Consultation Program (PFCEP)</u>		Title I Part A
PFCEP Liaison Extended Learning Hours	120,000	
PFCEP Contracts	81,140	
Other Miscellaneous PFCEP	10,000	
<u>Professional Development</u>		
Sub. Teacher. Para Educator	30,000	
Travel	20,000	
Mileage	2,000	
<u>Other Operation Expenditures</u>		
Mileage Claim	2,200	
Office Supplies	15,075	
Equipment	3,000	
<u>Central Office funded FTEs for sites</u>		
Counselor Behavior Manager – 4 FTEs	635,460	
Transition Counselor – 4 FTEs	703,572	
Para Ed – 7 Positions	545,167	
Education Behavioral Technician – 4 Positions	379,671	
<u>Central Office Funded FTEs - Program</u>		Title I Part D
Coordinator II – 80%	184,910	
Senior Program Specialist	187,302	
<u>Central Office funded Contracts</u>	480,000	
<u>Others</u>	104,100	

Special Programs Support and Transformation

Title I School Plan for Student Achievement Snapshot 2024-25

Name of School: Dorothy Kirby Camp

Date: December 17, 2024

Student Demographic Information

Enrollment by Subgroup – Dorothy Kirby Camp

Subgroup	2023-24		2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%	Count	%
African American	14	27.50%	17	43.60%	19	37.30%	25	34.20%
Asian	—	—	1	2.60%	—		1	1.40%
Hispanic or Latino	33	64.70%	19	48.70%	28	54.90%	38	52.10%
Pacific Islander	—	—	1	2.60%	—		1	1.40%
White	4	7.80%	1	2.60%	4	7.80%	8	11.00%
English Learners	7	13.70%	6	15.40%	9	17.60%	13	17.80%
Foster Youth	14	27.50%	10	25.60%	14	27.50%	21	28.80%
Homeless Youth	0		0	0.00%	0	0.00%	3	4.10%
Migrant Education	0		0	0.00%	0	0.00%	0	0.00%
Students with Disabilities	37	72.50%	26	66.70%	36	70.60%	45	61.60%
Socioeconomically Disadvantaged	51	100.00%	39	100.00%	51	100.00%	73	100.00%
“—” no data available Source: CDE DataQuest cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp								

2024-2025 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys, LCFF Local Indicators, LCAP

Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys
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2024-2025 Program Description – PAU

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

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dorothy Kirby School	19-10199-0121905	December 11, 2024	December 17, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Dorothy Kirby School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Dorothy Kirby School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

1. School Site Council (SSC)- The Dorothy Kirby SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. Each month members review the efficacy of academic and behavioral interventions and offer suggestions for revisions or new initiatives.
2. PFCEP - The Title I Parent Family Education and Consultation Program (PFCEP) townhall meetings and/or workshops provide the forum for the review of Title I programs and provide stakeholder feedback updated yearly to meet changing needs of parents and the school. Through these PFCEP Townhall and workshops, parents are involved on an ongoing basis in the planning, review, and improvement of programs including the parental involvement policy and the school-wide Title I plan. The parent engagement events, hosted by the Parent Liaison, are held once a month for 11 months. While parents are the targeted audience, community members, faculty, and school partners may also attend.
3. LCAP and school-based surveys- LCAP Surveys are distributed and analyzed at PFCEP Townhall meetings and/or workshops throughout the year and provide feedback to the SPSA. Parents do the survey during the months of Jan -Jun. In addition, SSC members distribute surveys to obtain qualitative data on instruction, CBO services, school climate, and PBIS efficacy.
4. Title I Advisory Council -Central Office Title I Advisory Council meets regularly and provides input on supplemental programs. They meet quarterly and members include parents, teachers, students and other administration staff.
5. Parent Advisory Committee (PAC) is held at Central Office. The PAC is held bi-monthly and provides parents an overview of programs in which members are asked for input and feedback.
6. Curriculum Department Meetings/PLCs - Dorothy Kirby's faculty and staff meet weekly to review data that guides instruction, develop curriculum, establish best practices, and suggest academic intervention programs. In addition, there are monthly PLC meetings where the Math/ Science and ELA/SS teachers spend a day reviewing data and creating innovative and challenging RTSA curriculum.
7. English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) Monthly at Central Office. Dorothy Kirby is its own PAU starting this school year. At this time, the school has eight EL students. It does not meet the twenty student minimum requirement for an ELAC committee. Dorothy Kirby will assume the monitoring/ responsibilities to ensure EL students needs are addressed.
8. DELAC meetings are conducted bimonthly. Committee input and feedback are collected especially for students designated as English Learners.

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

10. The Kirby Probation Inter-Agency Committee monthly meetings are comprised of L.A. County Probation, the Department of Mental Health, Juvenile Health Services (JHS). Probation Educational Services and LACOE site administrator to discuss and address issues and needs.

11. The school's established committees, i.e., SDMC, SSC, PBIS, Safety, etc. is comprised of school staff and community stakeholders. These committees allow members of the school community to participate, collaborate and be part of the school's decisions-making body.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

The needs assessment involved examining historical and current data from the California School Dashboard; local assessments/benchmarks, site surveys, conversations with the School Site Council (SSC), and other stakeholders. This plan references the importance of modifying the curriculum to support the ongoing struggles our students have with literacy, numeracy, written language, embedding a social emotional component into all daily activities and instruction. The academic, social emotional, and CTE needs of the students require the ongoing support and intervention from a Teacher on Special Assignment (TOSA), Literacy and Math Specialist, Behavior Counselor, and Data/Testing Coordinator offer student effective and needed support. To comply with the California mandate and to better serve our students we have developed culturally relevant content. Kirby continues to explore restoring CTE to Kirby students to ensure equitable access to college/career opportunities. Extended Learning Opportunities (ELO) is available to students after school. Kirby seeks to support our high enrollment of targeted populations (Foster youth, English Learners, Homeless, SPED, Latinx and African American youth) with the use of Extended Learning Opportunities funds to increase literacy skills in all areas, make up credits, and accelerate progress to close learning gaps through the implementation of our listed programs and the expansion or enhancement of existing services. We have added an increased intervention period for all youth as daily class. The students will access educational software under the guidance of their teacher to assist them in additional exposure to mediate losses. The programs offered will include reading and math intervention, APEX, and OSHA for qualifying students. This period will be offered in addition to requisite intervention participation.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the California School Dashboard for 2022-2023, there was less than 11 students who were assessed in ELA, Mathematics and EL, etc., therefore, no data was provided. Conditions & Climate (Suspension Rate) was in the red. All students were suspended 25.5% at least one day, which is an increase of 8.4; Foster Youth were suspended 36.7% at least one day, which increased 14.7; Socially Economically Disadvantaged were suspended 25.5% which is an increase of 8.4; Students with Disabilities were suspended 29.5% at least one day, which is an increase of 8.1; African-American were suspended 34.1 at least one day, which is an increase of 16.6%; and Hispanics were suspended 20% at least one day, which is an increase of 2.4.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the California School Dashboard for 2022-2023, due to the low number of students in the sample, there was no data to represent any group in the school which performance for any student group was two or more performance levels below.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Dorothy Kirby School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

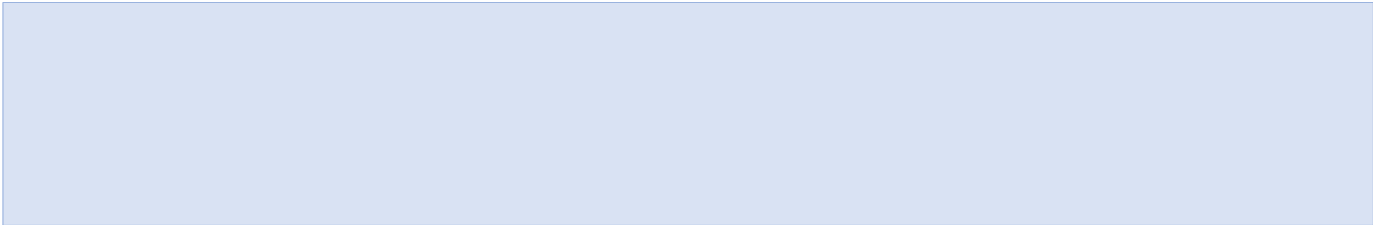
Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	37.25%	43.59%	27.45%	19	17	14
Asian	%	2.56%	%	0	1	
Filipino	%	0%	%	0	0	
Hispanic/Latino	54.90%	48.72%	64.71%	28	19	33
Pacific Islander	%	2.56%	%	0	1	
White	7.84%	2.56%	7.84%	4	1	4
Two or More Races	%	0%	%	0	0	
Not Reported	%	0%	%	0	0	
Total Enrollment				51	39	51

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 8	1	1	
Grade 9	3	2	4
Grade 10	7	9	10
Grade 11	14	12	17
Grade 12	26	15	20
Total Enrollment	51	39	51

Conclusions based on this data:

- From the data provided, the following conclusions can be made regarding enrollment by student group over the three school years (2021-2024): It fluctuated from 51 to 39 and back to 51. Hispanic/Latino students show the most significant growth in both number and percentage of total enrollment, highlighting their increasing representation. African American enrollment declines steadily over the three years. Asian, Pacific Islander, and White students show minimal and inconsistent representation. Other groups (American Indian, Filipino, and Multiple/No Response) consistently have no or negligible representation. These trends indicate shifting demographic proportions, with the Hispanic/Latino group becoming increasingly dominant.



2. In all three years, the number of enrollment by grade level, the data suggests fluctuations in enrollment at different grade levels, with notable changes in Grade 12 enrollment and a recovery in total enrollment in 2023-2024.
3. The data indicates that Hispanic/Latino and African American students consistently have the highest representation among all student groups, with Hispanic/Latino students showing a notable increase over time. Additionally, the upper grades, specifically 11th and 12th grades, consistently have the highest enrollment numbers, reflecting a stronger presence of older students within the school population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	9	6	7	17.8%	17.6%	13.7%
Fluent English Proficient (FEP)	8	8	7	15.1%	15.7%	13.7%
Reclassified Fluent English Proficient (RFEP)	0			0.0%	40.0%	

Conclusions based on this data:

1. The number of English Learners decreased slightly, from 9 students (17.8%) in 2021-2022 to 7 students (13.7%) in 2023-2024. Their overall proportion of the student population also decreased over time. The number of Fluent English Proficient decreased from 8 students in 2022-2023 (15.7%) to 7 students (13.7%) in 2023-2024. In 2022-2023, 40% of English Learners were identified as Reclassified Fluent English Proficient (RFEP).
2. The data shows that English Learners may need additional support to reclassify as Fluent English Proficient (FEP).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*			
Grade 8	*	4	*	0	4	*	0	4	*		100.0	
Grade 11	22	18	21	16	17	17	16	17	17	72.7	94.4	81
All Grades	23	22	23	16	21	19	16	21	19	69.6	95.5	82.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*			*			*
Grade 8		*	*		*	*		*	*		*	*		*	*
Grade 11	2400.	2405.	2460.	0.00	0.00	0.00	0.00	5.88	0.00	0.00	11.76	23.53	100.0	82.35	76.47
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	4.76	0.00	0.00	14.29	21.05	100.0	80.95	78.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Student participation in the CAASPP English Language Arts assessments generally improved over the three years, with Grade 8 achieving 100% participation in the available data year (2022-2023) and Grade 11 showing a peak in participation in 2022-2023. However, there is room to improve consistency in participation rates, especially in Grade 11.
2. The data from the Smarter Balanced Assessment System CAASPP English Language Arts indicates the following trends in overall achievement: While overall achievement remains below the standards for most students, there is evidence of gradual improvement in mean scale scores and a reduction in the percentage of students not meeting the standard. However, no students have yet exceeded the standard, and a significant proportion still struggle to meet or approach proficiency. Continued focus on targeted interventions and support is necessary to further improve outcomes.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*			
Grade 8	*	4	*	0	4	*	0	4	*		100.0	
Grade 11	19	18	21	15	16	17	15	16	17	78.9	88.9	81
All Grades	20	22	23	15	20	19	15	20	19	75.0	90.9	82.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*			*			*
Grade 8		*	*		*	*		*	*		*	*		*	*
Grade 11	2391.	2351.	2357.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00	0.00	100.0	95.00	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Participation in the CAASPP Mathematics assessments generally improved over the three years, with Grade 8 achieving full participation in the available year (2022-2023) and Grade 11 showing the highest participation rate in 2022-2023. Although there was a slight decline in participation in 2023-2024, overall engagement remains relatively strong. Efforts to sustain and improve participation rates across all grades would further enhance assessment outcomes.
2. The data indicates that overall achievement in mathematics remains significantly below standard for all students. Despite minor fluctuations in mean scale scores, there is no evidence of students exceeding or meeting the standard over the three years. This underscores an urgent need for targeted instructional interventions and support to address foundational gaps in mathematics proficiency.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	6
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	4	0
All Grades										8	7	8

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*		*	*		*	*		*	*		
12	*	*		*	*		*	*		*	*		
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*		*	*		*	*		*	*		
12	*	*		*	*		*	*		*	*		
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*		*	*		*	*		*	*		
12	*	*		*	*		*	*		*	*		
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. The data from the Smarter Balanced Assessment System ELPAC Summative Assessment provides the following observations regarding student performance in English language proficiency: Participation shows slight variation, with 8 students tested in 2021-2022, 7 students in 2022-2023, and 8 students in 2023-2024. No specific performance data is provided for overall, oral language, or written language mean scale scores across the years.
2. The available data reflects low participation and lacks performance results due to the low number of participants. This suggests the need review other performance data collection to better understand student performance and support their English language development effectively.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Dorothy Kirby School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
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Conclusions based on this data:

- Based on the 2022-23 enrollment data, the student population at the school demonstrates significant diversity in both demographics and educational needs. The majority of students are Hispanic (48.7%) and African American (43.6%), with smaller representations from Asian, Pacific Islander, and White groups (2.6% each). The school serves a highly vulnerable population, as all students are socioeconomically disadvantaged (100%), and substantial portions of the population are foster youth (25.6%) and students with disabilities (66.7%). Additionally, English learners make up 15.4% of the student body.
- This data highlights the critical importance of providing equitable, culturally responsive, and inclusive education tailored to meet the unique challenges faced by the student population.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

2024 Fall Dashboard Overall Performance for All Students

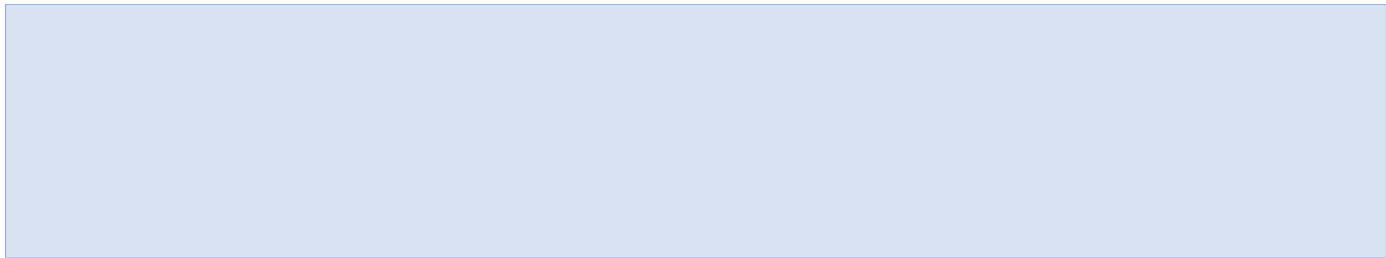
Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1. The 2023 CA School Dashboard data for the school highlights key areas of focus for improvement. With Suspension Rates in the red and College/Career readiness indicated as very low, there is a pressing need to address school climate, behavioral supports, and post-secondary preparation. While academic performance metrics in English Language Arts, Mathematics, and English Learner Progress are not provided, these areas remain critical to fostering overall student success.



2. This performance underscores the importance of targeted interventions to improve behavioral outcomes, enhance college and career pathways, and support the diverse academic and socio-emotional needs of the student population.

The limited data emphasizes the need for careful attention to the unique educational needs of all students while recognizing the challenge of drawing broad conclusions from such a small sample size. Continued efforts to support literacy development remain essential for these vulnerable populations.

2. The 2023 Fall Dashboard for English Language Arts performance by race/ethnicity does not provide performance color ratings due to the small number of students assessed. Each racial/ethnic group, including African American and Hispanic students, had fewer than 11 students, with only one student represented in these groups. Other groups, such as American Indian, Asian, Filipino, Pacific Islander, and White, had no students assessed.

This limited dataset underscores the challenge of drawing meaningful conclusions about academic performance by race/ethnicity. Moving forward, it remains crucial to ensure all students have access to equitable resources and support to enhance literacy outcomes.

3. The 2023 Fall Dashboard for English Language Arts data comparisons for English Learners does not provide performance ratings due to the small sample sizes. There were no current or reclassified English Learners assessed, and only one English-only student was included in the data.

The limited representation highlights the difficulty in analyzing trends or drawing conclusions about English Language Arts performance for English Learners or English-only students. This emphasizes the importance of monitoring and supporting literacy progress for all language groups while addressing the unique needs of English Learners.

This limited dataset makes it challenging to identify trends or address specific areas of need. However, it underscores the importance of implementing targeted support and instructional strategies to improve mathematics outcomes for all students, particularly those in vulnerable subgroups.

2. The 2023 Fall Dashboard for Mathematics performance by race/ethnicity does not provide performance ratings due to the small sample sizes. African American and Hispanic groups each had only one student assessed, while other racial/ethnic groups, including American Indian, Asian, Filipino, Pacific Islander, and White, had no students represented in the data.

These limited data points prevent meaningful analysis or conclusions about mathematics performance by race/ethnicity. This emphasizes the need for continued focus on equitable access to high-quality math instruction and support to meet the needs of all racial and ethnic groups in the school community.

3. The 2023 Fall Dashboard for Mathematics data comparisons for English Learners does not provide performance ratings due to the small number of students assessed. There were no current or reclassified English Learners included, and only one English-only student was assessed.

This limited data underscores the difficulty in evaluating mathematics performance for these groups. It highlights the importance of ensuring that all students, including English Learners and English-only students, receive appropriate support and resources to improve mathematics achievement.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
making progress. Number Students:	making progress. Number Students:

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. The 2023 Fall Dashboard for the English Learner Progress Indicator does not provide a performance level due to the small number of English Learner (EL) students assessed, with only five students included in the data.

While the limited sample size prevents comprehensive analysis, this highlights the importance of closely monitoring and supporting the progress of EL students in achieving English language proficiency. Targeted interventions and resources are essential to ensure these students meet their language development goals.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. The 2023 Fall Dashboard College/Career Equity Report shows a performance distribution in which all students assessed fall into the "Very Low" category, with only one student represented. No students were categorized as Low, Medium, High, or Very High.

Due to the small sample size, it is challenging to draw broad conclusions from this data. However, it underscores the importance of addressing the significant barriers to college and career readiness and ensuring that all students have access to the necessary resources and support to succeed in these areas. Targeted interventions will be essential in improving equity and opportunities for all students.
2. The 2023 Fall Dashboard College/Career Report indicates that the overall preparedness of students is very low, with none of the 32 assessed students identified as prepared for postsecondary opportunities. Subgroups such as

Socioeconomically Disadvantaged students also received a very low performance level, while English Learners, Foster Youth, Homeless students, and Students with Disabilities had no status levels reported but similarly showed no prepared students.

This data highlights a critical need for focused interventions to enhance college and career readiness across all student groups. Efforts should prioritize expanding access to rigorous academic programs, career pathways, and support services to address the needs of these vulnerable populations.

3. The 2023 Fall Dashboard College/Career Report for Race/Ethnicity does not provide performance levels due to small sample sizes. Subgroups such as African American, Hispanic, Pacific Islander, and White students had fewer than 11 students assessed, with no students identified as prepared for college or career pathways. Other groups, including American Indian, Asian, Filipino, and Two or More Races, had no students represented in the data.

This limited dataset prevents meaningful analysis or conclusions regarding college and career readiness by race/ethnicity. It highlights the need for continued efforts to support equitable access to college and career readiness programs and resources for all students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance
Orange
Yellow
Green
Blue
Highest Performance

This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. The 2023 Fall Dashboard Chronic Absenteeism Equity Report does not provide performance levels, as no data were available for the categories of Red, Orange, Yellow, Green, or Blue.
2. The 2023 Fall Dashboard for Chronic Absenteeism indicates limited data for All Students and specific student groups, with fewer than 11 students assessed in each category. All students in the groups—English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities—had small sample sizes, ranging from one to four students.

Due to the small number of students represented, it is difficult to draw significant conclusions about absenteeism trends for these groups. However, this emphasizes the need to gather more comprehensive data and implement strategies to address chronic absenteeism, ensuring that all students receive the necessary support to stay engaged in their education.
3. The 2023 Fall Dashboard for Chronic Absenteeism by Race/Ethnicity provides limited data due to small sample sizes across all racial/ethnic groups. African American and Hispanic groups had fewer than 11 students, with only one and

three students assessed, respectively. Other groups, such as American Indian, Asian, Filipino, Two or More Races, Pacific Islander, and White, had no students represented in the data.

Given the small number of students, it is difficult to draw meaningful conclusions about absenteeism trends by race/ethnicity. However, this highlights the importance of expanding data collection and targeting interventions to reduce absenteeism, particularly for vulnerable student populations.

The data highlights the importance of continuing to support students with barriers to graduation, particularly English Learners, Foster Youth, and Students with Disabilities, to ensure continued progress and equitable outcomes for all student groups.

3. The 2023 Fall Dashboard Graduation Rate by Race/Ethnicity shows limited data due to small sample sizes in several groups. African American students had a graduation rate with data available for only 10 students, and Pacific Islander and White students were represented by fewer than 11 students each. The Hispanic group had a graduation rate of 55%, showing a significant increase of 18.6%, but only 20 students were assessed.

Due to the small number of students in many groups, it is difficult to draw firm conclusions about trends for these races/ethnicities. However, the data indicates areas where continued focus on supporting students, especially those in smaller groups, will be important to ensure equitable graduation outcomes for all students.

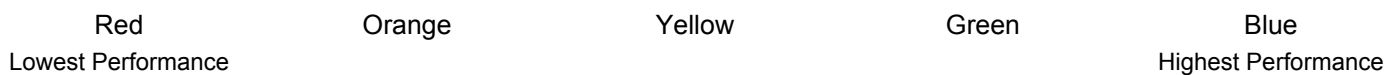
School and Student Performance Data

Conditions & Climate Suspension Rate

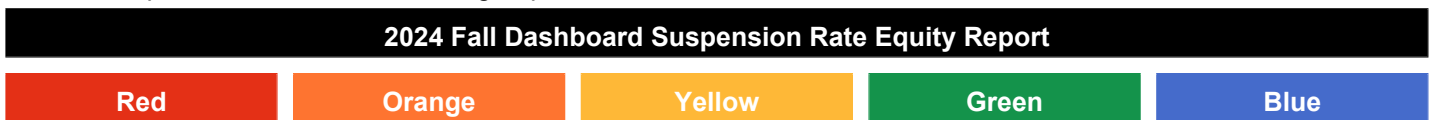
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. The 2023 Fall Dashboard Suspension Rate Equity Report indicates that 5 students were categorized in the Red performance level, signifying a high suspension rate. However, there were no students in the Orange, Yellow, Green, or Blue levels, suggesting that no students fell into lower suspension rate categories.

This data highlights a significant area of concern, as a portion of students are experiencing high suspension rates. Continued efforts to address the underlying causes of suspensions and implement restorative practices are crucial for reducing disparities and promoting a supportive learning environment for all students.
2. The 2023 Fall Dashboard Suspension Rate for All Students/Student Groups highlights concerning trends, particularly in certain student populations. Overall, 25.5% of all students were suspended at least one day, with a notable increase of 8.4 percentage points. Specific groups such as English Learners (31.6%), Foster Youth (36.7%), Socioeconomically Disadvantaged (25.5%), and Students with Disabilities (29.5%) had high suspension rates, with Foster Youth showing the highest increase.

These data points suggest that certain groups, especially Foster Youth and English Learners, are disproportionately affected by suspensions. The increase in suspension rates across these groups emphasizes the need for targeted interventions, restorative practices, and more supportive school environments to address disparities and reduce suspensions for vulnerable students.

3. The 2023 Fall Dashboard Suspension Rate by Race/Ethnicity reveals significant disparities in suspension rates among different racial and ethnic groups. African American students had the highest suspension rate at 34.1%, with a substantial increase of 16.6 percentage points. Hispanic students also faced a notable suspension rate of 20%, with an increase of 2.4 percentage points.

In contrast, other racial groups such as Asian, Filipino, and Pacific Islander had fewer students represented, making. However, the data for African American and Hispanic students highlight ongoing concerns regarding the overrepresentation of these groups in suspension rates. The data underscores the need for targeted strategies to address these disparities, focusing on preventative measures and restorative practices to better support these student populations.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Access to an equitable 21st century education

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

All students will have access to highly qualified teachers holding appropriate multiple or single-subject credentials. Professional development will be provided to teachers to enhance their subject-specific content knowledge, instructional strategies, and technology integration skills, ensuring alignment with Common Core State Standards (CCSS).

Special education teachers will receive targeted professional development to: Support students in accessing grade-level content. Effectively co-teach and collaborate in inclusion classrooms. Foster constructive collaboration with partner teachers and support staff.

Additionally, paraeducators will participate in professional development designed to enhance their ability to implement supplemental instructional programs and strategies, enabling them to better support student learning and engagement.

This comprehensive approach ensures all students are prepared with the academic and technological skills needed for college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CAASPP results for 2022-2023 and 2023-24 indicates the majority of our students (all students and all major sub-groups/ethnicity) were below the Nearly Met level in English Language Arts.
 The CAASPP results for 2022-2023 and 2023-24 indicates the majority of our students (all students and all major sub-groups/ethnicity) were below the Nearly Met level in Math.
 The CAASPP indicated that NONE of our students met the minimum nearly met goal in either ELA or math.

The STAR Reading results of 2022-2023 and 2023-2024 indicate that the majority of our students (all students and all major sub-groups/ethnicity) were below grade level proficiency.
 The STAR Math results of 2022-2023 and 2023-2024 indicate that the majority of our students (all students and all major sub-groups/ethnicity) were below grade level proficiency.

To ensure equitable access to a 21st-century education and support students in meeting academic standards, there is a critical need for:

1. Credentialed Teachers: Highly qualified teachers with strong content knowledge are essential to deliver rigorous, standards-aligned instruction that prepares students for college and career readiness.
2. Teacher on Special Assignment (TOSA): A dedicated TOSA is needed to support the instructional program by providing coaching, modeling best practices, and guiding teachers in implementing effective, research-based strategies.
3. Literacy Specialist and Math Specialist: Specialists are necessary to address foundational gaps in literacy and mathematics, enhance instructional practices, and provide targeted interventions to improve student achievement in these critical areas.

These resources will strengthen the instructional program and ensure all students have access to high-quality education and the support needed to succeed academically.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP READING SCALE Standard Exceeded Level 4 (2582–2730) Standard Met Level 3 (2502–2581) Standard Nearly Met Level 2 (2442–2501) Standard Not Met Level 1 (2200–2441)	2022-2023 CAASPP READING 0.00%-Met or Exceeded (Lev. 3 & 4) 0% -Standard Nearly Met (Lev. 2) 0% - Not Met (Level 1)	Kirby students will obtain a 2% increase in Levels 2 and/or Level 3 (Nearly Met Standard or higher level) on the English Language Arts as measured by the CAASPP.
CAASPP MATHEMATICS SCALE Standard Exceeded Level 4 (2579–2740) Standard Met Level 3 (2528–2578) Standard Nearly Met Level 2 (2455–2527) Standard Not Met Level 1 (2220–2454)	2022-2023 CAASPP MATH 0.00%-Met or Exceeded (Lev 3 & 4) 0%- Standard Nearly Met (Lev 2) 0% - Not Met (Level 1)	Kirby students will obtain a 2% increase in Levels 2 and/or Level 3 (Nearly Met Standard or higher level) on the Math as measured by the CAASPP
2023-2024 STAR READING SCALE The STAR Reading assessment has a 0 to1400 Scale Score: Emergent Reader (3.0 – 6.7), Transitional Reader (6.7-7.7), and Probable Reader (7.7 – 9.0)	2023-2024 STAR READING 4.6 (GLE)-Overall 4.2(GLE)-Homeless 4.7 (GLE) - Foster Youth 3.8 (GLE)-Student with Disabilities 4.8 (GLE) - English Learners 4.3 (GLE) - LatinX 4.6 (GLE) - Black or African American	Kirby student groups will increase their STAR Math and STAR READING by 5 or more lexile points to advance toward the higher Enterprise scale score.
2023-2024 STAR MATH SCALE	2023-2024 STAR MATH 6.0 (GLE)-Overall	Kirby student groups will increase their STAR Math and STAR READING by 5

The STAR Math assessment has a 0 to 1400 Scale Score: Elementary (3.0 – 6.7), Middle School (6.7-7.7), and Middle to H.S. (7.7 – 9.0)	4.5 (GLE)-Homeless 6.1 (GLE) - Foster Youth 5.0 (GLE)-Student with Disabilities 5.7 (GLE) - English Learners 5.8 (GLE) - LatinX 7.3 (GLE) - Black or African American	or more quantile points to advance toward the higher Enterprise scale score.
2023-2024 CTE Services Were not available however students participated in community college classes and OSHA. Construction removed the kitchen and COVID impacted attendance and participation.	2023-2024 4 students participated in the Learn and Earn Program. 22 students took OSHA classes 18 students enrolled concurrently in community college.	All Kirby students will have access to a CTE program to foster career readiness.
Graduates Kirby has an average of 20-24 potential graduates enrolled during the year.	2023 Data Dashboard Total student graduated = 34	Kirby will see a 10% increase in the graduate rate.
Technology - every student has access to a computer laptop.	Few students demonstrate basic technology skills essential for executing educational tasks, including navigating digital platforms, utilizing productivity software, conducting research online, and engaging with educational tools and resources. These skills enable them to complete assignments and access instructional materials effectively. Students need to develop the foundational skills necessary to interact with various digital environments, ensuring they can succeed in an increasingly technology-driven academic environment.	Kirby will expand access to routines that embeds the use of technology to perform academic tasks by 50 % as measured by program data reports, e.g. Odysseyware, Achieve 3K, IXL, etc. reports.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1. Provide ongoing professional development for teachers, special education staff, and paraeducators to enhance instructional strategies, align lessons to Common Core State Standards, and integrate technology effectively into teaching practices.</p> <p>2. Provide training and resources for general and special education teachers to promote co-teaching and inclusive instructional practices, ensuring all students can access grade-level content.</p> <p>3. Use data-driven approaches to monitor student progress and implement timely interventions to address academic and technological skill gaps.</p>	All students and subgroups	<p>2,000 Title I Part A 4210 Other Books & Reference Materials 5,000 Title I Part D 5220 Travel and Conferences 12,000 Title I Part A: Instructional Materials 4310</p> <p>2,000 Title I Part A: Travel and Conferences 5220</p>

			1,000 Title I Part A: Non-Capitalized Equipment 4410 26,000 Title I Part D 4310 Instructional Materials
1.2	<p>1. Employ literacy and math specialists to address skill gaps and support students' mastery of foundational and advanced concepts in reading and mathematics.</p> <p>2. Implement Kirby's Reading and Math Literacy Program to strengthen and expand the systems that create opportunities for equity and inclusion, including READ 180, Math 180, 3D, IXL Math, and Achieve 3000.</p> <p>3. Specialists aggregate and disaggregate data to monitor progress, identify key areas to develop and provide strategies to staff to support students.</p>	All students and subgroups	24,800 Title I Part D 4410 Non-Capitalized Equipment
1.3	<p>Teachers and paraeducators will engage in professional Learning Communities (PLC) to:</p> <p>1. Collaborate and develop a relevant and responsive standard-based curriculum to meet the needs of all students.</p> <p>2. Share instructional practices to support access to CCSS in ELA/ELD, Writing, and Math-particularly for English Learners, students with disabilities, and students with skill/academic gaps.</p> <p>3. The school will hold PLC/Collaboration meetings during the collaborative time and PD/PLC will be held on Thursdays.</p> <p>4. The school will schedule a monthly Saturday for professional development and PLC collaboration. Content expertise, cultural relevancy, MTSS lesson- planning, and formative assessment creations will be the primary foci.</p>	ALL students and subgroups	
1.4	<p>The Math PLC members will purchase Instructional Materials and professional development from IXL Math to support the implementation of CCSS in Math, and to provide a more personalized approach to math intervention and data collection. https://www.ixl.com/</p>	All Student and Student groups	
1.5	<p>Kirby's Literacy and Numeracy Learning will specifically address the inequities and academic gaps that disproportionately impact African American and Hispanic/Latino students through the expansion of services for intervention (READ 180, 3D, IXL Math, and Achieve 3000), recovery (APEX), and transition opportunities (HiSet) with afterschool/weekend instruction. Using a data based, MTSS approach for student selection, program incentives, and exit reviews, this strategy will increase access, opportunities, and student achievement.</p>	All students and subgroups	

1.6	Kirby PLC will purchase supplemental material and resources (Guest Speakers, media, etc.) to enhance Common Core instruction with culturally responsive content to engage and inspire students, and to create a more equitable and inclusive climate to promotes student achievement.	All students and subgroups	
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was partial improvement with the strategies/activities implemented. The implementation of this goal involves comprehensive staff training and collaboration to ensure that all educators are proficient in content pedagogy, intervention and support and in the various educational technologies being used, such as Odysseyware, Achieve 3000, APEX, and IXL for math and science. By incorporating these tools into the curriculum, we are providing students with the skills necessary to thrive in a 21st-century educational environment. Staff who attend professional development sessions will play a crucial role in disseminating knowledge to their colleagues, fostering a collaborative environment where best practices are shared and applied to enhance pedagogy intervention, support and Project-Based Learning (PBL) curriculum. By aligning professional development with our instructional goals and ensuring that staff are well-equipped to support students' academic needs, we are working to achieve the intended outcomes and increase student success.

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

There have been no major differences between the intended implementation and the budgeted expenditures for the strategies and activities designed to meet the articulated goal. The budget was allocated to support professional development, technology resources, and training materials necessary for staff to effectively implement programs such as Odysseyware, Achieve 3000, APEX, and IXL. Any adjustments made to the budget were minimal and necessary to ensure the continued success of the goal. All expenditures align with the initial plans to provide equitable access to standards-aligned instruction, materials and the technological tools students need to become college and career ready.

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.

As a result of this analysis, we will refine our strategies to further emphasize personalized support for both students and staff. Specifically, we will enhance the use of data-driven instruction by incorporating more frequent assessments and progress monitoring to track student success with the educational programs (Odysseyware, Achieve 3000, APEX, IXL) and adjust instruction based on real-time data. Additionally, we will allocate more time for collaborative planning among staff to ensure that the integration of technology into the curriculum is aligned with the needs of our diverse student population. Annual outcomes and metrics will include more specific benchmarks for student academic progress and technology integration, which will be tracked and evaluated more frequently to ensure the continuous alignment with our goal of equitable access to a 21st-century education.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate and Social-emotional Well-Being

Goal 2: Kirby will enhance the school climate, social-emotional well-being, and parent/family engagement

The school will enhance the social-emotional well-being of students and create a positive school climate by:

Enhancing the social-emotional learning themes into the curriculum.

Strengthening the implementation of Positive Behavioral Interventions and Supports (PBIS) in classrooms.

Establishing Care Teams to address the socio-emotional and behavioral needs of students through timely and targeted interventions

Expand Community Partnerships for Student Well-Being

The school will collaborate with Community-Based Organizations (CBOs) to support students' overall well-being by:

Incorporating life skills lessons into the curriculum to build students' resilience and practical competencies.

Providing enrichment programs that promote student engagement, creativity, and holistic development.

Foster Parent and Family Engagement

The school will strengthen family engagement to support student success by:

Hosting school events that promote parent involvement in the school community.

Through the school Parent/Family Education Collaborative Partnership (PFCEP) school liaison, provide educational workshops and resources for families.

By addressing these goals, the school aims to improve the school climate, enhance students' social-emotional well-being and engagement, and reduce suspension rates, fostering a supportive and inclusive learning environment for all.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Kirby students struggle with academics, social emotional self-regulation, and have concomitant psychological problems. Many of our students have experienced severe trauma, homelessness, and have a long history of academic failure. Key areas of need include the following:

2023-2024 reflected that 80- 85% of students were listed as Foster youth

2023-2024 reflected that 45-48% of students were listed as SPED

2023-2024 reflected that at least 15-19% of students were listed as Homeless.

2023-2024 reflected that African American students were consistently the primary suspensions.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2023 CA Dashboard Suspensions Rate 25.5% of all students (137) suspended at least one day. Increased 8.4 31.6% of all EL students (19) suspended at least one day. Increased 17.3 36.7% of all Foster Youth students (49) suspended at least one day. Increased 14.7 25.5% of all SED students (137) suspended at least one day. Increased 8.4 29.5% of all SWD students (88) suspended at least one day. Increased 8.1 34.1% of all African-American students (41) suspended at least one day. Increased 16.6 20% of all Hispanic students (80) suspended at least one day. Increased 2.4</p>	<p>25.5% of all students (137) suspended at least one day. Increased 8.4. Foster youth and African Americans disproportionately the largest group of suspensions.</p>	<p>Strategies should result in a 20% reduction in the out-of-class and full-day suspensions for all groups.</p>
<p>PBIS Sharepoint Program Students who exhibit exemplary behavior receive 50-60 points per week or 200-240 points per month</p>	<p>Kirby students receive an average of 20-30 points per week or 80-120 points per month,</p>	<p>Strategies should result in the acquisition of over 40 points per week or a minimum of 160 points per month.</p>
<p>CA Dashboard Academic Engagement (Chronic Absenteeism) 2023 - 2.9% (4 students)</p>	<p>Despite the drop in chronic absenteeism, high rates of low motivation and in many ways an apathy towards classroom instruction.</p>	<p>Strategies implemented will result in at least 90% of students motivated and engaged in the instructional program as evidence by positive feedback in survey.</p>
<p>2023 Student and Teacher surveys Students and Teachers asked about the school climate and PBIS implementation.</p>	<p>While 100% of the responders indicated a clear familiarity with the PBIS program, most could not distinguish between school & classroom protocols.</p>	<p>Kirby will provide PBIS and Restorative Justice training to establish key practice within the classrooms.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Teachers develop and implement lesson plans that effectively integrate the social emotional themes into core subjects and highlight the themes during instruction.</p> <p>Teachers and support staff will receive professional development on integrating social emotional strategies into daily instruction.</p> <p>Support staff such as school psychologist and/or behavior counselor will provide PD on the utilization of research-based SEL curricula and resources to enhance student engagement and self-regulation skills.</p>	ALL students and subgroups	
2.2	<p>Kirby will provide ongoing training for teachers and staff on effective PBIS strategies, including restorative practices de-escalation techniques and trauma-informed practices to better support students with high socio-emotional needs.</p> <p>Teachers and support staff will develop and maintain clear behavior expectations and recognition systems for students to promote consistency across classrooms.</p> <p>Staff will regularly review behavior data to identify trends, inform interventions, and celebrate successes.</p> <p>The Kirby Sharepoints Reward/ Incentive PBIS Program is a collaborative PBIS partnership between LACOE and Probation aimed at reducing suspensions and increasing achievement. Students can use their teacher issued PBIS points to purchase various goods and earn rewards. Contests and prizes target individual progress as well as class/group progress in both academic and behavioral achievements. The Behavior Management Counselor's team will work on promoting a positive culture for the staff and students with visual representations (banner, posters.)</p>	ALL students and subgroups	
2.3	<p>Kirby will establish Care Teams composed of counselors school psychologist, Educational Behavior Technician and administrator to provide coordinated support for students' socio-emotional and behavioral needs.</p> <p>The Student Planning Team (SPT) referral system will be strengthen for teachers and staff to identify and address students requiring additional interventions or supports.</p>	ALL students and subgroups	

	<p>Host bi-weekly or monthly PBIS/Care Team meetings to review discipline data, cases, plan interventions, and connect students to school-based or community-based resources.</p> <p>Involve partner agencies, i.e., probation and Department of Mental health, in the composition of the Care Teams and PBIS Committee.</p>		
2.4	<p>Kirby will identify and establish partnerships with CBOs that specialize in youth development, mental health, and life skills education.</p> <p>Integrate CBO into the curriculum and establish expected outcomes.</p> <p>Teachers and staff to collaborate with CBOs to design and deliver life skills lessons that focus on topics such as conflict resolution, communication, and self-advocacy.</p> <p>Regular meetings with CBO partners will be establishes to coordinate programs, evaluate effectiveness, and align goals with school priorities.</p>	All Students and subgroups	<p>1360 Title I Part A 5891 Contract Services</p>
2.5	<p>Kirby will utilize the school PFCEP parent liaison to coordinate and facilitate town hall meetings and workshops that address topics such as supporting student learning, mental health awareness, and post-secondary planning.</p> <p>PFCEP will Partner with Community-Based Organizations (CBOs) to offer resources and training for parents in areas like financial literacy, digital literacy, and parenting strategies.</p> <p>Kirby will create opportunities for parents to participate in student activities, such as RTSA Exhibitions and awards ceremonies.</p> <p>will create opportunities for parents to take on leadership roles, such as serving on school committees.</p> <p>Kirby will use data to refine and expand family engagement strategies.</p>	ALL students and subgroups	<p>1000 Title I Part A: Parent Involvement 4210 Other Books and Reference Material 1380 Title I Part A: Parent Involvement 5895 Contract Service Snacks for parents 1000 Title I Part A: Parent Involvement 4310 Instructional Materials</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was partial improvement with the strategies/activities implemented. The integration of social-emotional themes into the curriculum will equip students with skills such as self-awareness, empathy, and decision-making, promoting a

positive classroom culture. Strengthening implementation of Positive Behavioral Interventions and Supports (PBIS) will result in more consistent behavior expectations and recognition systems, which will improve classroom management and decrease disruptive behaviors. The establishment of Care Teams will further enhance the school's ability to respond promptly to socio-emotional and behavioral challenges, providing individualized support for students in need. These strategies will collectively improve the school climate and students' emotional resilience, contributing to a reduction in suspension rates and an increase in student engagement.

In addition, collaborations with Community-Based Organizations (CBOs) will enrich the school's curriculum by incorporating life skills lessons that prepare students for real-world challenges. Enrichment programs offered through these partnerships will engage students in creative, physical, and cultural activities, fostering holistic development and increasing overall student engagement. This partnership will provide students with access to mentorship and resources that enhance their sense of belonging and preparedness for future opportunities.

Furthermore, the efforts to host school events and workshops will strengthen connections between families and the school, creating a more inclusive and collaborative community. The Parent/Family Education Collaborative Partnership (PFCEP) will facilitate valuable workshops and resources, empowering families to actively support their children's academic and emotional development. Communication and outreach strategies will increase parent participation, contributing to a stronger home-school partnership.

Overall, the combined implementation of these strategies will address key areas of student well-being, engagement, and family involvement. Continued focus on these goals will sustain positive outcomes and further enhance the school community.

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

There have been no major differences between the intended implementation and the budgeted expenditures for the strategies and activities aimed at achieving our second goal. The planned initiatives, including the integration of PBIS, the partnership with Community-Based Organizations (CBOs), and the delivery of Parent Family Education Collaborative Partnership (PFCEP) activities, are aligned with the allocated budget. Resources will be used effectively to fund staff development, the purchase of materials for PBIS, and the facilitation of parent engagement activities. Any minor adjustments in spending will be made to ensure that the resources are targeted where most needed, without deviating from the original goals and activities outlined in the (SPSA). The budget remains in alignment with the objectives set for improving student engagement, attendance, suspensions, and parent involvement.

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

No major adjustments will be made to the strategies and activities which align to the the data desired outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance

Goal 3: Kirby will provide students with the academic supports necessary to develop their academic skills and make progress in their academic achievement in English, Mathematics and English language development.

English Language Arts (ELA):

The school will provide targeted academic support to improve students' reading comprehension, writing skills, and critical thinking abilities, ensuring progress in English Language Arts as measured by grade-level assessments and standardized test scores.

Mathematics:

The school will enhance students' mathematical reasoning and problem-solving skills through differentiated instruction, targeted interventions, and access to standards-aligned instructional resources, leading to measurable improvement in math achievement.

English Language Development (ELD):

The school will support English Learners (ELs) in developing proficiency in listening, speaking, reading, and writing in English by providing differentiated instruction, evidence-based interventions, and designated ELD instructional time, ensuring progress as measured by the ELPAC and reclassification rates.

Intervention and Progress Monitoring:

The school will implement a Multi-Tiered System of Supports (MTSS) to identify and address learning gaps, providing timely and effective interventions for students in need. Regular progress monitoring will ensure that academic goals are met for all students, particularly those in ELA, Mathematics, and ELD programs.

These goals aim to create an equitable learning environment where all students can develop the academic skills necessary for success in school and beyond.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CAASPP results for 2023-2024 indicate the majority of students (all students and all major sub-groups/ethnicity) were below the Nearly Met level in English Language Arts.

The CAASPP results for 2023-2024 indicates the majority of our students (all students and all major sub-groups/ethnicity) were below the Nearly Met level in Math.

The CAASPP results for 2023-2024 indicated that none of our students met level 1,2,3, or 5 in ELA.

The STAR Reading results of 2022-2023 and 2023-2024 indicate that the majority of our students (all students and all major sub-groups/ethnicity) were below grade level proficiency.

The STAR Math results of 2022-2023 and 2023-2024 indicate that the majority of our students (all students and all major sub-groups/ethnicity) were below grade level proficiency.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% fully credentialed teachers	85% of Kirby classrooms have fully credentialed teachers	100% fully credentialed teachers
CAASPP READING SCALE Standard Exceeded Level 4 (2582–2730) Standard Met Level 3 (2502–2581) Standard Nearly Met Level 2 (2442–2501) Standard Not Met Level 1 (2200–2441)	2023-2024 CAASPP READING 0.00%-Met or Exceeded (Lev. 3 & 4) 41.67%-Standard Nearly Met (Lev. 2) 58.33% - Not Met (Level 1) 2023-2024 CAASPP scores indicate 0% of our students met level 1,2,3,or 4 in Reading	Kirby students will obtain a 2% increase in Levels 2 and/or Level 3 (Nearly Met Standard or higher level) on the English Language Arts as measured by the CAASPP.
CAASPP MATHEMATICS SCALE Standard Exceeded Level 4 (2579–2740) Standard Met Level 3 (2528–2578) Standard Nearly Met Level 2 (2455–2527) Level 1 2200- 2441 Standard not met.	2023-2024 CAASPP MATH 0.00%-Met or Exceeded (Lev 3 & 4) 8.33%- Standard Nearly Met (Lev 2) Standard not met (Level 1)	Kirby students will obtain a 2% increase in Levels 2 and/or Level 3 (Nearly Met Standard or higher level) on the Math as measured by the CAASPP.
2023-2024 STAR READING SCALE The STAR Reading assessment has a 0 to1400 Scale Score: Emergent Reader (3.0 – 6.7), Transitional Reader (6.7-7.7), and Probable Reader (7.7 – 9.0)	2023-2024 STAR READING 4.7 (GLE)-Overall 4.2(GLE)-Homeless 4.9 (GLE) - Foster Youth 3.8 (GLE)-Student with Disabilities 4.10 (GLE) - English Learners 4.3 (GLE) – LatinX	Kirby student groups will increase their STAR Math and STAR READING by 5 or more lexile points to advance toward the higher Enterprise scale score
2023-2024 STAR MATH SCALE The STAR Math assessment has a 0 to1400 Scale Score: Elementary (3.0 – 6.7), Middle School (6.7-7.7), and Middle to H.S. (7.7 – 9.0)	2023-2024 STAR MATH 6.0 (GLE)-Overall 4.5 (GLE)-Homeless 6.1 (GLE) - Foster Youth 5.0 (GLE)-Student with Disabilities 5.7 (GLE) - English Learners 5.8 (GLE) - LatinX 7.3 (GLE) - Black or African American	Kirby student groups will increase their STAR Math and STAR READING by 5 or more quantile points to advance toward the higher Enterprise scale score
ELPAC LEVEL 1 (1150–1474) Beginning to Develop May know some English words and phrases LEVEL 2 (1475–1516) Somewhat Developed Can often use English to communicate simple ideas LEVEL 3 (1517–1566) Moderately Developed	2021-2022 = Total of 8 students tested (No 10th, 11th or 12th graders) 2022-2023 = Total of 7 (4 12th grade) students tested (No 10th or 11th graders) 2023-2024 = Total of 8 (6 10th grade) students tested (No 11th or 12th graders) No Scores available due to the low number of students tested.	Kirby will see a 10% increase in the number of students who advance levels towards RFEP eligibility

Can usually use English to learn new concepts in school LEVEL 4 (1567–1900) Well Developed		
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>English Language Arts (ELA): Teachers and support staff will implement standards-aligned, evidence-based reading and writing programs to strengthen literacy skills such as close reading strategies to help students analyze complex texts and improve comprehension and will incorporate JSWP to enhance students' ability to craft argumentative, narrative, and expository texts. Teacher will use the practice and training tests from https://www.caaspp-elpac.org/ to support support students to familiarize with the test structure, question format, and to use as an instructional tool.</p> <p>Targeted Support: Teachers and support staff will provide small-group instruction focusing on specific skill gaps, such as vocabulary development or fluency and will use diagnostic tools to assess reading levels and tailor interventions accordingly. Teachers and support staff will offer after-school or extended learning programs to support struggling readers and writers.</p> <p>Professional Development: Teachers will participate in PD to build subject content in ELA and to use effective literacy strategies, including integrating critical thinking activities into ELA lessons and using formative assessments to guide instruction and improve student outcomes. Teachers will engage in Professional Development with the Curriculum and Instruction Division (https://www.lacoe.edu/Curriculum-Instruction/History-Social-Science) to support content proficiency, Common Core State Standards delivery and engaging instructional strategies.</p>	ALL students and all subgroups	
3.2	<p>Mathematics: Teacher will integrate problem-solving tasks and real-world applications to build mathematical reasoning. and use technology tools, such as IXL and other math software and interactive platforms, to enhance learning. Teacher will provide scaffolded instruction to support diverse learners in mastering grade-level math standards. Teacher will use the practice and training tests from</p>	ALL students and all subgroups	

	<p>https://www.caaspp-elpac.org/ to support support students to familiarize with the test structure, question format, and to use as an instructional tool.</p> <p>Targeted Support: Teachers and support staff will implement small-group math intervention sessions focusing on foundational skills and specific areas of need, and will offer after school or extended learning programs to support struggling students.</p> <p>Teachers and support staff will use adaptive math programs, such as IXL and Imagine Math to provide individualized practice and feedback.</p> <p>Professional Development: Teachers and support staff will receive differentiated instruction and data-driven decision-making to improve math achievement, and integrating conceptual understanding, procedural fluency, and application in math instruction.</p> <p>Teachers will engage in Professional Development with the Curriculum and Instruction Division (https://www.lacoe.edu/Curriculum-Instruction/Mathematics) to support content proficiency, Common Core State Standards delivery and engaging instructional strategies.</p>		
<p>3.3</p>	<p>English Language Development (ELD): ELD Teacher will implement research-based strategies to develop listening, speaking, reading, and writing skills. Will use collaborative learning activities, such as peer discussions and group projects, to build language proficiency; and incorporate visual aids, sentence frames, and graphic organizers. Teacher will use the practice and training tests from https://www.caaspp-elpac.org/ to support support students to familiarize with the test structure, question format, and to use as an instructional tool.</p> <p>Targeted Support: Teachers and support staff will offer one-on-one and small-group support for students identified as needing additional ELD support, and will use formative assessments, such as language portfolios or oral presentations, to monitor progress and adjust instruction. Provide additional resources, such as bilingual dictionaries and culturally responsive texts, Teacher and support staff will offer after school or extended learning programs to support struggling students. Additionally, ELD Teacher will collaborate with core subject teachers to support integrated language development.</p> <p>Professional Development: Teachers and support staff will receive PD in scaffolding techniques and best practices for supporting English Learners in content areas, and on using data from assessments like ELPAC to</p>	<p>English Learners</p>	

	inform instruction. Teachers will engage in Professional Development with the Multilingual Academic Support Unit opportunities. https://www.lacoe.edu/Curriculum-Instruction/English-Learners		
3.4	<p>Intervention and Progress Monitoring (MTSS): System Implementation:</p> <p>Kirby will establish the MTSS intervention model to provide escalating levels of support based on student needs. Teachers will use universal screening tools in ELA, Math, and ELD to identify learning gaps early.</p> <p>Targeted Interventions: Teachers will develop personalized learning plans for students performing below grade level and provide additional instructional time during school hours or after-school programs to address specific gaps.</p> <p>Progress Monitoring: Teachers will use frequent formative assessments to track student progress and adjust interventions as needed. During PLC or collaborative time, data will be reviewed with colleagues and support staff to analyze results and plan next steps.</p> <p>Professional Development: PD will be provided to Teachers and support staff in MTSS framework and the use of data to drive instruction.</p>	All students and subgroups	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was partial improvement with the strategies/activities implemented. To support the third goal of enhancing academic achievement in English Language Arts, Mathematics, and English Language Development, Kirby will continue to implement a variety of academic supports aimed at fostering student progress across these key areas. Instructional strategies are aligned with state standards and include differentiated instruction, targeted interventions, and collaborative planning among teachers to address individual student needs. For English learners, we are utilizing research-based language acquisition programs and incorporating academic vocabulary development into content instruction to enhance language proficiency. In Mathematics, teachers are using data-driven instruction to monitor student progress and adjust lessons accordingly, ensuring that each student receives the support needed to improve their math skills.

Additionally, interventions such as small group tutoring and online learning platforms like Odysseyware, Achieve 3000, IXL are utilized to provide personalized academic support. The implementation of these strategies will be tracked through formative assessments and regular performance evaluations in key subjects. Effectiveness is being measured by student growth in academic performance, including improvements in standardized test scores, classroom assessments, and student engagement.

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

There is no differences between the intended implementation and the budgeted expenditures for the strategies and activities aimed at meeting the articulated goal of improving academic achievement in English, Mathematics, and English language development. All planned resources, programs, and professional development activities will be implemented as outlined in the SPSA, ensuring alignment with the budget. This consistency will support the effective delivery of targeted interventions and instructional strategies to enhance student outcomes in these key areas.

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

No significant changes will be made to the articulated goal, annual outcomes, or metrics for improving academic achievement in English, Mathematics, and English language development. However, minor adjustments will be implemented to refine instructional practices and optimize intervention strategies. These adjustments include enhancing professional development opportunities focused on differentiated instruction and data-driven teaching practices and increasing access to supplemental resources for English Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Ready

Goal 4: Students will be provided with opportunities to participate in College and Career Technical Education to prepare them for post-secondary.

Dual Enrollment Opportunities:

Kirby will increase the number of students participating in dual enrollment courses to provide access to college-level coursework, preparing them for post-secondary education and earning college credits while in high school.

Career Technical Education (CTE):

Kirby will offer hands-on or virtual CTE opportunities and will continue to offer OSHA certification, to equip students with practical skills for the workforce and industry-recognized credentials.

Credit Recovery and High School Completion:

Kirby will support students who are behind in credits by enhancing the APEX credit recovery program and providing robust guidance for those pursuing the HiSET, enabling them to complete their high school education and transition to post-secondary opportunities.

These goals aim to provide comprehensive support and opportunities for students to explore and pursue meaningful college and career pathways, ensuring they are prepared for life beyond high school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2023 Fall Dashboard College/Career Report indicates that the overall preparedness of students is very low, with none of the 32 assessed students identified as prepared for postsecondary opportunities. Subgroups such as Socioeconomically Disadvantaged students also received a very low performance level, while English Learners, Foster Youth, Homeless students, and Students with Disabilities had no status levels reported but similarly showed no prepared students.

This data highlights a critical need for focused interventions to enhance college and career readiness across all student groups. Efforts should prioritize expanding access to rigorous academic programs, career pathways, and support services to address the needs of these vulnerable populations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The 2023 Fall Dashboard College/Career Report indicates that the overall preparedness of students is very low, with none of the 32 assessed students identified as prepared for postsecondary opportunities.	Overall preparedness of students is very low	Overall preparedness of students will be in medium level

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Dual Enrollment Opportunities Transition/Academic Counselor will Identify eligible students/classrooms based on academic performance and post-secondary aspirations.</p> <p>Transition/Academic Counselor will host informational sessions for students and parents (Town Hall meetings) to highlight the benefits of dual enrollment.</p> <p>Kirby will Strengthen partnerships with East Los Angeles Community College to offer a wider range of dual enrollment courses.</p> <p>Transition/Academic Counselor will ensure seamless enrollment processes by coordinating with college representatives and providing on-site registration support.</p> <p>Kirby will offer tutoring and mentoring for students enrolled in college-level courses to ensure their success. Transition/Academic Counselor will monitor progress and address challenges.</p> <p>Transition/Academic Counselor will compile data of students who successfully completed the course as well as those who did not indicating the reason.</p>	All students and subgroups	
4.2	<p>Career Technical Education (CTE)</p> <p>Kirby will explore virtual CTE programs that align with students' career interests, such as technology, health sciences, or trades.</p> <p>Teachers will Integrate hands-on learning experiences during PBL to provide real-world applications of skills.</p> <p>Kirby will continue to offer OSHA certification courses, ensuring all eligible students are aware of the opportunity.</p>	All students and subgroups	
4.3	<p>Credit Recovery and High School Completion Kirby will provide flexible scheduling options for students to access APEX, including during school hours and after-school sessions.</p>	All students and subgroups	

	<p>Teachers and Academic Counselor will implement regular progress monitoring and support to ensure students stay on track to complete courses.</p> <p>HiSET Guidance and Support: Kirby will offer dedicated prep sessions for students pursuing the HiSET, focusing on subject areas of greatest need.</p> <p>Academic/Transition Counselor will provide individualized counseling to help students understand the process and benefits of obtaining their HiSET.</p> <p>Motivation and Recognition: Teachers and/or Academic Counselor will celebrate milestones and completions with certificates, or other recognition to encourage participation and persistence.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was no improvement with the strategies/activities implemented. The overall implementation and effectiveness of the strategies/activities to achieve the articulated goal will be analyzed at the end of the school year.

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 and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

There are no 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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$21,740.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$77,540.00
Total Federal Funds Provided to the School from the LEA for CSI	\$160,545.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 Part A	\$3,360.00
Title I Part A: Parent Involvement	\$3,380.00
Title I Part D	\$55,800.00

Subtotal of additional federal funds included for this school: \$62,540.00

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 (\$)
Title I Part A: Instructional Materials	\$12,000.00
Title I Part A: Non-Capitalized Equipment	\$1,000.00
Title I Part A: Travel and Conferences	\$2,000.00

Subtotal of state or local funds included for this school: \$15,000.00

Total of federal, state, and/or local funds for this school: \$77,540.00

School Site Council Membership

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

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

Name of Members	Role
Dr. Ruben Carranza	Principal
Danny Washington	Classroom Teacher
Alisa Jordan	Classroom Teacher Other School Staff
Elfy Keffelew	Classroom Teacher
Margaret Garza	Other School Staff
Gloria Ferrero	Other School Staff
Cesar Hernandez	Parent or Community Member
Xavier Simms	Parent or Community Member
Destiny Jordan	Secondary Student
Robert Gomez	Secondary Student
Rochelle Summers	Parent or Community Member
Ade Onalapo	Parent or Community Member
Phill Morris	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Signatures on file.

Principal, Dr. Ruben Carranza, Principal on December 11, 2024

SSC Chairperson, Danny Washington on December 11, 2024

**Attachment 1: Centralized Services for Planned Improvements in Student Performance
– 12/11/2024**

In addition to the site allocations, the following expenditures are Central Office funded.

Proposed Expenditures	Estimated Cost	Funding Source
<u>Central Office Funded Contracts - Community Based Organizations (CBOs)</u>	990,217	
<u>Personnel Budget</u>		
Project Director II – Curriculum & Instruction– 20% FTE	44,990	
Program Manager Parent Education – PFCEP 1 FTE	197,000	
Parent Education Specialist	144,360	
Para Educators	705,474	
Program Specialist – 1 FTE	163,549	
Teacher Literacy Specialist – 5.5 FTE	969,568	
2 Math Specialist	290,730	
Coordinator II – 20%	46,228	
<u>Parent and Family Education and Consultation Program (PFCEP)</u>		Title I Part A
PFCEP Liaison Extended Learning Hours	120,000	
PFCEP Contracts	81,140	
Other Miscellaneous PFCEP	10,000	
<u>Professional Development</u>		
Sub. Teacher. Para Educator	30,000	
Travel	20,000	
Mileage	2,000	
<u>Other Operation Expenditures</u>		
Mileage Claim	2,200	
Office Supplies	15,075	
Equipment	3,000	
<u>Central Office funded FTEs for sites</u>		
Counselor Behavior Manager – 4 FTEs	635,460	
Transition Counselor – 4 FTEs	703,572	
Para Ed – 7 Positions	545,167	
Education Behavioral Technician – 4 Positions	379,671	
<u>Central Office Funded FTEs - Program</u>		Title I Part D
Coordinator II – 80%	184,910	
Senior Program Specialist	187,302	
<u>Central Office funded Contracts</u>	480,000	
<u>Others</u>	104,100	

Special Programs Support and Transformation

Title I School Plan for Student Achievement Snapshot 2024-25

Name of School: Los Padrinos Juvenile Hall School **Date:** December 17, 2024

Student Demographic Information

Enrollment by Subgroup

Subgroup	2023-24	
	Count	%
African American	88	35.3%
American Indian	1	0.40%
Asian	1	0.40%
Filipino	—	—
Hispanic or Latino	147	59%
Pacific Islander	—	—
Two or More Races	1	0.40%
White	11	4.4%
Not Reported	0	0.0%
English Learners	44	17.7%
Foster Youth	39	15.7%
Homeless Youth	21	8.4%
Migrant Education	0	0.0%
Students with Disabilities	100	40.2%
Socioeconomically Disadvantaged	249	100%
“—” no data available Source: CDE DataQuest cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp		

2024-2025 Program Description – LEA

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

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

2024-2025 Program Description – PAU

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



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Padrinos Juvenile Hall	19 10199 0121871	12/03/2024	December 17, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Los Padrinos Juvenile Hall for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Los Padrinos Juvenile Hall for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Our Los Padrinos Juvenile Hall School Plan for Student Achievement (SPSA) consists of four critical components. We will analyze our assessment school data to determine the needs of our students, teachers, and school partners. We will execute a school-wide plan to provide support services to our students collaborating with community agencies, engaging parents in the education of their children, and providing teachers with opportunities to attend professional development in subject content knowledge. The results from the CAASPP, ELPAC, and STAR local assessments data reveals that our students need intensive services as we pursue efforts to improve student achievement in reading and mathematics. We will use these funds to provide all students with educational opportunities during, after school, and on weekends to develop their academic skills in reading and mathematics, all core classes, and credit recovery courses. In executing this plan, we will integrate technology to measure results and track our progress. Our primary goal is to implement the SPSA with fidelity and include all stakeholders in improving our student achievement and academic performance.

More importantly, Los Padrinos Juvenile Hall will meet the ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate increased scores or proficiency on the state's academic standards and California Dashboard Indicators. Moreover, will adhere to the Individuals with Disabilities Education Act (IDEA), which is a federal law that establishes a formal process for evaluating children with disabilities and providing individualized education programs and services. Our school goals will focus on the data we collected and the strategies we adopt to improve student achievement for all students. Because of the assessment data, some of our actions will include lesson planning, formative assessments, professional development, social-emotional support, and intensive support for students that have low-test scores, and both parent engagement and community partnerships. The integration of our school goals with the Learning Continuity and Attendance Plan/LCAP and the key Dashboard indicators such as school climate, academic achievement, graduation, and college and career readiness that will be targeted in determining the allocation of resources and delivery of resources.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Involvement Process for the SPSA and Annual Review and Update:

School Site Council (SSC) - The Los Padrinos SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. The SSC meets once a month for 10 months and includes teachers, parents, students, other staff, and administration. If necessary, the SSC does have emergency meetings.

PECP - The Title I Parent Education and Consultation Program (PECP) workshops provide the forum for the review of Title I programs and provide stakeholder feedback updated yearly to meet changing needs of parents and the school. Through these PECP workshops, parents are involved on an ongoing basis in the planning, review, and improvement of programs including the parental involvement policy and the school-wide Title I plan. The parent workshops are held twice a month for 11 months. Parents, community, and students are involved.

Qualitative Faculty and Staff Survey- Participants responded to questions regarding the efficacy of current elements of the instructional program and suggestions for improvement.

LCAP Surveys - LCAP Surveys are distributed and analyzed at PECP workshops throughout the year and provide feedback to the SPSA. Parents do the survey during January-June.

Title 1 Advisory Council - Central Office Title I Advisory Council meets regularly and provides input on supplemental programs. They meet quarterly and members include parents, teachers, students, and other administration staff.

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

Curriculum Department Meetings/PLCs - Teachers and staff at Los Padrinos Juvenile Hall meet and use 18 PLC and teacher planning time for professional learning experiences in developing “subject content knowledge.” Teachers will be learning subject content knowledge collaborating with their peers and embedding the lessons into their classrooms. Teachers will also review student behavior issues in the classroom and academic needs of students who are about to fail to suggest intervention programs and tutoring.

English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) Monthly at Los Padrinos Office. On site, an ELAC to advise our governing bodies on EL instruction, due to an increase in our ELD student population. As a result, it decided to hold monthly ELD Parent meetings to discuss students’ academics, parent engagement, and parent input for the education of their son/daughter.

DELAC meetings are conducted bimonthly at LACOE Committee input and feedback are collected especially for students designated as English Learners.

Student Stakeholder 13 Surveys and Staff Stakeholder 25 Surveys were given to students and all staff to include their perspective on our school needs assessment. The surveys are held bi- annually to guide our progress.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Los Padrinos serves an average of 245 students and is facing a devastating inequity in staffing. Despite serving a population with intense academic and social-emotional needs, the site currently has no Behavior Management Counselor, no Transition Counselor, no Literacy Specialist Teachers (4th grade is the average reading level for 9-12 grade) for a site with 80% of its students reading below proficiency levels, no Math Specialist despite a 90% of students testing below math proficiency levels, and no on-site Instructional Coach or Coordinator. Some SPED teachers are currently assigned to two General Education teachers, making it difficult to provide a continuum of services to students in two classrooms throughout the week. Finally, the Office of Juvenile Justice and Delinquency Prevention contends, “Vocational education and training is a crucial part of child rehabilitation in Juvenile Homes. Vocational education and training offer children in conflict with law, an access to economic opportunities and technical training that can lower their risk of re-offending and improve their chances of a successful social re-integration in the society.” However, outside of the online computer courses (OSHA), the students have limited (CTE) career or vocational services for practical or hands-on opportunities for training.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The Los Padrinos PAU School Site Council conducted a Needs Assessment for identifying the direction and the priority needs to support in increasing student achievement. The PAU reviewed the Dashboard from the California Department of Education to identify the standards, and the evaluation of the CAASSP for school year 2022-2023 and 2023-2024 identified that over 90% of the students did not meet the standard in ELA for both years and more than 100% of the students did not meet the standard in Mathematics for both years.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In addition, the high amount of suspensions warrant an MTSS approach. As a result, the school site council conducted a review and evaluation of the educational program from teaching assignments, curriculum, assessments preparation, staff priorities and teacher professional development in subject content knowledge to provide our students with “Equitable Access to Excellent Educators.” We identified growth areas and strategies effective in raising student achievement, and we are in the process of implementing new models of instruction, classroom instruction, curriculum and behavioral intervention processes and professional learning experiences for teacher in subject content knowledge. Students, school staff and other stakeholders were surveyed to determine the priorities for allocating site Title I funds.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School Vision - Our student-centered learning community envisions a safe and supportive educational environment with academic programs, support services, and technology that prepares students for life and places them on a career path and a path to higher education.

School Mission - The family of Los Padrinos Educators contributes daily to the literacy growth of every student. Students are provided daily with grade-level standard-based lessons and provided with the ‘opportunity’ to train in a vocational area. The Los Padrinos family supports each student's mental and emotional health in partnership with our educational community partners.

District and School Status - Los Angeles County Office of Education Division of Student Programs is participating in the following programs:

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

Los Padrinos Juvenile Hall School PAU Profile - Los Padrinos Juvenile Hall School is part of the Division of Student Programs (DSP), under the direction of the Los Angeles County Office of Education. The Los Padrinos JH school calendar comprises a 3 academic semester program with 218 days of instruction. The Los Padrinos JH school provides standards-based curriculum aligned to the Common Core State Standards during its 300-minute instructional day. The teacher to student ratio in regular education classes is 12:1. Los Padrinos Juvenile Hall School instructs and serves either students who have been adjudicated or are awaiting adjudication, under the authority of the Los Angeles County Juvenile Court, or who are under the protection of the Los Angeles County Children’s Court. The Los Padrinos JHS PAU was reviewed by Western Association of Schools and Colleges during the Spring of 2017 and received a six-year accreditation with no review. The school is scheduled for re-accreditation in 2024. Our instructional program’s ideology is centered around the research-based approach aligned to PBIS.

Los Padrinos Juvenile Hall School Curricular Program - All subject and grade level content is mandated by the California Department of Education (CDE) and the LACOE Board of Education Policy 0460 for the Local Control and Accountability Plan. The PAU implements the California Common Core State Standards (CCSS) to ensure that students meet the state achievement and assessment standards. The core subjects are Mathematics (Basic Mathematics); English (Grades 9-12); History/Social Studies (American Government, Economics, U.S. History, Modern World History); Science (Earth Science, Life Science); Physical Education, Visual and Performing Arts and Health. The primary elective classes are Math C and Math D, ELA Strategic and Intensive Support, and English Language Development (ELD). For students who qualify for AB216 and AB 2306, the school counselors modify their course placement in accordance with legal mandates.

Parental Involvement - Los Padrinos is a model for the district’s Parental Involvement Program. Los Padrinos conforms to LACOE Board Approved Parental Involvement Policy PB 6020. The policy is available to the local community. At Los Padrinos PAU, the Parental Involvement policy is distributed to the parents during Virtual Parent Townhall Meetings and by mail through the school’s Parent Outreach/Parent Education and Consultation Workshops. Parents are invited to attend monthly Title 1 Update and Parent Meetings that are held prior to student visitation during the weekends. The district has utilized the parent meetings to solicit their input for the Local Control and Accountability Plan (LCAP). Currently, the school has conducted Town Hall meetings to provide parents with updated information regarding the educational program. Parent Liaisons serve as conduits between the parents and school for current information and parent concerns or requests. The school’s Parental Involvement Team includes two Parent Liaisons and one Parent Project Liaison that spearhead the Parent Education and Consultation Program workshops, under the direction of the district’s Title 1 unit, who also funds them. The workshops consist of topics that address the needs of our parents and students. Through these meetings, parents are involved in the planning, review, and improvement of the school programs, including the parental involvement policy and the school-wide Title 1 plan. Another Parent Liaison provides

parents with a Spanish Parenting Class that is voluntary and sometimes mandated by the court. English parenting class is taught by another PFEC staff.

Professional Development - Los Padrinos PAU conducts at least 18 days of professional development each year. The SSC is committed to connecting teachers to content expertise. Objectives for each in-service are based on The School-Wide Learner Outcomes and California Standards for the Teaching Profession. Our site-based professional developments will be determined by the quantitative and qualitative assessments and more importantly State Assessment Data. Therefore, the School Site Council for this school year 2024-2025 will focus on the professional learning experiences for teachers with multiple subject credentials to develop subject content knowledge that is required for high school subject content and grade level standards. All teachers who are co-teaching will also have mandated training as required in Universal Design for Learning (UDL), multi-tiered systems of support (MTSS), and the inclusive model training. Teachers will also be given training in working with students with specific learning needs like Autism, Developmental Disability, and Emotionally Disturbed students that suffer from Disruptive, Impulsive control, and Conduct Disorder. The major areas of focus include the utilization of data to make appropriate instructional decisions and implementation of the California Core State Standards Curriculum and standard aligned instructional materials for the classroom. The training in the specific learning needs of students will allow the teachers to better manage the classroom through behavior modification interventions.

Some of the division-wide professional development trainings include the following: Jane Schaffer Writing Program, Odysseyware, Star Renaissance Testing, Trauma Informed practices, Nonviolent Crisis Prevention and Intervention, Suicide Prevention, Child Abuse Mandated Reporter Training and Distant Learning. Training in technology includes Microsoft Teams, Impero Training, Achieve3000, ELPAC, Imagine Math, and integration of technology in classroom instruction. The Title I Central Office provides funding for additional vendors that includes Theatre of Hearts, Spirit Awakening among other community-based agencies.

Assessment - The district Testing Office implements all state-mandated tests and assessments, including the CAASSP and ELPAC assessments. The school site council will collaborate with the Central Office to implement the STAR Renaissance Assessments in ELA and Mathematics with priority to growth and not participation rates. The assessment results are accessible to teachers in the Aeries database. Students in special education are given all mandated assessments to measure their growth and meet their IEP goals. The built-in assessment tools (SRI & SPI) of the Read 180/System 44 programs assist in monitoring growth in reading.

Transition Services

Los Padrinos PAU transition services involve support for students returning to the community, regular school districts, probation camps or other correctional facilities. Los Padrinos is currently without a Transition Counselor, which is a key role, to ensure delivery of services to assist students with planning prior to being released, and to reduce the likelihood of recidivism.

A select group of educators have participated in AVID training to help students with study habits and to deliver instructional strategies to motivate youth to consider higher education opportunities.

Preparation for Career Opportunities - Los Padrinos PAU has limited resources to expose students to a variety of careers using multiple online platforms, such as Odysseyware, Cal Osha Safety programs, and Guest Speakers. However, outside of the online computer courses (OSHA), the students have limited (CTE) career or vocational services for practical and hands-on opportunities for training.

Technology, literacy centers and media resources - All classrooms in the PAU have access to Wi-Fi. Students have their own laptops, filtered through the network, and can access website applications, a variety of supplemental software and intervention programs such as Imagine Math, Achieve3000 and Read180. The PAU has a video-conferencing center that provides access to virtual field trips. APEX (the online credit recovery program) offers a vast amount of instructional links that enhance student learning and provide technological differentiation in the acquisition of various subject matter. The PAU will develop its own website which will provide students, parents, and community partners with essential information about visiting hours, rights of families, Probation department, school information, and more importantly, parent access to workshops, community resources, and school achievement.

Attendance and Discipline - Los Padrinos PAU implements the Positive Behavior Interventions and Supports (PBIS) program. The PBIS committee is the lead in the development and implementation of positive support for student behavior such as point systems, Matrix for School and Classroom behavior, recognition, and reward system. Normally, Behavior Management Counselors coordinate and oversee PBIS. Currently, the site is without a Behavior Management Counselor. PBIS support system goal is to ultimately decrease suspensions and referrals and increase student attendance. Student Planning Team (SPT) meetings are also held to address struggling students. In addition, parent and Probation involvement in the students' education has helped students focus on academics and appropriate school

behaviors. The school Probation staff is involved in student placement in the class by criminogenic concerns to minimize conflicts and create safe classrooms conducive to learning.

The safety, cleanliness, and adequacy of school facilities - The school complies with the Williams Legislation relevant to classroom safety and cleanliness. A safety team inspects the school buildings and its surroundings and provides monthly reports to the division office. If any issues are found they are logged into the daily maintenance items, and work orders are submitted in a timely manner. In addition, the school has a Site Safety Committee that developed and implemented the Site Safety Plan per district and state mandates. The School Safety Plan is reviewed and amended under the auspices of the School Decision Making Committee every year.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Los Padrinos Juvenile Hall. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	%	0.40%			1
African American	%	%	35.34%			88
Asian	%	%	0.40%			1
Hispanic/Latino	%	%	59.04%			147
White	%	%	4.42%			11
Two or More Races	%	%	0.40%			1
Total Enrollment						249

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7			1
Grade 8			7
Grade 9			14
Grade 10			53
Grade 11			66
Grade 12			108
Total Enrollment			249

Conclusions based on this data:

- Hispanic/Latino students make up the largest percentage (59.04%) of the total enrollment, with 147 students out of 249.
- African American students constitute 35.34% of the enrollment, with 88 students, making them the second-largest demographic.
- With 108 students, Grade 12 represents the largest cohort, comprising almost 43% of the total enrollment. The number of students increases progressively from Grade 7 (1 student) through Grade 12 (108 students), indicating a much larger enrollment in higher grades compared to lower ones.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners			44			20.8%
Fluent English Proficient (FEP)			46			21.7%

Conclusions based on this data:

1. English Learners represent 20.8% of students in 2023-24, indicating a significant portion of the student population still needs targeted support to achieve language proficiency.
2. Due to the transiency of the population, data on Reclassified Fluent English Proficient (RFEP) students is absent, which hinders the ability to assess the success rate of English Learners transitioning to proficiency.
3. In the 2023-24 school year, the number of Fluent English Proficient students (46) slightly exceeds the number of English Learners (44), showing a potential upward trend in language proficiency among students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			6			5			5			83.3
Grade 8			22			10			10			45.5
Grade 11			88			30			29			34.1
All Grades			116			45			44			38.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
Grade 11			2381.			0.00			0.00			3.45			96.55
All Grades	N/A	N/A	N/A			0.00			0.00			2.27			97.73

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 7			*			*			*	
Grade 8			*			*			*	
All Grades			0.00			13.64			86.36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			0.00			0.00			100.0

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			0.00			56.82			43.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			0.00			45.45			54.55

Conclusions based on this data:

1. 96.55% of Grade 11 students did not meet the standard.
2. Intervention programs are needed to support underperforming students, especially at critical levels like Grade 11.
3. There is a need to ensure that curriculum aligns with assessment standards and provides effective preparation.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			6			4			4			66.7
Grade 8			22			8			8			36.4
Grade 11			87			26			26			29.9
All Grades			115			38			38			33

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
Grade 11			2372.			0.00			0.00			0.00			100.0
All Grades	N/A	N/A	N/A			0.00			0.00			0.00			100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11			*			*			*
All Grades			0.00			2.63			97.37

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			0.00			34.21			65.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
All Grades			0.00			31.58			68.42

Conclusions based on this data:

1. Overall, no students met the standards in mathematics.
2. 34.21% of students were at or near standard in Problem Solving & Modeling/Data Analysis suggesting that the curriculum is more effective in that area than others.
3. 31.58% of students were at or near standard in Communicating Reasoning while only 2.63% were at or near standard in Concepts & Procedures.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10			1535.1			1548.3			1521.1			12
11			1523.8			1535.7			1511.4			16
12			1502.8			1493.8			1511.4			12
All Grades												56

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10			25.00			8.33			25.00			41.67			12
11			12.50			18.75			31.25			37.50			16
12			0.00			25.00			33.33			41.67			12
All Grades			10.71			17.86			35.71			35.71			56

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10			33.33			25.00			25.00			16.67			12
11			25.00			18.75			31.25			25.00			16
12			8.33			50.00			8.33			33.33			12
All Grades			21.43			30.36			26.79			21.43			56

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10			8.33			16.67			25.00			50.00			12
11			6.25			0.00			31.25			62.50			16
12			0.00			8.33			33.33			58.33			12
All Grades			7.14			7.14			30.36			55.36			56

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10			0.00			66.67			33.33			12
11			12.50			18.75			68.75			16
12			0.00			50.00			50.00			12
All Grades			5.36			44.64			50.00			56

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10			66.67			25.00			8.33			12
11			73.33			6.67			20.00			15
12			63.64			9.09			27.27			11
All Grades			66.04			18.87			15.09			53

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10			25.00			8.33			66.67			12
11			6.25			18.75			75.00			16
12			0.00			25.00			75.00			12
All Grades			10.71			14.29			75.00			56

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10			0.00			58.33			41.67			12
11			0.00			60.00			40.00			15
12			9.09			45.45			45.45			11
All Grades			3.77			62.26			33.96			53

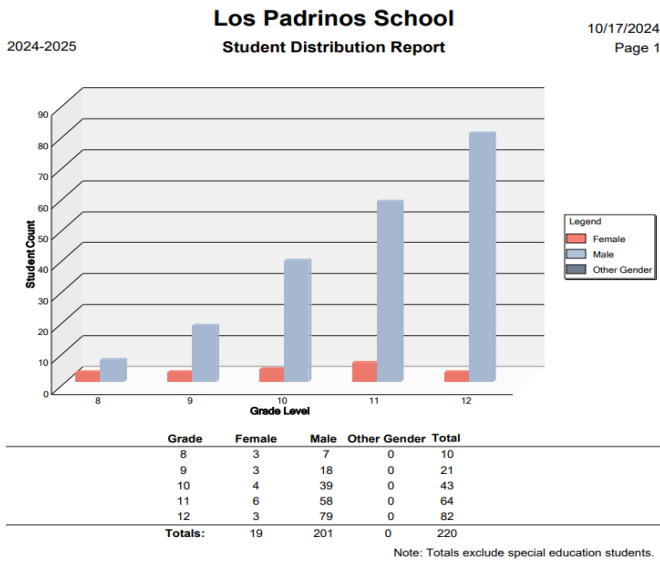
Conclusions based on this data:

1. 10.71% of students achieved Level 4 proficiency. 35.71% of students are in Level 1, indicating a significant portion of students are struggling with language proficiency.
2. 66.04% of students performed at the highest well developed level in the speaking domain while only 3.77% performed at the well developed level in writing.
3. There is a need to implement differentiated instruction targeting Level 1 students' specific needs.

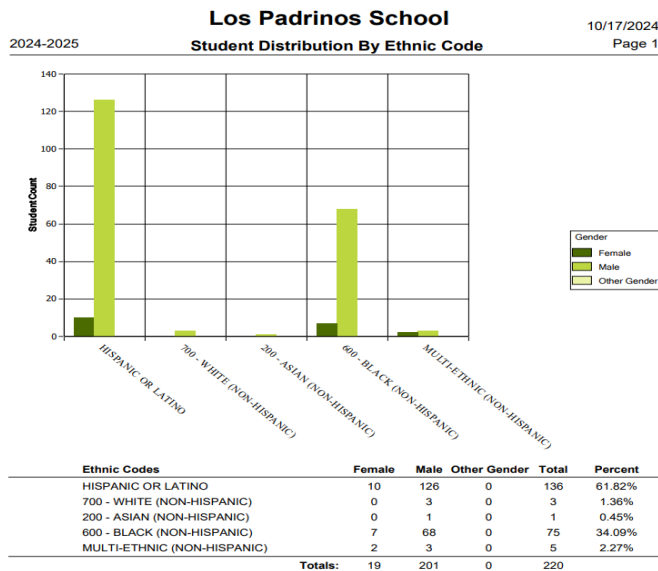
School and Student Performance Data

Los Padrinos Juvenile Hall School Student Data for School Year 2024-2025 based on data captured on October 17, 2024.

Enrollment by Student Group



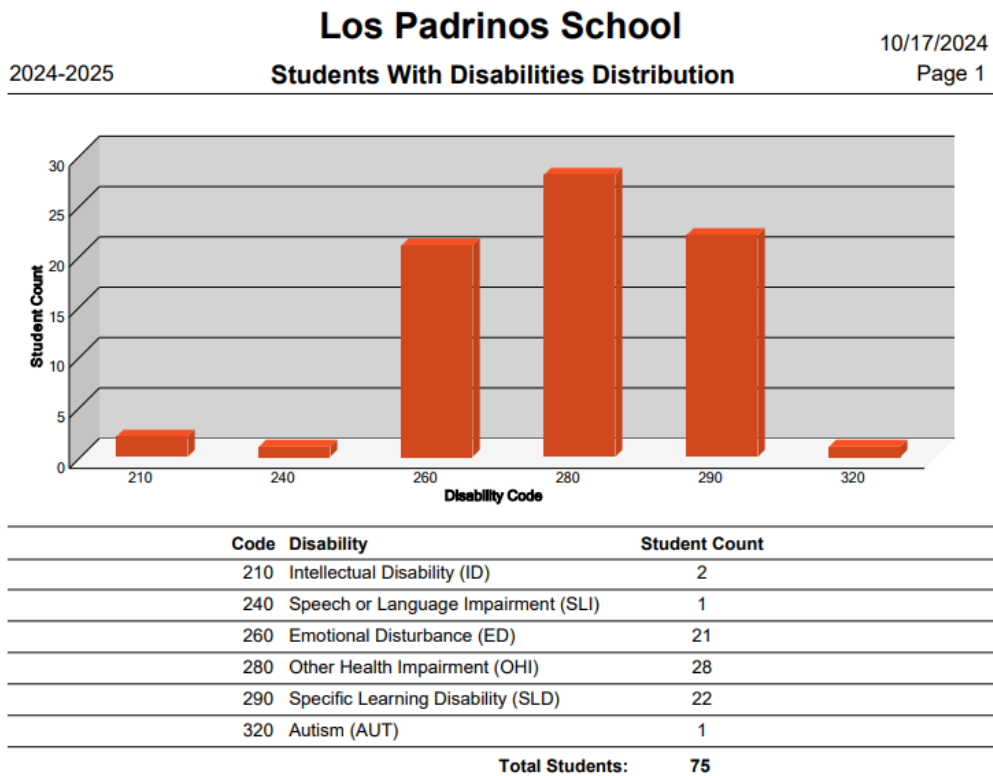
Enrollment by Grade Level



School and Student Performance Data

Los Padrinos Students with Disabilities Report

Students with Disabilities enrolled on the day of this report Oct. 17, 2024, were 75 students. Please note that some days we are at more than 50% SPED students.



School and Student Performance Data

Conditions and Climate

Los Padrinos Discipline (Suspensión) Distribution Report

Discipline Distribution report shows the data of student suspensions from 7/3/2023 - 6/28/2024 Students suspended from class was 6,872 of 1,558 students were enrolled for school year 7/3/2023-6/28/2024. Most suspensions based on the data were 510 students of which 72 were females and 434 were males for 48900(a)(1) Caused, attempted to cause or threatened serious physical injury to another person and for disruption school activities or otherwise.

Los Padrinos School												10/17/2024					
2023-2024 Discipline Distribution Report from 7/3/2023 to 6/28/2024												Page 1					
Code # and Name	Total	Grade						Gender			Hispanic/Latino? Y	Race (Not Hispanic)					
		7	8	9	10	11	12	F	M	OGN		100	200	300	400	600	700
01 MBC1- Constantly Out of Seat	412	3	2	63	51	140	153	5	407	0	247	-	-	2	-	153	10
02 MBC1- Contraband	33	-	2	7	4	8	12	-	33	0	23	-	-	-	-	10	-
03 MBC1- Excessive Talking	269	4	1	34	36	108	86	4	265	0	127	-	-	1	-	136	5
04 MBC1- Unacceptable/Failure to	847	5	17	103	132	313	277	32	815	0	484	-	-	2	-	334	27
05 MBC1- Gang Activity	243	4	10	31	39	82	77	3	240	0	131	-	-	-	-	105	7
06 MBC1- Horse Play	151	2	4	24	25	48	48	2	149	0	90	-	-	-	-	52	9
07 MBC1- Name calling	174	3	3	28	28	65	47	3	171	0	98	-	-	-	-	74	2
08 MBC1- Unacceptable Peer Agit	220	1	7	45	31	87	49	8	211	1	112	-	-	1	-	102	5
09 MBC1- Inappropriate Language	384	4	10	61	54	138	117	11	373	0	216	-	-	3	-	149	16
14 48915(a)(1)(B) Possession of a	2	-	-	1	-	1	-	-	2	0	2	-	-	-	-	-	-
21 48915(a)(1)(C) Possession of C	2	-	-	-	-	1	1	-	2	0	2	-	-	-	-	-	-
22 48900(c) Possession, Use, Sak	15	-	-	3	3	3	6	2	13	0	14	-	-	-	-	1	-
23 48900(d) Offering, Arranging, o	1	-	-	-	-	-	1	-	1	0	-	-	-	-	-	1	-
30 48900(h) Possession or Use of	2	-	-	-	-	2	-	-	2	0	1	-	-	-	-	1	-
41 48900(n) Sexual Assault/Batter	2	-	-	-	1	-	1	-	2	0	1	-	-	-	-	1	-
43 48900.2 and 212.5 Sexual Har	31	-	1	2	6	12	10	-	31	0	15	-	-	-	-	14	2
50 48915(a)(1)(A) Caused Serious	4	-	-	-	2	-	2	1	3	0	4	-	-	-	-	-	-
51 48900(a)(1) Caused, attempted	510	7	30	56	97	165	155	72	434	4	297	-	1	2	-	200	10
52 48900(t) Aided or Abetted Phys	10	-	-	-	2	6	2	-	10	0	7	-	-	-	-	3	-
53 48915(a)(1)(E) Committed Assa	17	-	-	4	2	4	7	-	17	0	13	-	-	-	-	3	1
54 48900(a)(2) Willfully used force	249	9	12	47	47	69	65	21	228	0	151	-	-	2	-	88	8
55 48900.3 Committed an act of H	3	-	-	1	-	1	1	-	3	0	2	-	-	-	-	1	-
56 48900.4 Harassment or Intimid	309	1	7	50	49	102	100	8	301	0	176	-	-	1	-	121	11
57 48900(o) Harassment, Intimidat	29	-	1	1	7	9	11	-	29	0	13	-	-	-	-	16	-
58 48900.7 - (a) Made Terrorist Th	8	-	-	2	-	3	3	-	8	0	4	-	-	-	-	3	1
59 48900(q) Hazing	3	-	-	2	1	-	-	-	3	0	-	-	-	-	-	3	-
60 48900(i) Obscene Acts, Habitui	409	4	15	50	76	131	133	31	378	0	232	-	-	2	-	161	14

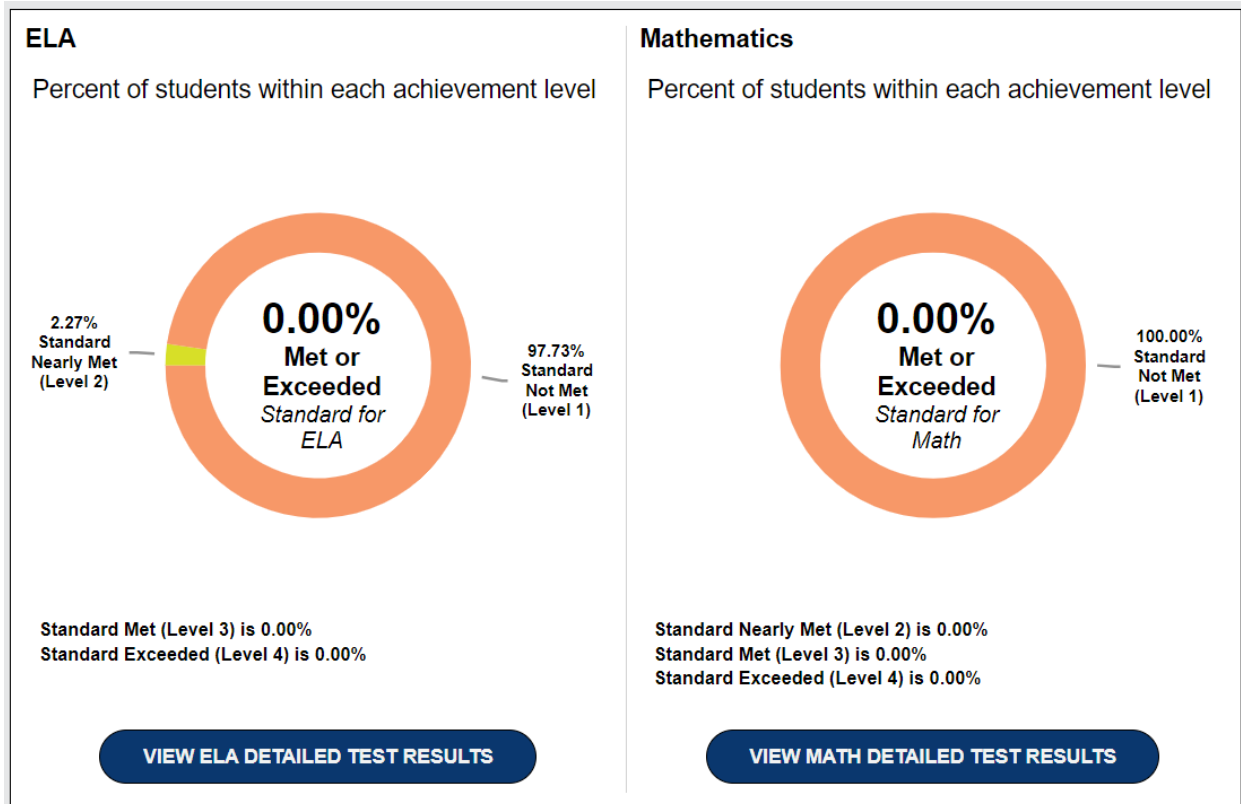
Los Padrinos School												10/17/2024					
2023-2024 Discipline Distribution Report from 7/3/2023 to 6/28/2024												Page 2					
Code # and Name	Total	Grade						Gender			Hispanic/Latino? Y	Race (Not Hispanic)					
		7	8	9	10	11	12	F	M	OGN		100	200	300	400	600	700
61 48900(k) Disruption, Willful Def	660	4	14	80	120	217	225	52	607	1	385	-	-	5	2	250	18
62 48900(f) Property Damage	257	3	6	34	45	76	93	18	239	0	156	-	-	3	-	87	11
63 48900(r) Bullying	93	-	2	16	21	20	34	8	85	0	66	-	-	-	-	25	2
71 48900(g) Property Theft	97	-	1	20	14	34	28	2	95	0	59	-	-	1	-	34	3
72 48900(l) Received Stolen Prop	3	-	-	-	-	-	3	-	3	0	3	-	-	-	-	-	-
73 48900(e) Committed, or attemp	2	-	-	-	-	-	2	-	2	0	1	-	-	-	-	1	-
80 MBC2- Constantly Out of Seat	96	1	-	8	27	26	34	5	91	0	49	-	-	-	1	45	1
81 MBC2- Contraband	23	-	-	4	7	5	7	3	20	0	15	-	-	1	-	7	-
82 MBC2- Excessive Talking	71	1	4	8	18	25	15	6	65	0	42	-	-	-	-	27	2
83 MBC2- Unacceptable/Failure to	348	3	9	45	66	114	111	15	332	1	206	-	-	2	2	132	6
84 MBC2- Gang Activity	111	3	6	19	32	34	17	5	106	0	64	-	-	-	-	44	3
85 MBC2- Horse Play	61	2	-	12	13	15	19	1	60	0	38	-	-	-	-	21	2
87 MBC2- Name calling	61	-	1	17	11	17	15	2	59	0	33	-	-	-	-	26	2
89 MBC2- Unacceptable Peer Agit	100	2	6	14	26	26	26	7	93	0	54	-	-	-	-	43	3
90 MBC2- Inappropriate Language	150	1	3	23	28	48	47	7	143	0	88	-	-	1	-	59	2
91 MBC2- Property Misuse	120	-	2	24	22	40	32	5	115	0	65	-	-	1	-	47	7
92 MBC2- Technology AUP Violati	30	-	1	4	5	13	7	3	27	0	20	-	-	-	-	10	-
93 MBC2- Tardy/Truant/Out of Cla	39	-	-	2	10	13	14	2	37	0	23	-	-	-	2	13	1
97 MBC1- Property Misuse	129	-	1	20	23	36	49	6	123	0	83	-	-	1	-	44	1
98 MBC1- Technology AUP Violati	41	-	2	8	4	10	17	6	35	0	29	-	-	-	-	11	1
99 MBC1- Tardy/Truant/Out of Cla	41	-	-	-	6	10	25	-	41	0	27	-	-	-	-	14	-
Totals:	6,872	67	180	973	1,191	2,277	2,184	356	6,509	7	3,968	-	1	31	7	2,672	193

Conclusion: Most suspensions were assaults on another student, teacher or staff member. Most students that were suspended were 3,968 Hispanic and 2,672 African Americans even though they are 34% of students and most were males 6509 students. In School Goal 2 we will address this disproportion suspension of African American youth.

School and Student Performance Data

SMARTERBALANCED AND STAR TEST RESULTS 2023-2024

Los Padrinos test results for ELA 2024, 2.27% nearly met the standard, while 97.73% the Standard was Not Met. In math, 0.00% of students met or exceeded the state standard, with 100.0% not meeting it: a change of 0.0% from 2023.

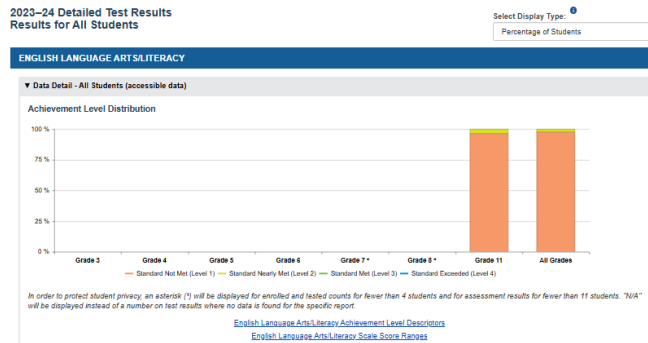


The California Smarter Balanced results for tests are for the spring of 2024 tests.

Subject	Standard Not Met 2024	Chg. From 2023	Standard Nearly Met 2024	Chg. From 2023	Standard Met 2024	Chg. From 2023	Standard Exceeded 2024	Chg. From 2023
English	97.73%	+97.73%	2.27%	+2.27%	*	+0.0%	*	+0.0%
Math	100.0%	+100.0%	*	+0.0%	*	+0.0%	*	+0.0%

School and Student Performance Data

Los Padrinos English Language Arts Test Results 2023-2024



[English Language Arts/Literacy Scale Score Ranges](#)

▼ Overall Achievement

Number of Students at Each Performance Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	N/A	N/A	N/A	N/A	6	22	88	116
Number of Students Tested	N/A	N/A	N/A	N/A	5	10	30	45
Number of Students With Scores	N/A	N/A	N/A	N/A	5	10	29	44
Mean Scale Score	N/A	N/A	N/A	N/A	*	*	2381.1	N/A
Standard Exceeded (Level 4) Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	0	0
Standard Met (Level 3) Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	0	0
Standard Nearly Met (Level 2) Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	1	1
Standard Not Met (Level 1) Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	28	43
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	*	*	29	44

▼ Composite Areas

Composite Areas

For more information about the composite area results, go to the [Understanding Results](#) page.

Number of Students at Each Performance Level

READING AND LISTENING: How well did students understand written and spoken information?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	0	0
Near Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	4	6
Below Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	25	38
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	*	*	29	44

WRITING AND RESEARCH: How well did students use research skills and communicate in writing?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	0	0
Near Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	1	1
Below Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	28	43
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	*	*	29	44

School and Student Performance Data

Number of Students at Each Performance Level

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	0
Near Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	6
Below Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	38
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	*	*	*	44

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	0
Near Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	0
Below Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	42
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	*	*	*	42

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	0
Near Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	25
Below Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	19
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	*	*	*	44

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	0
Near Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	20
Below Standard Number of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	24
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	*	*	*	44

Conclusions: Our teachers need professional learning given they are not Single Subject Content Teachers and will require a supplemental authorization in English and Mathematics. Also, a Reading Certificate in Literacy. We need a Mathematics coach not an RTA position. Our PLC's need to focus on reviewing and understanding the areas of the test to prepare our instructional lessons and increase student engagement

School and Student Performance Data

Los Padrinos SBAC Mathematics Results

The Mathematics Test Results show that 0% of our students met the standards.

2023–24 Detailed Test Results
Results for All Students

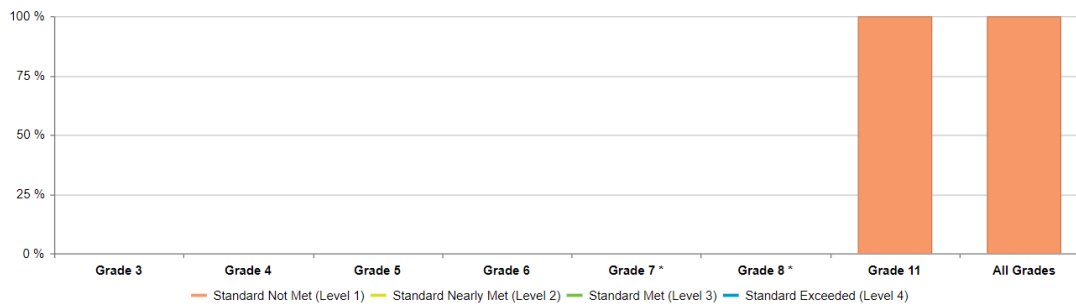
Select Display Type: ¹

Percentage of Students

MATHEMATICS

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

▼ Overall Achievement

Percentage of Students at Each Performance Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ¹	N/A	N/A	N/A	N/A	6	22	87	115
Number of Students Tested ¹	N/A	N/A	N/A	N/A	4	8	26	38
Number of Students With Scores ¹	N/A	N/A	N/A	N/A	4	8	26	38
Mean Scale Score	N/A	N/A	N/A	N/A	*	*	2372.2	N/A
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	100.00 %	100.00 %

School and Student Performance Data

These are the Math Benchmark goals for students to have mastered in high school.

Composite Areas

For more information about the composite area results, go to the [Understanding Results](#) page.

Percentage of Students at Each Performance Level

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
Near Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	0.00 %	2.63 %
Below Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	100.00 %	97.37 %

MATHEMATICAL PRACTICES: How well did students apply strategies to solve complex problems and explain the reasoning for the solution?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	0.00 %	0.00 %
Near Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	11.54 %	7.89 %
Below Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	88.46 %	92.11 %

Areas

For more information about the individual area results, go to the [Understanding Results](#) page.

Percentage of Students at Each Performance Level

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?


Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	0.00 %
Near Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	2.63 %
Below Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	97.37 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	0.00 %
Near Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	34.21 %
Below Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	65.79 %

School and Student Performance Data

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
	Above Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	0.00 %
	Near Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	31.58 %
	Below Standard ¹ Percentage of students by grade for level	N/A	N/A	N/A	N/A	*	*	*	68.42 %

Conclusions: Our teachers need professional learning in subject content knowledge in English Language Arts and Mathematics. Our PLC's need to focus on reviewing and understanding the areas of the test to prepare our instructional lessons and to increase student engagement.

School and Student Performance Data

English Language Proficiency for Summative ELPAC Results for 2024-2025

School: Los Padrinos Juvenile Hall

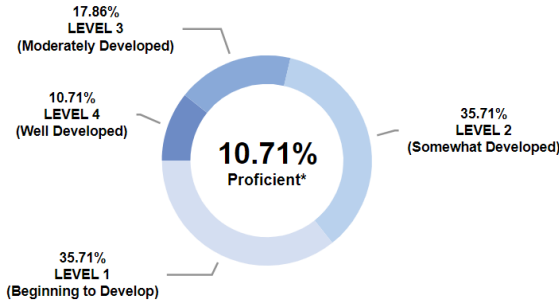
CDS Code: 19-10199-0121871 | County: Los Angeles | District: Los Angeles County Office of Education

Report Options

Year: Grade: Student Group: School Type:

English Language Proficiency for Summative ELPAC

Percent of students within each performance level



2023-24 Detailed Test Results Results for All Students

Select Display Type:

Percentage of Students

▼ Data Detail - All Students (accessible data)

In order to protect student privacy, an asterisk () will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[Summative ELPAC Scale Score Ranges](#)

Number of Students and Mean Scale Scores

Reporting Categories	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled ¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	7	8	14	21	13	65
# of Students Tested ¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	7	7	12	16	12	56
# of Students Tested with Scores ¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	7	7	12	16	12	56
Mean Scale Score - Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	1535.1	1523.8	1502.8	N/A
Mean Scale Score - Oral Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	1648.3	1535.7	1493.8	N/A
Mean Scale Score - Written Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	1521.1	1511.4	1511.4	N/A

School and Student Performance Data

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
<input type="checkbox"/> Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	3	2	0	6
<input type="checkbox"/> Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	1	3	3	10
<input type="checkbox"/> Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	3	5	4	20
<input type="checkbox"/> Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	5	6	5	20
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	12	16	12	56

Oral Language Performance


Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
<input type="checkbox"/> Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	4	4	1	12
<input type="checkbox"/> Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	3	3	6	17
<input type="checkbox"/> Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	3	5	1	15
<input type="checkbox"/> Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	2	4	4	12
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	12	16	12	56

Written Language Performance


Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
<input type="checkbox"/> Level 4 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	1	1	0	4
<input type="checkbox"/> Level 3 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	2	0	1	4
<input type="checkbox"/> Level 2 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	3	5	4	17
<input type="checkbox"/> Level 1 Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	6	10	7	31
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	12	16	12	56

Number of Students by Domain


Listening

 Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	0	2	0	3
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	8	3	6	25
Beginning to Develop Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	4	11	6	28
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	12	16	12	56


Speaking

 Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	8	11	7	35
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	3	1	1	10
Beginning to Develop Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	1	3	3	8
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	12	15	11	53

Reading

 Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	3	1	0	6
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	1	3	3	8
Beginning to Develop Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	8	12	9	42
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	12	16	12	56

Writing

 Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	0	0	1	2
Somewhat/Moderately Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	7	9	5	33
Beginning to Develop Number of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	5	6	5	18
Total Number of students by grade for all levels	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	12	15	11	53

The sum of the achievement level percentages may not add to 100% due to rounding.

Conclusion: The ELPAC results show that most of our students are 35.71% are at Level 1 and Level 2, however compare to last year we decreased beginners from 40% to 35.71%. In Level 3 we were at 17.86% and Level 4 10.71%. Therefore, we need to focus on the development of a newcomer class or hiring more ELD support paraprofessionals. We need to prepare the students for the ELPAC by providing the ELPAC Practice Test.

School and Student Performance Data

STAR LOCAL ASSESSMENTS RESULTS FOR LOS PADRINOS

07/01/2023 – 06/28/2024

STAR MATHEMATICS **AVERAGE GRADE EQUIVALENT OF 4.9**

School
Los Padrinos School

Grade	# of Students	Rank	GP	SS	GE	PR	NCE
Grade 7	1	-	0.00	0	-	-	-
Grade 8	7	5	7.66	803	1.2	1	1
Grade 9	21	4	8.69	930	3.6	3	11.4
Grade 10	28	3	9.93	966	4.2	5	16
Grade 11	41	2	10.8	989	4.7	6	17.8
Grade 12	69	1	11.8	1006	5.2	7	19.2
Mean			10.95	992	4.9	7	18.5

Percentile	Students	Percent
Below 25th	36	78%
25th to 49th	8	17%
50th to 74th	2	4%
75th & Above	0	0%

GE	Students	Percent
0.0 - 0.9	1	2%
1.0 - 1.9	2	4%
2.0 - 2.9	5	11%
3.0 - 3.9	7	15%
4.0 - 4.9	14	30%
5.0 - 5.9	5	11%
6.0 - 6.9	3	7%
7.0 - 7.9	4	9%
8.0 - 8.9	3	7%
9.0 - 9.9	1	2%
10.0 - 10.9	1	2%
11.0 - 11.9	0	0%
12.0 - 12.9+	0	0%

07/01/2024 – 11/25/2024

STAR MATHEMATICS **Average Grade Equivalent of 5.2**

School
Los Padrinos School

Grade	# of Students	Rank	GP	SS	GE	PR	NCE
Grade 7	1	-	0.00	0	-	-	-
Grade 8	7	4	8.61	913	2.9	4	13.1
Grade 9	21	3	9.26	976	4.5	12	24.9
Grade 10	28	3	10.28	997	4.9	12	24.7
Grade 11	41	1	11.32	1024	6.1	19	31.8
Grade 12	69	2	12.23	1012	6.0	17	30
Mean			10.9	997	5.2	13	26.6

Percentile	Students	Percent
Below 25th	35	73%
25th to 49th	8	16%
50th to 74th	5	10%
75th & Above	0	0%

GE	Students	Percent
0.0 - 0.9	2	4%
1.0 - 1.9	2	4%
2.0 - 2.9	3	6%
3.0 - 3.9	8	16%
4.0 - 4.9	11	22%
5.0 - 5.9	10	20%
6.0 - 6.9	2	4%
7.0 - 7.9	2	4%
8.0 - 8.9	4	8%
9.0 - 9.9	1	2%
10.0 - 10.9	2	4%
11.0 - 11.9	0	0%
12.0 - 12.9+	2	4%

School and Student Performance Data

STAR READING AVERAGE GRADE EQUIVALENT OF 4.7

School
Los Padrinos School

Grade	# of Students	Rank	GP	SS	GE	PR	NCE	IRL
Grade 7	1	-	0.00	0	-	-	-	-
Grade 8	7	5	7.66	BR100L	1.5	1	1	PP
Grade 9	21	4	8.82	515L	3.6	2	8.5	3.3
Grade 10	28	2	9.92	560L	4.5	6	16.5	3.5
Grade 11	41	3	10.75	570L	4.1	4	11.9	3.5
Grade 12	69	1	11.81	800L	5.5	7	18.7	4.4
Mean			10.9	670L	4.7	5	14.9	3.8

Percentile	Students	Percent
Below 25th	42	89%
25th to 49th	3	6%
50th to 74th	2	4%
75th & Above	0	0%

GE	Students	Percent
0.0 - 0.9	0	0%
1.0 - 1.9	6	13%
2.0 - 2.9	3	6%
3.0 - 3.9	12	26%
4.0 - 4.9	7	15%
5.0 - 5.9	9	19%
6.0 - 6.9	4	9%
7.0 - 7.9	1	2%
8.0 - 8.9	2	4%
9.0 - 9.9	0	0%
10.0 - 10.9	1	2%
11.0 - 11.9	1	2%
12.0 - 12.9+	1	2%

IRL	Students	Percent
PP (< 0)	4	9%
P (0.0 - 0.9)	1	2%
1.0 - 1.9	3	6%
2.0 - 2.9	4	9%
3.0 - 3.9	12	26%
4.0 - 4.9	8	17%
5.0 - 5.9	6	13%
6.0 - 6.9	3	6%
7.0 - 7.9	1	2%
8.0 - 8.9	2	4%
9.0 - 9.9	1	2%
10.0 - 10.9	2	4%
11.0 - 11.9	0	0%
12.0 - 12.9	0	0%
PHS (13+)	0	0%

07/01/2024 – 11/25/2024

STAR READING 2024-2025 Average Grade Equivalent of 5.9

School
Los Padrinos School

Grade	# of Students	Rank	GP	SS	GE	PR	NCE	IRL
Grade 7	1	-	0.00	0	-	-	-	-
Grade 8	7	5	8.27	460L	3.8	7	19.2	3.1
Grade 9	21	4	9.25	655L	4.6	14	26.8	3.8
Grade 10	28	3	10.28	590L	5.3	15	27.9	3.6
Grade 11	41	2	11.34	820L	7.0	20	32.5	4.4
Grade 12	69	1	12.25	840L	7.0	22	33.8	4.5
Mean			11.03	665L	5.9	16	29.2	3.8

Percentile	Students	Percent
Below 25th	36	62%
25th to 49th	17	29%
50th to 74th	5	9%
75th & Above	0	0%

GE	Students	Percent
0.0 - 0.9	5	9%
1.0 - 1.9	1	2%
2.0 - 2.9	3	5%
3.0 - 3.9	3	5%
4.0 - 4.9	11	19%
5.0 - 5.9	9	16%
6.0 - 6.9	5	9%
7.0 - 7.9	9	16%
8.0 - 8.9	4	7%
9.0 - 9.9	2	3%
10.0 - 10.9	1	2%
11.0 - 11.9	0	0%
12.0 - 12.9+	5	9%

IRL	Students	Percent
PP (< 0)	6	10%
P (0.0 - 0.9)	0	0%
1.0 - 1.9	2	3%
2.0 - 2.9	2	3%
3.0 - 3.9	10	17%
4.0 - 4.9	12	21%
5.0 - 5.9	11	19%
6.0 - 6.9	7	12%
7.0 - 7.9	3	5%
8.0 - 8.9	3	5%
9.0 - 9.9	2	3%
10.0 - 10.9	0	0%
11.0 - 11.9	0	0%
12.0 - 12.9	0	0%
PHS (13+)	0	0%

School and Student Performance Data

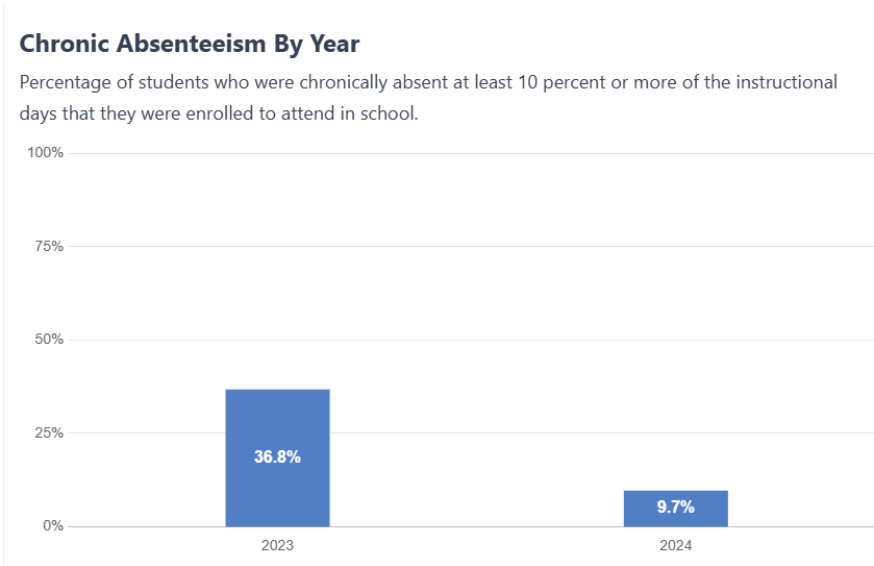
Conclusions: The administration of STAR, which is a local assessment-not a State Assessment, is always determined by the SSC and local site. However, historically the testing windows have been determined by the district office and as a result we have low test scores. As a result, we have increased student participation in the STAR test, but results show little or no growth between testing windows. Per the role of the SSC, the governing body will determine the testing windows given this is not a CDE mandated assessment. The SSC Curriculum and Instruction Committee will monitor the growth of students and prioritize testing those students with prior test scores. Transiency and unpredictable court-impact discharges warrant a site-level approach to assessments. Therefore, Los Padrinos for the 2024-2025 school year will establish its own internal test schedule, based on the extreme transiency levels, and the need to regularly assess growth. ELA Specialists and Math Specialist (district-funded) will serve as Leads in assisting with the administration, review, and planning around the data collected from site assessments. Based on the STAR data, our students need intensive support in Reading and Mathematics.

The STAR Assessment data shows that are students are reading at 4th grade level in ELA and their math scores show they are at 4th grade. However, the administration of the STAR Assessment in the noisy classroom, with no prior test score given to student, and the lack of explanation on why the test matters is evident on the results shown on the data. The students do not take the test seriously they guess.

School and Student Performance Data

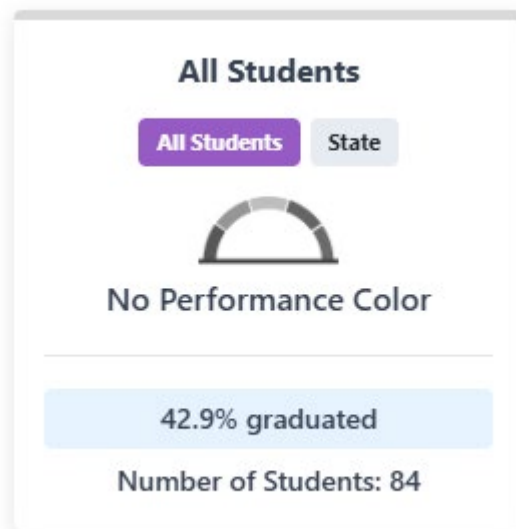
Academic Engagement

“Chronic Absenteeism 2023-2024”



Graduation Rate 2023-2024

According to the Dashboard out of 84 students who were 12th graders, 35 graduated.



Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Goal #1: All students will have "Equitable Access to Excellent Educators" by providing our multiple subject credential teachers with professional development in subject grade level content knowledge, and standards aligned instructional materials. Our Teacher Learning Professional Development will meet the criteria of ESSA Title II Professional Development: Sustained, Intensive, Collaborative, Job-embedded, data-driven, and classroom-focused. All SPED students will have a continuum of services and programs that include but are not limited to SDC, SAI, RSP, Inclusive Model and General Education programs. Students in co-teaching inclusion classrooms will be provided MTSS resources, ULD and both the general education teacher and Special education teacher will be provided with professional development in UDL, MTTs, Team collaboration, time for planning, scheduling, and reflection.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP GOAL #1: All students will have equitable access to a 21st century education by providing them with standards aligned instructional materials and with the technological skills to become college and career ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The students mirror the classroom learning environment where the majority of teachers hold a multiple subject credential for a high school setting that requires specific content knowledge and standard aligned instructional materials that incorporate technology skills. Unlike a traditional high school, which may serve an average of 8-10% of SPED students, Los Padrinos typically serves a population of 35 to 50 percent. As a result, our SSC's goal this year is to provide "Equitable Access to Excellent Educators" by using professional development and trainings on supporting teachers in learning "subject content knowledge." Research indicates that teachers are the most important school-based factor for student growth and achievement. A single year with an ineffective teacher can cost a student up to one and one-half years' worth of achievement. Therefore, our priority is to provide all students with "Equitable Access to Excellent Educators." This system of silos can be summarized with a question asked to each level of teacher, "What do you teach?" The elementary teacher might say "children," the middle school teacher might say "adolescent kids" or "science," and the secondary teacher would say "chemistry" or "biology." Subject content knowledge is needed by all teachers for all grade levels. Our PLCs need to focus on specific content-based professional development and content seminars for teachers to develop a unit (three weeks) lesson plan as their final project after they complete the content subject matter professional development. The lesson plan will include high-quality instructional materials and technology that are developed with teachers and adapted to their specific student needs in their classrooms. We need small learning communities of PLCs that are aligned around the subject content they teach. Also, some PLCs will be aligned with the specialized units to discuss curriculum development for specific student needs. The Board of Education adopted a digital curriculum "Odyssey ware," which is somewhat aligned to the state standards. However, there is a need for supplemental texts and professional development in adopting a Blending Learning Model for classrooms to engage the students in whole group (direct instruction), small group and one-one intervention.

Basis for Goal: Our State and Local assessments data indicate that our students are not meeting the Standards because of the lack of subject content knowledge. CAASPP English Language Arts test results for Central 2023-2024 indicate that most of our students, 97.73 % of all subgroups did not meet the Standard (Standard Not Met). CAASPP Mathematics test results for 2023-2024 indicate that 100% of our students, and all subgroups did not meet the Standard (Standard Not Met). The STAR READING results for 2022-2023 and 2023-2024 indicate that our students are still reading between 4th-5th grade level and below. The STAR MATHEMATICS results for 2022-2023 and 2023-2024 indicate that our students are grasping 4th grade standards in mathematics for both years.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	CAASPP 2023-2024 ELA Standard Nearly Met 2.27%	Increase CAASPP 2024-2025 ELA Standard Nearly Met to 10%
STAR READING	STAR READING 2023-2024 Average Grade Equivalent is 4.89 grade level	Increase the Average Grade Equivalent in STAR READING by 1 grade level.
MATH CAASPP	CAASPP 2023-2024 Mathematics Standard Nearly Met 0.00%	Increase the Standard Nearly Met On the 11th grade Math CAASPP by 10%
STAR MATHEMATICS	STAR MATHEMATICS 2023-2024 Average Grade Equivalent 4.6 grade level	Increase the Average Grade Equivalent in STAR MATHEMATICS by 1 grade level

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Our model of school improvement is based on the research that teachers are the key to school improvement and student academic achievement. The data on teacher credentialing at our site demonstrates that the majority of our teachers hold a multiple subject for an alternative educational setting (Juvenile Hall) in which more than 95% of the students require "subject content knowledge" to meet the A-G requirements. Although many of our teachers have taught multiple subjects for many years, our State Assessment and Local Data indicate that our students lack the "subject content knowledge" required for academic achievement. Our needs assessment of our teachers is data driven and is targeted toward sustained professional learning experiences that are classroom focused on subject content knowledge that is relevant to instructional process to provide our students with "Equitable Access to Excellent Educators" this school year or the next 8 months. These professional development learning experiences for teachers are job-embedded in that teachers will be able to integrate and implement their learning experiences into their day-to-day responsibilities and classroom instruction. Our teachers will be assigned to learning teams (PLC) by their subject content and elect an instructional leader for their learning team who will participate as part of the instructional leadership team. Our learning teams of teachers will be engaged in expert to group, peer to peer, and collaborate as a learning team to analyze the</p>	All Students	<p>10,000 Title I Part A 4000-4999: Books And Supplies NGSS Materials and Webinars 20,000 Title I Part A 5800: Professional/Consulting Services And Operating Expenditures Conferences and Courses</p>

subject content and standards to be taught. Then, each teacher in their learning teams (PLC) will select a professional development learning course that is intensive, meaning the duration required to develop competency in their subject content knowledge of professional learning.

Strategy/Activity

Teachers will engage in a comprehensive professional development initiative that centers on Universal Design for Learning, to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. Designated teachers will attend the California Collaborative for Learning Acceleration Conference to identify strategies, discover best practices, and collaborate with peers.

<https://ccla.sccoe.org/summit>

PROFESSIONAL DEVELOPMENT ACCOUNTABILITY

In their learning teams each teacher will collaborate by first teaching their lessons to their peers and discussing the subject content and its integration in the classroom. Therefore, teachers will be sharing responsibility for both teaching and learning from one another in their subject content learning teams. Our model for teacher professional learning experiences of subject content knowledge meets the ESSA guidelines for quality professional development like Professional Learning that includes teacher college course to improve their subject content in terms of the six criteria: be sustained, be intensive, be collaborative, be job-embedded, be data-driven, and be classroom focused.

1. Our Instructional Leadership Team will focus on one specific component of a high-quality curriculum and explain its purpose, teachers can better understand it and teach it as intended and improve instruction.
2. Our LSTs, and other Title 1 staff will provide training 3 times a year to discuss strategies for teaching specific material.
3. Our Sustained Professional Development for subject-matter competency will be held twice a month for the remainder of the school year.
4. Our Professional Development must be built around the specific content of curricula to ensure that teachers have the knowledge they need in the classroom to provide students with an equitable education.
5. Our Job-Embedded Professional Development will be Integrated into the teaching and learning environment.
6. Our Collaboration Professional Development for subject-matter competency will collaborate in Subject Content PLCs to share ideas and develop subject content lessons to be implemented in the classroom.
7. Our Intensive Professional Development for teachers in subject content knowledge.

<p>8. Our PLC's will provide videos and pictures of instructional delivery that depict culturally and linguistically diverse classrooms so teachers can picture conducting the lessons with their own students.</p> <p>9. Our PLC's will provide Opportunities for reflection and application that provide space for teachers to better understand their instruction, their school context, and their own classrooms.</p> <p>10. Our professional learning experiences will allow teachers to develop subject content lessons for their specific students and classrooms, rather than taking a more generic approach to the implementation of a unit plan that disregards individual teachers' professional standards, their classrooms and their student learning needs.</p> <p>11. Our Science Teachers will be offered online professional learning experiences to learn Science Subject Content in Earth Science and Biology through the American Museum of Natural History Educator Professional Development for Educators online.</p> <p>12. Our Social Studies Teachers will be offered online professional learning experiences to learn Social Studies Subject Content in US History, World History, Government and Economics through the Dominican University of California.</p> <p>13. Our ELA teachers will be offered online professional learning experience to learn ELA subject content knowledge in writing, responding to literature, literature, multicultural literature, reading, and literacy.</p> <p>14. Our SPED teachers will be offered online professional learning experiences on how to address the needs of students with special needs: UDL readiness, MTTTS training, intellectually disabled, SPED discipline, and others.</p> <p>15. Our PLCs will collaborate with the Office of Curriculum and Instruction to deepen the subject content knowledge of all teachers and teachers complete their professional development in subject content knowledge.</p> <p>16. The SSC with the Principal will implement and monitor the School Improvement actions in the SPSA according to Ed. Code 64001.</p> <p>17. Our mathematics teachers will be given an opportunity to for professional learning to earn a Introductory Mathematics Supplemental at UC Riverside.</p> <p>18. All teachers will given professional learning professional development to take CSET prep course to get a Single Subject in a content area of their interest.</p> <p>19. Paraeducators will support students in the classroom with direct, 1 on 1, small group and intensive strategies.</p> <p>Enrichment Learning Opportunities</p> <p>1. Professional Development will be provided on days of site professional development days (18 days), prep periods or/and after school hours to small clusters of teachers who are interested in how to use standard aligned material resources in</p>		
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	<p>their classrooms.</p> <p>2. Professional Development will be provided on days of site professional development (18 days), prep periods and/or after school hours school hours to small clusters of teachers who are interested in training on integrating technology in the classroom.</p>		
1.2	<p>Strategy/Activity</p> <p>1. All teachers will be trained in UDL, Multi-tiered Systems of Support, and Inclusive Model.</p> <p>2. All teachers teaching SPED students with Specific Learning Needs will be provided with professional learning opportunities to be prepared and able to teach these students with Autism, Developmental Disable, and Emotionally Disturbed and be able to develop behavioral plans with SPED teachers.</p> <p>3. All general education teachers and special education teachers that are co-teaching will be given a planning period to discuss lessons, scaffolding and interventions, and behavior.</p> <p>4. All general education teachers and special education teachers that are co-teaching will be given professional development in team collaboration, subject content knowledge, and other training to support students.</p>	All Students with a focus on Special Education Students	<p>20,700</p> <p>Title I Part D</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>All students will benefit from compliance with Federal and State SPED laws</p>
1.3	All students will have access to CBOs which address a trauma-informed approach using Literacy Tools.	All Students	<p>100,000</p> <p>Title I Part D</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Contracts with Community Based Organizations</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Providing Professional Learning and Professional Development on subject content knowledge through Supplemental Authorization in Introductory Mathematics, Literacy Certificate, and opportunities to attend subject matter content did improve our teaching staff confidence, instructional strategies, and curricular decisions. More importantly, student engagement and achievement.

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

There were some major differences between the intended implementation and the Budgeted expenditures to implement the strategy. The district did not approve all professional learning, conferences, and professional development for teaching staff.

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.

At this time, there are no changes to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Goal #1: All students will have access to Mental Health Counselors and Behavioral Specialist Personnel that will provide counseling services that follow the ASCA model as well as communitybased organizations to help support their social-emotional needs and mental health needs of our students.

School Goal #2: Our PBIS will be strengthened to improve our school climate in the classrooms as demonstrated by the decrease in suspensions for the school year 2023-2024.

School Goal #3: Los Padrinos will increase parent engagement participation by 10% or more at the PECP workshops.

Basis for Goal: Students need in-school counseling and mental health services in order to decrease the number of incidents that lead to suspensions and/or violent outbursts. Staff need to be trained in trauma-informed care in the school setting and MTSS training. Teachers need professional learning to teach students with specific learning disorders like Autism, Developmental Disable, Emotional Disturbed, Conduct Disorder, and other learning needs of students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students need multi-tiered systems of support to address delinquent behavior and current choices. Counseling, mental health services, trauma-informed approaches, and individuals with "lived experiences are research-based practices which reduce incidents and/or violent outbursts and foster a climate of support. Teachers would benefit from professional learning opportunities to better understand behaviors, learning disorders, SEL, and the manifestations of designated disabilities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE/Dashboard for Central or BJJ for suspensions was not reported for school year 2022-2023. Distribution Suspension Report was downloaded from AERIES.	School Suspension total of 942 from July 1, 2023 – Dec. 7, 2023, with the majority aligned assaults or attempts to injure others.	School Suspension total of 942 from July 1, 2023 – Dec. 7, 2023, with the majority aligned assaults or attempts to injure others.
CDE Suspension Rates for African American for school year 2021-2022 was 35%.	Our school suspensions for African Americans for school year 2023-2024 were disproportionately higher.	Suspension rate for African American youth will decrease for school year 2023-2024. Behavior Counselor will develop a plan to identify youth who are continuously suspended to provide mental health resources, behavioral aides.

Chronic Absenteeism for school year 2022-2023 no reporting	Chronic absence reports for 2023-2024 show a low rate.	Decrease absence rate by 3%.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>1. The Behavior Counselor and Transitional counselor with the support of IT will gather school data to collaborate with CBOs that are specific to the demographics of our student population so that they can provide services to students upon release.</p> <p>2. The Behavior Counselor will provide professional development to all staff on trauma informed care and positive behavior support three-tiered model.</p> <p>3. The Behavior Counselor will meet individual teachers to discuss students' academic and behavioral progress during the teacher planning time for those students with classroom suspension or school suspension.</p> <p>4. The school site needs to develop a holistic school model to address the mental health, social emotional, and behavioral needs of our students.</p> <p>5. Interventions and approaches for suspension reduction should entail culturally responsive strategies.</p> <p>6. The Behavioral Counselor will be trained by PBIS apps on School-Wide Information System (SWIS) program to monitor school-wide behavioral data, disaggregate behavioral referrals by ethnicity, referral risk ratio, and referral risk index to address disproportional suspensions of African American students.</p>	All Students	<p>20,000 Title I Part D 5800: Professional/Consulting Services And Operating Expenditures Trauma support 1,000 Title I Part D 5800: Professional/Consulting Services And Operating Expenditures SWIS Facilitator Certification Training -- Online This 15-hour in-person and online hybrid training prepares and certifies participants to provide services and supports as a SWIS Facilitator to local schools interested in implementation of the School-Wide Information System (SWIS).</p> <p>10,000 Title I Part D 4000-4999: Books And Supplies PBIS apps SWIS Suite</p>
2.2	<p>The PBIS model is a collaboration with Los Padrinos JH School and Probation to reward all students for positive behavior.</p> <p>Strategy/Activity</p> <p>1. Our PBIS team will keep weekly data on the number of students who did not receive positive behavior points. These students will meet with the Behavior Counselor to address behavioral modification strategies. These students will have priority for learning lost mitigation services after school and weekends.</p> <p>2. Our PBIS team will have a logo design contest to print on school supplies and rewards for positive behavior.</p> <p>3. Our PBIS team will have a monthly award ceremony for those students with consistent positive behavior.</p> <p>4. Allot time for teachers to meet and discuss student's academic and behavioral progress, if necessary, with Behavior Counselor.</p> <p>5. Book Clubs to address social-emotional support.</p>	All Students	<p>17,143 Title I Part A 4000-4999: Books And Supplies PBIS Incentive Program (books, instructional magazines, journals, and other rewards for improved student behavior.) 300 copies of Mental Health and SEL Youth Text, i.e. "The Anxiety and Depression Workbook for Teens: Simple CBT Skills to Help You Deal with Anxiety, Worry, and Sadness"</p> <p>40,000 Title I Part D 2000-2999: Classified Personnel Salaries Additional EBT</p>

	6. Hire an EBT to assist with the management of behavior, PBIS implementation, restructures, and restorative justice.		
2.3	Instructional Leadership Team members will engage in intensive workshops, conferences, and boot camps to explore innovative teaching, social emotional learning techniques, trauma-informed approaches, and equity and inclusion for marginalized youth. Key activities will include: 1. Saturday Study Sessions at LP (District Funded) 2. Collaborative Conferences with At-risk Youth Providers (Site-funded) a) Innovative Teaching Conference (SEL) b) Innovative Teaching Conference (Overcoming Learning Loss)	All Students	10,000 Title I Part A 5800: Professional/Consulting Services And Operating Expenditures Accutrain, "Innovative School Summits" (3 members of ILT and Administrator) https://accutrain.com/ Registration \$600 pp Lodging -\$600 Travel- \$600
2.4	1. Integrate parents and families to participate in PFCEP workshops, community programs and school governance committees. 2. Parent Outreach Assistant, a stipend-based position, assists in calling, mailings, surveys and gathering information for a parent resource website. The Parent Outreach Assistant will be trained and supervised by the School Parent Liaison. 3. Parent Liaison will organize three "Virtual Open Houses for Parents and Teachers": Fall, Spring and Summer semester. 4. Parent Liaison will do Monthly Parent Engagement Recruitment on Parent Visitation Days.	All Parents and Students	20,000 Title I Part A 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school leadership team needs to develop with probation department and mental health department, how to implement multi-tiered systems of support during school to address student behavioral issues. The school leadership team needs to collaborate with the PBIS committee on how to improve school and classroom climate. The school leadership team needs to involve parents in our PBIS model.

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

There were some major differences between the intended implementation and the Budgeted expenditures to implement the strategy. The school administration needs to have autonomy to implement multi-tiered systems of support with the school leadership team.

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.

At this time, there are no changes to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School ELA Goal: 15% of our students will meet the standard and 20% will have nearly meet the standard on the English Language Arts as measured by the CAASPP tests.

School STAR Reading Goal: Most of our students will increase by 1 grade level as measured on the STAR READING Average Grade Equivalent.

School MATH Goal: 5% of our students will meet the standard and 15% will nearly meet the standard in Mathematics as measured by the CAASPP.

School STAR Mathematics Goal: Most of our students will increase by 1 grade level as measured on the STAR MATHEMATICS Average Grade Equivalent.

School ELD SBAC Goal: 5% English Learners will obtain a minimum score of 2400 for a Nearly Met Standard on the English Language Arts as measured by the CAASPP.

School ELPAC GOAL: The majority of English Learner in all levels of proficiency will advance one proficiency level in the ELPAC for school year 2023-2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our results on the CAASPP ELA results for 2022-2023 indicate that 87.5% of our students were in Level 1 (Standard not met) and our results on the CAASPP Mathematics results for 2022-2023 indicate that 100% of our students were in Level I (Standard Not Met). Our ELD students on the CAASPP English Language Arts and Mathematics results for 2022-2023 indicate that 100% of our ELD students were in Level I (Standard Not Met). Teachers need professional development in subject content knowledge in the areas of Mathematics, Literacy, English Composition, English Literature, and Science. Our students need more support individually from tutors, and paraprofessionals.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	CAASPP 2022-2023 ELA Standard Met 12.5% & 4.57%	Increase CAASPP 2022-2023 ELA - 15% will have met standard, and 20% standard nearly met.
STAR READING	STAR READING 2022-2023 Average Grade Equivalent 4.8 grade level equivalency.	Increase the Average Grade Equivalent in STAR READING by 1 grade level.

ELPAC	Our 2022-2023 ELPAC scores on Level 1 and Level 2 show no improvement.	Increase the Proficiency Level of all ELD students on the ELPAC by one Proficiency Level.
STAR MATHEMATICS	STAR MATHEMATICS 2022-2023 Average Grade Equivalent 4.9 grade level equivalency.	Increase the Average Grade Equivalent in STAR MATHEMATICS by 1 grade level
Math CAASPP	CAASPP 2021-2022 Mathematics Standard Nearly Met 0% & 12.5%	Increase the Standard Nearly Met On the 11th grade Math CAASPP by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>1. ELA Teachers will use either the Writable, Jane Schaffer or a research-based tool to model, guide, and enable independent practice in secondary writing tasks: Writing across the curriculum to improve how well students communicate in writing, respond to literature, and respond to non-fiction stories.</p> <p>2. ELA Teachers in their PLC will focus on aligning Achieve3000, Writable, or a culturally responsive tool, (Newsela, etc.) to foster engagement and comprehension in their lessons.</p> <p>3. ELA Teachers in their PLC will analyze STAR Reading data for their classes and identify students that need additional support and create a plan of action for after school intervention.</p> <p>4. Literacy Specialists will provide 4 professional developments a year on strategies to improve reading comprehension and writing across the curriculum.</p> <p>5. ELA Teachers in their PLC will review the CAASPP practice questions and writing prompts to adopt in their lessons in the months of March and April.</p> <p>6. The SSC Curriculum and Instruction Committee will develop a testing protocol for the STAR Reading Assessment and a calendar that prioritizes testing those students with prior test scores to track growth and intervention.</p> <p>7. All tutors will be assigned on a rotational schedule to provide support to all teachers and students.</p> <p>8. All teachers will participate in a STAR Short Cycle formative assessment professional development to adopt as a school assessment.</p> <p>9. All ELA teachers will be given professional learning experiences on learning "subject content knowledge" to meet the ESSA goal of "Equitable Access to Excellent Educators."</p> <p>10. Title 1/ELD Paraprofessionals will assist in SBAC/ELPAC testing and pre-testing.</p>	All Students	<p>5,000 Title I Part A 4000-4999: Books And Supplies Multi-cultural Short Stories (Culturally Relevant) 3,000 Title I Part A 4000-4999: Books And Supplies Writable https://www.writable.com/ 3,000 Title I Part A 4000-4999: Books And Supplies Magazine Subscriptions (National Geographic, Smithsonian, and TIME for KIDS, Sports Illustrated Kids) 3,000 Title I Part A 5000-5999: Services And Other Operating Expenditures PBL Works Conference June 24-27,2024 American Canyon High School, California https://www.p</p>
3.2	<p>1. All students who are reading below the 6th grade level will be enrolled in Read 180. For ELA support class with LST's monitoring attendance and daily grades.</p>	All Students	<p>10,000 Title I Part A 5800: Professional/Consulting Services And Operating Expenditures</p>

	2.All students who are reading below their grade level will be assigned two articles a week on Achieve3000 or Writable.		Read 180 training and ongoing PLC support
3.3	All students will be given an opportunity to attend after-school support in ELA to make up for the Learning Loss Mitigation. 3.Paras and tutors will assist teachers in extended learning support after school.	All Students	30,000 Title I Part D 1000-1999: Certificated Personnel Salaries \$30,000 Teachers \$10,000 Counselors 20,000 Title I Part D 2000-2999: Classified Personnel Salaries \$20,000 Paraeducators
3.4	1. All Mathematics teachers will collaborate to write their own syllabus for Basic Mathematics and Algebra that build upon skills sequentially/linear. 2. All Mathematics teachers in their PLC will focus on aligning Imagine and Math Tutor in their lessons. 3. All Mathematics teachers in their PLC will analyze STAR Mathematics data for their classes and identify students that need additional support and create a plan of action for after-school intervention. 4. All teachers in their PLC will review the CAASPP math practice questions to adopt in their lessons. 5. The SSC will assign a testing committee to develop a testing protocol for the STAR Mathematics Assessment and a calendar that prioritizes testing those students with prior test scores to track growth and intervention. 6. All tutors will be assigned on a rotational schedule to provide support to all teachers and students. 7. All teachers will participate in a STAR Short Cycle formative assessment professional development to adopt as a school assessment. 8. All Math teachers will be given professional learning to earn a Supplemental Authorization in Introductory Mathematics” to meet the ESSA goal of “Equitable Access to Excellent Educators.” 9. Title 1 Paraprofessionals will assist in SBAC/ELPAC testing and pre-testing. 10. Adaptive mathematics program IXL for differentiation and direction instruction strategies.	All Students	5,000 Title I Part D 4000-4999: Books And Supplies NTSS Materials, Workshops, and Webinars for Math/Science Educators
3.5	All students who are below their grade level in mathematics will be assigned to use IXL or math	All Students	5,000 Title I Part D

	180 as a supplement after completing their math work.		4000-4999: Books And Supplies IXL, Math 180, and McGraw professional development for staff.
3.6	<p>1. All students will be given an opportunity to attend after-school support in Mathematics to make up for the Learning Loss Mitigation.</p> <p>2. Paras and tutors will assist teachers in extended learning support after school.</p>	All Students	<p>10,000 Title I Part D 1000-1999: Certificated Personnel Salaries ELO (site-funded)</p> <p>LLM (district-funded)</p> <p>5,000 Title I Part D 2000-2999: Classified Personnel Salaries</p>
3.7	<p>1. All English learners will be using 3-D during their ELD period support period.</p> <p>2. ELD teacher with support from the ELD para will reclassify English Learner as appropriate.</p> <p>3. ELD team will provide ELD students with CAASPP ELA practice questions before the CAASPP testing window.</p> <p>4. Title 1 Paraprofessionals will assist in SBAC/ELPAC testing and pre-testing.</p> <p>5. All ELD students will be given the ELPAC PRACTICE in the months of January – June for the ELPAC TESTING WINDOW.</p>	All the students ELD students including special education, homelessness, and foster youth	<p>50,000 Title I Part D 2000-2999: Classified Personnel Salaries ELD Paraprofessional 4,000 Title I Part D 4000-4999: Books And Supplies 3-D books for Level A and Level B 3,000 Title I Part D 4000-4999: Books And Supplies Parent Engagement and Recruitment (books, awards, etc)</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

At this time, there are no changes to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California Dashboard indicates that most of the students at Los Padrinos are not college/career ready. Our SBAC scores show that 90% of our students do not meet the CDE Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics or the Smarter Balanced Summative Assessments: Score of Level 2 "Standard Nearly Met" on both ELA and mathematics to be considered College Ready. Furthermore, the Los Angeles County Office of Education graduation requirements for students in the Juvenile Court Schools are not align with Cal State University Admissions.

Basis for goal: Our school enrollment data 2023-2024 shows that the majority of our students are in Grade 11= 67 students and in Grade 12 = 86 students. As a juvenile court school our students have an option to graduate with 130 credits if they meet the guidelines, which our students do meet the guidelines. However, our obstacle is that our students are transitory, and therefore, we will focus on those students who are assigned to specialized units and begin the process of putting them on track for graduation by making them eligible for the 130 graduation credits.

The LACOE graduation requirements for juvenile hall students are an "equity" issue given that the other specialized schools (I-Poly and LACHSA) are aligned to the A-G requirements with single subject credential teachers and the graduation requirements for juvenile hall students allow students to only attend a community college.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
35 students graduated out of 86 students) from Los Padrinos.	Los Padrinos does not currently have a graduation rate.	Our goal is to have a 50% graduation rate. The average length of stay for a student is two weeks.
In the College/Career Readiness Prepare students for Community College.	Los Padrinos College/Career Readiness preparation is 1%	Increase Los Padrinos College/Career Readiness preparation rate to 10%
No vocational job training program	No data is currently available	Increase career awareness with Zspace which is currently being piloted in the North School. The goal is to expand throughout the campus.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>1.The Academic Counselors will review all 11th and 12th graders who qualify for the 130 credits and prepare them for 130 credits and graduation.</p> <p>2. Students will have an opportunity to participate in APEX credit recovery program to increase graduation rates by 10% during school and after school.</p> <p>3.Provide interventions Read 180 and tutoring opportunities to all students to meet the graduation requirement of reading above 6th grade.</p> <p>4. Pilot a career/vocational training program Zspace to prepare students in careers like automotive, medical, and others.</p> <p>5. Provide students with CAL OSHA online courses for Safety Certification.</p> <p>6.Provide the girls with the e-food handling certificate for employment in the restaurant and food industry.</p> <p>7.Provide access to e-food handling certificates on the student portal.</p> <p>8.Provide students with information regarding community college admissions, costs, majors, and trade and professional certificates.</p> <p>9.Organize a Community College Fair for our students.</p> <p>10. Collaborate with Oasis Center International to provide online career arts opportunities.</p> <p>11. Provide professional development in Zspace.</p> <p>12. All teachers will be trained and able to assign APEX to all students to provide registration, support, and tutoring to students</p>	All Students	<p>5,000 Title I Part D 4000-4999: Books And Supplies OASIS Digital Arts Curriculum https://oasiscenterintl.org/ 5,000 Title I Part A 5800: Professional/Consulting Services And Operating Expenditures ZSpace Professional Development 3,000 Title I Part D 4000-4999: Books And Supplies ZSpace and other software</p>

	13. Provide Digital Arts through OASIS Digital Arts Curriculum: Photoshop Tutorials, web commerce, product design, and marketing.		
4.2	<p>1. All students will be given an opportunity to attend after-school support for Cal OSHA / e-food handling certificate.</p> <p>2. All students will be given career opportunities with Zspace and Oasis.</p> <p>3. Paras and tutors will assist teachers in ELO after school.</p> <p>4. All students will be given an opportunity to do APEX and Aztec Hi Set.</p>	All Students (The Academic Counselors will review all 11th and 12th graders who qualify HI Set/GED preparation).	<p>20,000 Title I Part D 1000-1999: Certificated Personnel Salaries</p> <p>10,000 Title I Part D 2000-2999: Classified Personnel Salaries</p> <p>10,000 Title I Part D 5000-5999: Services And Other Operating Expenditures College and Career Fair</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$106,143.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$477,843.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 Part A	\$106,143.00
Title I Part D	\$371,700.00

Subtotal of additional federal funds included for this school: \$477,843.00

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

Total of federal, state, and/or local funds for this school: \$477,843.00

School Site Council Membership

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

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

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12-3-2024.

Attested:

Signatures on file.

Principal, Dr. Alane Calhoun on 12-3-2024

SSC Chairperson, David Olivares on 12-3-2024

**Attachment 1: Centralized Services for Planned Improvements in Student Performance
– 12/11/2024**

In addition to the site allocations, the following expenditures are Central Office funded.

Proposed Expenditures	Estimated Cost	Funding Source
<u>Central Office Funded Contracts - Community Based Organizations (CBOs)</u>	990,217	
<u>Personnel Budget</u>		
Project Director II – Curriculum & Instruction– 20% FTE	44,990	
Program Manager Parent Education – PFCEP 1 FTE	197,000	
Parent Education Specialist	144,360	
Para Educators	705,474	
Program Specialist – 1 FTE	163,549	
Teacher Literacy Specialist – 5.5 FTE	969,568	
2 Math Specialist	290,730	
Coordinator II – 20%	46,228	
<u>Parent and Family Education and Consultation Program (PFCEP)</u>		Title I Part A
PFCEP Liaison Extended Learning Hours	120,000	
PFCEP Contracts	81,140	
Other Miscellaneous PFCEP	10,000	
<u>Professional Development</u>		
Sub. Teacher. Para Educator	30,000	
Travel	20,000	
Mileage	2,000	
<u>Other Operation Expenditures</u>		
Mileage Claim	2,200	
Office Supplies	15,075	
Equipment	3,000	
<u>Central Office funded FTEs for sites</u>		
Counselor Behavior Manager – 4 FTEs	635,460	
Transition Counselor – 4 FTEs	703,572	
Para Ed – 7 Positions	545,167	
Education Behavioral Technician – 4 Positions	379,671	
<u>Central Office Funded FTEs - Program</u>		Title I Part D
Coordinator II – 80%	184,910	
Senior Program Specialist	187,302	
<u>Central Office funded Contracts</u>	480,000	
<u>Others</u>	104,100	

Special Programs Support and Transformation

Title I School Plan for Student Achievement Snapshot 2024-25

Name of School: Renaissance County Community **Date:** December 17, 2024

Student Demographic Information

Enrollment by Subgroup – Renaissance County Community								
Subgroup	2023-24		2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%	Count	%
African American	28	18.9%	21	16.2%	46	19.8%	29	21.5%
American Indian	—	—	—	—	—	—	1	0.7%
Asian	3	2.0%	2	1.5%	3	1.3%	2	1.5%
Filipino	—	—	1	0.8%	—	—	1	0.7%
Hispanic or Latino	111	75.0%	99	76.2%	172	74.1%	95	70.4%
Pacific Islander	1	0.7%	—	—	1	0.4%	1	0.7%
Two or More Races	3	2.0%	2	1.5%	3	1.3%	4	3.0%
White	2	1.4%	5	3.8%	7	3.0%	2	1.5%
English Learners	25	16.90%	23	17.7%	51	22.0%	22	16.3%
Foster Youth	10	6.8%	8	6.2%	21	9.1%	15	11.1%
Homeless Youth	11	7.40%	38	29.2%	48	20.7%	33	24.4%
Migrant Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities	14	9.50%	13	10.0%	15	6.5%	12	8.9%
Socioeconomically Disadvantaged	113	76.40%	100	76.9%	188	81.0%	110	81.5%
<p>“—” no data available</p> <p>Source: CDE DataQuest cde.ca.gov https://www.cde.ca.gov/ds/ad/filesenr.asp</p>								

2024-2025 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement

		Surveys, CHKS Surveys, LCFF Local Indicators, LCAP
Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys

2024-2025 Program Description – PAU

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

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Renaissance County Community	19101991996214	November 1, 2024	December 17, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Renaissance County Community for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Renaissance County Community for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement

The School Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students. The California Education Code Sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Con-App and ESSA Program Improvement into the SPSA. This plan identifies goals aligned with the Comprehensive Support and Improvement (CSI) which is aligned to our LCAP goals. Specifically, Our Renaissance PAU Plan for Student Achievement (SPSA) consists of four critical components. We will analyze our assessment school data to determine the needs of our students, teachers, and school partners. We will execute a school-wide plan to provide support services to our students partnering with community agencies, engaging parents in the education of their children, and providing teachers with opportunities to attend professional development in subject content knowledge. Based on our school results from the CAASPP, ELPAC, and STAR local assessments, our students need intensive services in an effort to improve student achievement in reading and mathematics. We will use Title 1 funds to provide all students with educational opportunities after school and on weekends to develop their academic skills in reading and mathematics, all core classes, and credit recovery courses. In executing this plan, we will integrate technology to measure results and track our progress. Our primary goal is to implement the SPSA with fidelity and include all stakeholders in improving our student achievement and academic performance.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet Dashboard yearly progress growth targets –CAASPP Assessments in Math and ELA, STAR Renaissance Math and Reading Mean scores, and ELPAC Summative performance data 2023-2024. Renaissance PAU had an increase in homeless population, students with disabilities, and English Learners.

Renaissance PAU will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate increased scores or proficiency on the state's academic standards and California Dashboard Indicators. Our school goals will focus on the data we collected and the strategies we adopt to improve student achievement for all students. As a result of the assessment data, some of our actions will include lesson planning, formative assessments, social-emotional support, intensive support for students that have low test scores, and both parent engagement and community partnerships. Our goals are aligned with Local Control Accountability Plan/LCAP and the key dashboard indicators such as school climate, academic achievement, graduation, and college and career readiness which will be targeted in determining the allocation of resources and delivery.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

8/6/2024: SSC established this year's cabinet. In collaboration with the previous year's SSC members, the SPSA 2023-2024 was discussed and identified the specific needs relevant to Renaissance PAU.

9/12/2024: Members of the SSC met to review the data and ascertained the key elements that would be addressed in the SPSA specifically for math, reading and for the EL program.

10/18/2024: The SPSA was created by SSC members utilizing teacher and administration input during the month of October 2024.

10/28/2024 - 10/31/24: Stakeholders reviewed the SPSA via email and provided feedback.

11/01/2024: The SPSA was approved by the SSC team.

This is an ongoing document and will be reviewed at every SSC meeting. The SSC agenda will schedule time for "SPSA review and updates".

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Renaissance PAU eligibility for CSI is based on the school's graduation rate below 68%.

Renaissance PAU School Site Council conducted a Needs Assessment for identifying the direction and the priority needs to support in increasing student achievement. The PAU reviewed the Dashboard from the California Department of Education to identify the standards, and the evaluation of the CAASSP for school year 2022 - 2023 and 2023 -2024 identified that over 89.47% and 87.69% respectively of the students did not meet the standard in ELA and more than 100% of the students did not meet the standard in Mathematics for both years. We also identified that our students STAR Renaissance Math and Reading formative assessments throughout the year are significantly lower than they should be for students to be performing at grade level. The needs assessment identified a number of inequities in supporting students to increase academic achievement. We identified the need to focus on Math instruction with both Algebra standards and tiered math support. We also identified the need to focus on ELA instruction and tiered interventions to increase reading comprehension and writing skills. To support the targeted goals we will focus on increasing technology integration in the RTSA frameworks to raise student scores.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The 2023 California School Dashboard indicates the Overall Academic Performance in English Learner Progress, Academic Engagement in Graduation Rate are in the red.

The academic Performance College/Career Report was Very Low.

Academic Performance in ELA and Math have no Performance Color.

Academic Engagement in Chronic Absenteeism also had no Performance Color.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Student Academic Performance in ELA and Math in the Socioeconomically Disadvantaged Students and Hispanic students category were below standard. Disadvantaged Students and Hispanic students category were below standard in Chronic Absenteeism.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Renaissance PAU students continue to test below grade level in the STAR Renaissance Reading and Math test for all grades for the school year 2023-2024. The STAR math mean average for all students is 6.4 grade level equivalent. The STAR reading mean average for all students is 5.9 grade level equivalent.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Renaissance County Community. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.74%	0%	%	1	0	
African American	21.48%	16.15%	18.92%	29	21	28
Asian	1.48%	1.54%	2.03%	2	2	3
Filipino	0.74%	0.77%	%	1	1	
Hispanic/Latino	70.37%	76.15%	75.00%	95	99	111
Pacific Islander	0.74%	0%	0.68%	1	0	1
White	1.48%	3.85%	1.35%	2	5	2
Two or More Races	2.96%	1.54%	2.03%	4	2	3
Not Reported	%	0%	%	0	0	
Total Enrollment				135	130	148

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	2	4	3
Grade 8		7	8
Grade 9	3	10	4
Grade 10	14	24	26
Grade 11	50	38	57
Grade 12	65	46	50
Total Enrollment	134	129	148

Conclusions based on this data:

1. Student population has increased by 19 students from 129 to 148
2. Hispanic/Latino students make up 75% of all students, Black students make up 19% of all students, 6% of students fall into the other category
3. The majority of our student population is composed of 10th, 11th and 12th graders.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	22	23	25	22.2%	16.4%	17.0%
Fluent English Proficient (FEP)	43	37	41	28.7%	32.1%	27.9%
Reclassified Fluent English Proficient (RFEP)				0.0%	0.0%	0.0%

Conclusions based on this data:

1. 23-24 school year Renaissance PAU enrolled 25 English Learners 2 more than the previous school year.
2. English Learners make up 17.0% of the total student population.
3. For the past three years, Renaissance PAU has not been successful in reclassifying our English Learners

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*		*	*		*	*				
Grade 7	7	11	8	6	11	8	6	11	8	85.7	100.0	100
Grade 8	11	8	16	7	7	12	6	7	12	63.6	87.5	75
Grade 11	47	64	49	33	57	45	32	57	45	70.2	89.1	91.8
All Grades	68	84	73	49	76	65	47	76	65	72.1	90.5	89

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	2408.	*	*	0.00	*	*	0.00	*	*	18.18	*	*	81.82	*
Grade 8	*	*	2431.	*	*	0.00	*	*	0.00	*	*	25.00	*	*	75.00
Grade 11	2431.	2450.	2483.	0.00	0.00	4.44	9.38	12.28	13.33	15.63	21.05	28.89	75.00	66.67	53.33
All Grades	N/A	N/A	N/A	0.00	0.00	3.08	6.38	10.53	9.23	17.02	23.68	26.15	76.60	65.79	61.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	3.13	3.51	8.89	46.88	50.88	60.00	50.00	45.61	31.11
All Grades	2.13	3.95	6.15	40.43	48.68	56.92	57.45	47.37	36.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	1.75	0.00	21.88	29.82	33.33	78.13	68.42	66.67
All Grades	0.00	1.32	0.00	19.15	28.95	27.69	80.85	69.74	72.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	3.13	1.75	6.67	62.50	61.40	73.33	34.38	36.84	20.00
All Grades	4.26	1.32	6.15	59.57	67.11	72.31	36.17	31.58	21.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	3.13	0.00	6.67	43.75	64.91	60.00	53.13	35.09	33.33
All Grades	2.13	0.00	4.62	42.55	61.84	58.46	55.32	38.16	36.92

Conclusions based on this data:

- 23-24 CAASPP overall ELA results saw an increase of 3.08% of students who exceeded the standard from the previous school year.
- 23-24 CAASPP overall ELA results saw a 9.23% of students who met the standard a 1.30% decrease from the previous school year.

3. 23-24 CAASPP overall ELA results saw a 26.15% in standard nearly met, an increase of 2.7% from the previous year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*		*	*		*	*				
Grade 7	6	11	8	5	11	8	5	11	8	83.3	100.0	100
Grade 8	11	8	16	7	7	12	7	7	12	63.6	87.5	75
Grade 11	47	65	49	31	56	47	31	56	47	66.0	86.2	95.9
All Grades	67	85	73	46	75	67	46	75	67	68.7	88.2	91.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	2410.	*	*	0.00	*	*	0.00	*	*	9.09	*	*	90.91	*
Grade 8	*	*	2375.	*	*	0.00	*	*	0.00	*	*	8.33	*	*	91.67
Grade 11	2387.	2427.	2435.	0.00	0.00	0.00	0.00	0.00	0.00	3.23	10.71	14.89	96.77	89.29	85.11
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	2.17	0.00	0.00	4.35	12.00	13.43	93.48	88.00	86.57

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	2.13	6.45	16.07	19.15	93.55	83.93	78.72
All Grades	0.00	0.00	1.49	8.70	17.33	16.42	91.30	82.67	82.09

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	38.71	42.86	51.06	61.29	57.14	48.94
All Grades	0.00	0.00	0.00	34.78	42.67	47.76	65.22	57.33	52.24

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	1.79	0.00	58.06	53.57	46.81	41.94	44.64	53.19
All Grades	0.00	1.33	0.00	47.83	53.33	40.30	52.17	45.33	59.70

Conclusions based on this data:

1. Overall Math CAASPP results show a slow decrease in percentage of students not meeting the standard. Thus moving scores to the categories of Standard nearly met.
2. Math CAASPP shows 100% of students have not met the standard.
3. CAASPP testing has improved throughout the years.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		4
9	*	*	*	*	*	*	*	*	*	4	5	*
10	*	*	*	*	*	*	*	*	*	4	6	6
11	1533.5	1519.8	*	1532.7	1519.5	*	1534.0	1519.5	*	13	13	6
12	*	*	*	*	*	*	*	*	*	7	6	11
All Grades										30	32	31

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	0.00	*	30.77	23.08	*	38.46	46.15	*	30.77	30.77	*	13	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.34	0.00	6.67	24.14	40.63	40.00	34.48	31.25	33.33	31.03	28.13	20.00	29	32	30

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	30.77	0.00	*	15.38	46.15	*	38.46	46.15	*	15.38	7.69	*	13	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.59	15.63	26.67	20.69	40.63	40.00	37.93	37.50	20.00	13.79	6.25	13.33	29	32	30

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	0.00	*	0.00	0.00	*	61.54	46.15	*	38.46	53.85	*	13	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	3.33	13.79	15.63	10.00	44.83	37.50	46.67	41.38	46.88	40.00	29	32	30

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	0.00	*	53.85	76.92	*	46.15	23.08	*	13	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.90	3.13	3.33	51.72	68.75	66.67	41.38	28.13	30.00	29	32	30

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	53.85	61.54	*	38.46	30.77	*	7.69	7.69	*	13	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.17	65.63	70.00	34.48	28.13	16.67	10.34	6.25	13.33	29	32	30

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	0.00	*	30.77	23.08	*	69.23	76.92	*	13	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.45	6.25	13.33	41.38	34.38	43.33	55.17	59.38	43.33	29	32	30

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	7.69	0.00	*	69.23	76.92	*	23.08	23.08	*	13	13	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.57	0.00	0.00	64.29	75.00	70.00	32.14	25.00	30.00	28	32	30

Conclusions based on this data:

1. The 23-24 ELPAC scores indicate that 6.67% of our English Learners reached Level 4 in the Overall Language category. Level 3 and Level 2 in the Overall Language category remained the same about 40.00% and 33.33% respectively from the previous year.
2. In the Oral Language component of the 23-24 ELPAC there was an 11.04% increase in Level 4 compared to the previous school year.

3. There was no change in the 22-23 to 23-24 ELPAC Written Language component at all levels.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Renaissance County Community.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

Conclusions based on this data:

- The data shows that the majority of our students 76.7% are socioeconomically disadvantaged with 37 students homeless and 8 foster youth.
- Our English Learners made up 17.8% of our population and 10.1% of students with disabilities.

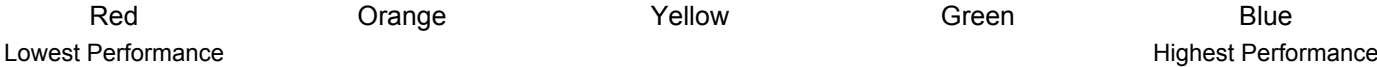
School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

- Academic Performance
- Academic Engagement
- Conditions & Climate

Conclusions based on this data:

- The Academic performance for English Learners is not at grade level.
- Suspension rate has improved significantly over the last two years. Suspension rates were reduced by over 3%.

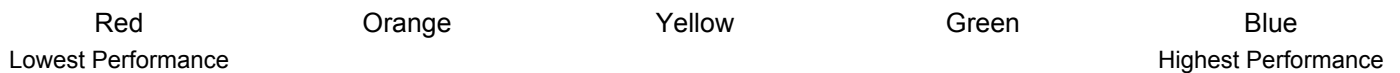
School and Student Performance Data

Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. Academic Performance English Language Arts for all students was 117.7 points below standard, yet there was an increase by + 94.6 points over the previous year.
2. Academic Performance English Language Arts for socioeconomic disadvantage students was 109.2 points below standard, yet there was an increase by +106 points over the previous year.

3. Academic Performance English Language Arts for Hispanic students was 90.7 points below standard, yet there was an increase by +127 points over the previous year.

3. Academic Performance in Mathematics for Hispanic students was 195.2 points below standard, yet there was an increase by +75.5 points over the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
making progress. Number Students:	making progress. Number Students:

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Only 13.3% of our EL students are making progress towards English language proficiency.
2. Only 4 of our English Learners progressed at least one ELPI Level.
3. 15 of our English Learners decreased one ELPI level.

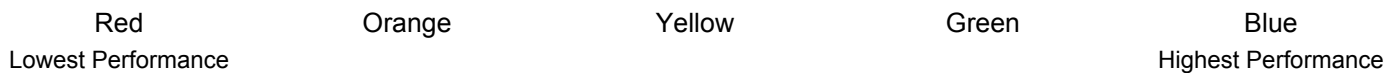
School and Student Performance Data

Conditions & Climate Suspension Rate

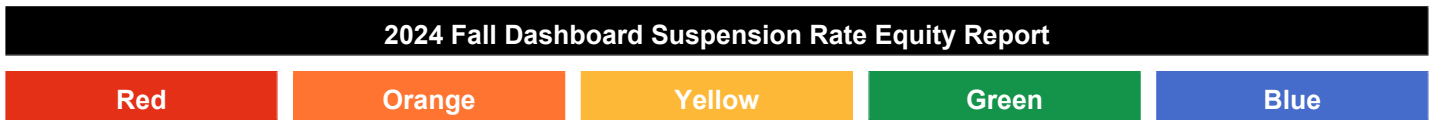
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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.

A table with a black header row containing the text "2024 Fall Dashboard Suspension Rate for All Students/Student Group". Below the header are ten grey rectangular boxes arranged in two columns of five. Each box contains a student group name: All Students, English Learners, Long-Term English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, American Indian, Asian, Filipino, Hispanic, Two or More Races, Pacific Islander, and White.

Conclusions based on this data:

1. Suspensions for our students decreased significantly in all groups. This is an area of success for all our County Community Schools as we implement PBIS strategies and restorative justice for all our at-promise students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

SCHOOL GOAL 1.1: Students will be engaged in a rigorous common core curriculum embedded in both CCS and IS curriculum to prepare them to successfully achieve, meet or exceed standards in the Math, ELA and Science components of the CASSPP assessment

SCHOOL GOAL 1.2: All students will have "Equitable Access to Excellent Educators" by providing our teachers and paraeducators with professional development trainings every Thursday during our PLC time as well as opportunities to participate in various professional development in academic conferences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 12.31% of students at Renaissance PAU met or exceeded the state standards in English on the 2023-2024 CAASPP. All students at Renaissance PAU did not meet the Math standard on the 2023-2024 CAASPP. Although students have been slowly improving on the Reading and Math STAR formative assessments, they are not performing at grade level.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	CAASPP 2023-2024 ELA Standard Met or Exceeded 12.31%	Increase CAASPP ELA Standard Met or Exceeded to 17.31%
MATH CAASPP	CAASPP 2023-2024 Mathematics Standard Nearly Met 13.43%	Increase the Standard Nearly Met on the 11th grade Math CAASPP by 5%
ELPAC	6.67% of EL students were tested proficient	Increase one level from 6.7% to 7.67%
STAR READING	STAR READING 2022-2023 Average Grade Equivalent 5.9 grade level	Increase the Average Grade Equivalent in STAR READING by 2 grade level
STAR MATH	STAR Math 2022-2023 Average Grade Equivalent 6.4 grade level	Increase the Average Grade Equivalent in STAR MATH by 1 grade level

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Literacy Across the Curriculum</p> <p>LACOE-wide: Provide workshops to connect the Common Core State Standards at the Professional Learning Communities (PLC) emphasizing the importance of equity among our student population and staff.</p> <p>Continue to provide sound evidence-based instructional strategies. Instructional Strategies such as citing textual evidence to support an argument.</p> <p>Schedule classroom visits to provide support and coaching opportunities led by the DAS TOSA, and MST.</p> <p>Observations of Depth of Knowledge (DOK) used in the classrooms; Focused Classroom Walk-Through tool.</p> <p>Title I Intervention Programs: Achieve3000 (Achievement Report) Theatre of Hearts CBO Artworxla CBO Jane Schaffer Writing Program (JSWP) AVID IXL MATH/ELA Read 180</p> <p>Professional Development: Multi-Tiered System of Supports (MTSS) provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS).</p> <p>RTSA Summit – Staff development for EL instruction, curriculum, and instructional strategies.</p> <p>Depth of Knowledge (DOK) – Curricular activities and assessment tasks with Costa's Levels of Thinking/Questioning (AVID).</p> <p>On-going training Writing Across the Curriculum (Jane Schaffer)</p> <p>Resources/Materials: Provide additional reading materials access to the instructional staff to further develop student's non-fiction literacy.</p> <ul style="list-style-type: none"> • Achieve3000 • Rosetta Stone 	All Students who are enrolled in the County Community Schools and Independent Studies programs, at Renaissance PAU.	<p>2,500 Title I Part A: Parent Involvement: Other Books & Reference Materials 4210</p> <p>5,760 Title I Part A: Instructional Materials 4310</p> <p>2,689 Title I Part A: Parent Involvement Instructional Materials 4310</p> <p>11,000 Title I Part A: Non-Capitalized Equipment 4410</p> <p>10,000 Title I Part A: Travel and Conferences 5220</p> <p>10,000 Title I Part A 5737 Transportation 5,000 Title I Part A 5891 Contract Services 2,500 Title I Part A: Parental Involvement Contract Services 5895 Snacks for Parent Involvement 4,400 Title I Part D 4210 Other Books & Reference Materials 20,000 Title I Part D 4310 Instructional Mateials</p>

- E-library (SORA)
- English 3D
- Jane Schaffer Writing Program
- AVID

Parental Engagement:
 PECP workshops and monthly activities at school sites addressing the following topics:

- Transcripts
- Graduation requirements
- Progress Reports
- Counselors
- Enrichment program information
- Self-development
- Transition services
- Culture of Equity and Access in Education

Provide books & reference materials for parents
 Provide transportation for parents to attend school functions (i.e. Health Fair, College Fair, parent conferences...)

School Site Specific Strategy/Activity:

Use of Technology-computers
 Professional Development
 Field Trips virtual/local in person
 Tutoring
 Teachers/Paraeducators/Principal attending
 Professional Conferences
 IXL Math/ELA
 Gardening Program
 NEWSOLA
 Common Lit
 Kahoot It
 Pow toon
 Twee

Interdisciplinary Engagement

Monthly:

- Instructional Leadership Team (ILT) weekly and monthly meetings
- Weekly and Monthly PLCs
- Professional Development (PD)

Intervention Programs:

- Apex Learning
- College Tours
- Tutors
- Guest Speakers

Professional Development:

Performance Task Training:
 Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency:

- Achieve3000

- IXL Math/ELA
- Student projects/presentations
- Classroom Ambassadors
- Peer Tutoring
- MTSS Professional Development.

Teachers/Paraeducators attending Professional Conferences

Assessment:

- Star Renaissance 360
- Student projects
- Classroom formative and summative assessments
- Informal assessments
- Achieve3000
- Writing rubrics

IXL Math/ELA

Resources/Materials:

- DAS TOSA
- Achieve3000
- Newsela
- Odysseyware
- Common Lit
- IXL Math/ELA

AVID

- Classroom materials
- Supplemental materials

School Site Specific Supplemental Strategy/Activity:

- Extended Learning Opportunities (ELO) - Academic support to students to close learning gaps in ELA and mathematics. (Repeat expense)
- Supplemental Instructional Technology

Pow toon

Kahoot It

Twee

- Contracted Services- Gardening program
- Supplemental Student Resources

Newsela

Common Lit

IXL Math/ELA

Standard Based Instructional Planning

Monthly:

- TOSAs lead Unit Planning at the PLC
- PLCs will provide ongoing training on common core state standards and develop supplemental resources to support common core state standards in Mth, English and ELD.
- Saturday Teacher Planning for English/Math Supplemental Strategies for EL students.

Professional Development:

- DOK Workshops

<ul style="list-style-type: none"> • MTSS Workshops • AVID Workshops • Jane Schaffer Workshops • ELD strategies • Odysseyware <p>Electronic Text Books</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Odysseyware • Achieve 3000 • English 3D • JSWP • AVID <p>IXL</p> <p>School Site Specific Supplemental Strategy/Activity:</p> <ul style="list-style-type: none"> • IXL Math/ELA Common Lit <p>Newsela Pow Toon Kahoot It Twee Field Trips virtual/local in person</p> <p>Supplemental Student Resources</p> <ul style="list-style-type: none"> • Classroom supplemental Reading materials (novels) <p>360 Data Rich Feedback</p> <p>Monthly: PLCs will provide ongoing training on common core state standards and develop supplemental resources to support common core state standards in Math, English and ELD.</p> <p>Formal (RTSA) and informal Walk Throughs will ensure the use of School Wide Objectives:</p> <ul style="list-style-type: none"> • Instructional Support Specialist Visits • Informal Walk-Through Form • Peer Coaching • Instructional rounds with peers <p>Title I Intervention Programs:</p> <ul style="list-style-type: none"> • Achieve 3000 • IXL Math/ELA <p>AVID</p> <p>Professional Development:</p> <ul style="list-style-type: none"> • PLC Training • Data Driven Training • Local Writing Formative Assessments Calibration <p>AVID Conference CABE Conference Teacher/Paraeducators/Principal attending professional conferences, (e.g., Independents</p>		
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	<p>Studies, Project Based Learning, Math PD, PBIS, MTSS)</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher driven Focused Classroom Walk- Throughs • Achieve3000 • Star Renaissance 360 • Apex Learning • Career Key • CAASP Interim Assessments <p>3D Inventory</p> <ul style="list-style-type: none"> • Summative ELPAC <p>Resources/Materials:</p> <ul style="list-style-type: none"> • DigiCOACH <p>School Site Specific Supplemental Strategy/Activity:</p> <ul style="list-style-type: none"> • Extended Learning Opportunities (ELO) - Academic support to students in English Language Arts. (Repeat expense) • Contracted Services • Supplemental Student Resources (novels) <p>CSI-TOSA Specific Trainings- AVID</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The 2023-2024 school year shows a 12.31% of students Met or Exceeded the Standard as evidence on the CAASPP. However, students remain at 0% in Math standards met as evidenced on the CAASPP. The use of programs such as IXL provided much needed instruction and practice for learning loss in Math moving scores 1.43% higher in the Nearly Met category from 12% to 13.43%.

Providing supplemental technology software like Pow Toon, Twee, Kahoot It to teachers will continue to enrich their delivery of instruction and lessons to engage students in their learning. Providing Teachers and Paraeducators the opportunity to attend professional conferences to continue developing teaching strategies that work in the classroom will engage and enhance student learning. By scaffolding key concepts in social studies, and science using supplemental materials such as Newsela, and Common Lit in the student’s Lexile level will help students understand the intended concepts. Offering students opportunities to participate in field trips to local venues will extend the learning environment and provide students with additional experiences in the learning process. Providing parents with transportation to school functions will allow for parents to participate in school activities that are geared towards the mental health and social emotional component.

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

CAASPP ELA scores increased from 0.0% in 2022-2023 to 3.08% in 2023-2024 in Standard Exceeded, yet our math scores remained the same in both years at 0% met or exceeded standard . One of our PAU’s goals is to provide professional development in the area of math intervention programs and conferences.

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

Increase funds for tiered intervention programs in math, such as ELO opportunities for students to participate to increase their math skills.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement

SCHOOL GOAL 2.1: All students will have access to credential counselors that will provide counseling services that follow the ASCA model as well as community-based organizations to help support their social emotional needs.

SCHOOL GOAL 2.2: Our PBIS will be strengthened to improve our school climate in the classrooms as demonstrated by the reduction of classroom suspensions and school suspensions for the school year 2023-2024.

SCHOOL GOAL 2.3: We will increase parent engagement participation by 10% or more at the PFECF workshops.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

AERIES data indicates student attendance for last year 2023-2024 had an absenteeism rate of 76.2%. 76.9% of our student population is Socioeconomically Disadvantaged. There has been an increase in the homeless youth population at our school. This past year 2023-2024 the homeless youth population increased from 20.7% from the previous school year to 29.2%. The school staff has seen an increase in stress and anxiety in our students and their families. More counselors are needed to service these youth and their families. Renaissance has experienced a 3.5% increase of Students with Disabilities from 6.5% to 10.0%. This added population requires more individualized attention to address each student's academic need.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	72.6% Chronic absence reported for 2023-2024	Decrease absence rate by 10%
Suspension Rte	7.43%	Suspension rate less than 5%
Parent and Family Engagement	Average of 15-20 parents each townhall presentation	Increase parent and family engagement by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strengthen framework to create a positive school culture School site Specific Supplemental strategy/Activity:	All students enrolled at Renaissance will be served by this strategy/activity.	50,000 Title I Part D 4410 Non-Capitalized Equipment 10,000

<p>Embedded in our RTSA curriculum unit is socio-emotional learning that promotes Positive Behavior Interventions and Support (PBIS)</p> <p>Our approach focuses on weaving ethnic studies and diverse perspectives throughout the curriculum, ensuring that students from all backgrounds see themselves reflected in their education. We will equip teachers with the necessary tools through professional development, enabling them to implement culturally responsive teaching practices and foster a more equitable learning environment.</p> <p>Establish a Wellness classroom for students who are experiencing anxiety/stress and need a space to reflect, de-escalating students with personal issues, anger management, etc..</p> <p>The County Community School Initiative will help Strengthen the holistic school model to address the mental health, social emotional and behavioral needs of our students</p> <p>Continue to implement PBIS to decrease discipline and provide students and teachers with a framework to impact a positive school culture of Equity and Access.</p> <p>The PBIS team will have a monthly award ceremony for those students with consistent positive behavior.</p> <p>The PBIS team will establish a set of incentives for PBIS (Snacks, Certificates, Assemblies...)</p> <p>Provide additional materials to the instructional staff to further develop students' understanding of positive behavior.</p> <p>Professional Development:</p> <p>Multi-Tiered System of Supports (MTSS) provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS).</p> <p>PBIS Implementation</p> <p>Resources/Materials: Kahoot It Rewards</p> <p>Parental Engagement:</p> <p>PECP workshops and monthly activities at school sites addressing the following topics: Transcripts Graduation requirements</p>		<p>Title I Part D 5220 Travel and Conferences 20,000 Title I Part D 5737 Transportation</p>
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	Progress Reports Counselors Enrichment program information Self-development Transition services Culture of Equity and Access in Education Provide books & reference materials for Parents. Provide transportation for parents to attend school functions (i.e. Health Fair, College Fair, parent conferences...)		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Renaissance PAU provided students with a safe and positive school environment. Ethnic studies and diverse perspectives were emphasized in the curriculum, ensuring that students from all backgrounds see themselves reflected in their education. The RTSA curriculum embeded socio-emotional learning that promoted Positive Behavior Interventions and Support (PBIS). The school built community engagement with the County Community Schools Initiative which provided students and families the much needed mental health, social emotional and behavioral assistance. Renaissance PAU began to establish at all sites a Wellness classroom for students who are experiencing anxiety/stress and need a space to reflect, de-escalating students with personal issues, anger management, etc... Parent Townhall meetings were scheduled monthly to discuss important topics that addressed their child's educational needs.

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

There were no significant differences in the implementation of the actions in this goal as compared to the actions as described in the 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.

There were no changes to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners Programs

SCHOOL GOAL 3.1: All Students including English Learners' CAASPP ELA and Math scores will increase by 5% in met or exceeded standard.

SCHOOL GOAL 3.2: All Students including English Learners' STAR Math and Reading scores will increase by at least one grade level.

SCHOOL GOAL 3.3: EL students will increase Language acquisition levels in the ELPAC and reclassification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our State and Local assessments data indicate that our students are not meeting the Standards because of the lack of subject content knowledge.

CAASPP English Language Arts test results for 2022-2023 indicate that most of our students 89.74% that includes all students, and all subgroups did not meet the Standard (Standard Nearly Met and Standard Not Met).

CAASPP English Language Arts test results for 2023-2024 indicate that most of our students 87.69% that includes all students, and all subgroups did not meet the Standard (Standard Nearly Met and Standard Not Met).

CAASPP Mathematics test results for 2022-2023 indicate that all of our students 100% includes all students, and all subgroups did not meet the Standard (Standard Nearly Met and Standard Not Met).

CAASPP Mathematics test results for 2023-2024 indicate that all of our students 100% includes all students, and all subgroups did not meet the Standard (Standard Nearly Met and Standard Not Met).

CDE Data Quest English Learners Report 2023-2024 identified the 23 EL students enrolled at Renaissance were EL 6+years not yet eligible for Reclassification.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA-CAASPP	CAASPP 2023-2024 ELA Standard Nearly Met 26.15%	Increase CAASPP 2024-2025 Standard Nearly Met by 5%
MATH-CAASPP	CAASPP 2023-2024 Math Standard Nearly Met 13.43%	Increase CAASPP 2024-2025 Standard Nearly Met by 5%

ELPAC	ELPAC 2023-2024 Overall Language Level 4 6.67%, Level 3 40.00%, Level 2 33.33%, and Level 1 20.00	Increase proficiency by 1 level and increase % of EL students as RFEP
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Closing the Gap</p> <p>School site Specific Supplemental strategy/Activity:</p> <p>Teachers will use Jane Schaffer: Writing across the curriculum to improve how well students communicate in writing, respond to fiction and non-fiction literature and communicate understanding of concepts in science and math.</p> <p>Teachers in their PLC will analyze STAR Reading and Math data for their classes and identify students that need additional support and create a plan of action for intervention.</p> <p>Tutors will be assigned to classrooms to provide support to students.</p> <p>Teachers will collaborate in their PLC to write Basic Math and Algebra syllabus that build upon skills sequentially/linear and embed into the RTSA unit plan.</p> <p>Teachers will provide all students with CAASPP interim practice assessments in both ELA and Math.</p> <p>All English Learners will use the English3D curriculum during their ELD period.</p> <p>Resources/Materials:</p> <p>Provide additional reading materials access to the instructional staff to further develop students’ non-fiction literacy.</p> <p>Achieve3000 Rosetta Stone E-library (SORA) English 3D JSWP AVID</p> <p>School Site Specific Strategy/Activity:</p> <p>Use of Technology Professional Development Tutoring Teachers/Paraeducators attending Professional Conferences IXL Math/ELA NEWSELA</p>	All students enrolled in County Community Schools and Independent Studies Programs at Renaissance PAU	Expenditures reported in GOAL 1

	Common Lit		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers continued to use the Jane Schaffer Writing program accross the curriculum to ensure that all students received instruction in the writing process. Through the RTSA curriculum, teachers provided students with opportunities and coaching to develop their speaking and listening skills when giving presentations. All students had access to SORA, the E-library, to access additional books to build their reading skills. Teachers provided direct instruction to English Learners using the English 3D program. Tutors provided students who were identified below grade level in Reading and Math extra learning opportunities during the school day. Through monthly PLCs, teachers analyzed STAR Reading and Math data and collaborated in addressing student needs.

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

It is clear that resources and a greater emphasis must be placed in supporting our English Learners so that they can reach ELPAC levels 3 and 4 and be eligible to be reclassified. Teachers will continue to be trained in differentiated strategies to meet the challenges to improved student achievement in Math and ELA.

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.

There are not changes to last years goal.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$49,449.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,849.00
Total Federal Funds Provided to the School from the LEA for CSI	\$210,912.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 Part A	\$15,000.00
Title I Part D	\$104,400.00

Subtotal of additional federal funds included for this school: \$119,400.00

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 (\$)
Title I Part A: Instructional Materials	\$5,760.00
Title I Part A: Non-Capitalized Equipment	\$11,000.00
Title I Part A: Parent Involvement Instructional Materials	\$2,689.00
Title I Part A: Parent Involvement: Other Books & Reference Materials	\$2,500.00
Title I Part A: Parental Involvement Contract Services	\$2,500.00
Title I Part A: Travel and Conferences	\$10,000.00

Subtotal of state or local funds included for this school: \$34,449.00

Total of federal, state, and/or local funds for this school: \$153,849.00

School Site Council Membership

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

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

Name of Members	Role
Adrian Gonzalez	Principal
Beatrice Echaveste	Classroom Teacher
Tedric Johnson	Classroom Teacher
Theresa Gonzales-Harris	Classroom Teacher
Laurie Menchaca	Other School Staff
David Carrillo	Secondary Student
Sania Nixon	Secondary Student
Kaloni Jefferson	Secondary Student
Colliene Carter	
Alejandra Briseno	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Mr. Adrian Gonzalez-Pacheco on November 1, 2024



SSC Chairperson, Beatrice Echaveste on November 1, 2024

**Attachment 1: Centralized Services for Planned Improvements in Student Performance
– 12/11/2024**

In addition to the site allocations, the following expenditures are Central Office funded.

Proposed Expenditures	Estimated Cost	Funding Source
<u>Central Office Funded Contracts - Community Based Organizations (CBOs)</u>	990,217	
<u>Personnel Budget</u>		
Project Director II – Curriculum & Instruction– 20% FTE	44,990	
Program Manager Parent Education – PFCEP 1 FTE	197,000	
Parent Education Specialist	144,360	
Para Educators	705,474	
Program Specialist – 1 FTE	163,549	
Teacher Literacy Specialist – 5.5 FTE	969,568	
2 Math Specialist	290,730	
Coordinator II – 20%	46,228	
<u>Parent and Family Education and Consultation Program (PFCEP)</u>		Title I Part A
PFCEP Liaison Extended Learning Hours	120,000	
PFCEP Contracts	81,140	
Other Miscellaneous PFCEP	10,000	
<u>Professional Development</u>		
Sub. Teacher. Para Educator	30,000	
Travel	20,000	
Mileage	2,000	
<u>Other Operation Expenditures</u>		
Mileage Claim	2,200	
Office Supplies	15,075	
Equipment	3,000	
<u>Central Office funded FTEs for sites</u>		
Counselor Behavior Manager – 4 FTEs	635,460	
Transition Counselor – 4 FTEs	703,572	
Para Ed – 7 Positions	545,167	
Education Behavioral Technician – 4 Positions	379,671	
<u>Central Office Funded FTEs - Program</u>		Title I Part D
Coordinator II – 80%	184,910	
Senior Program Specialist	187,302	
<u>Central Office funded Contracts</u>	480,000	
<u>Others</u>	104,100	

Special Programs Support and Transformation

Title I School Plan for Student Achievement Snapshot 2024-25

Name of School: Glenn Rockey Camp

Date: December 17, 2024

Student Demographic Information

Enrollment by Subgroup – Glenn Rockey Camp

Subgroup	2023-24		2022-23		2021-22		2020-21	
	Count	%	Count	%	Count	%	Count	%
African American	11	34.4%	8	36.4%	4	20.0%	10	31.3%
Asian	—	—	1	4.5%	—	—	—	—
Hispanic or Latino	19	59.4%	13	59.1%	15	75.0%	20	62.5%
Two or More Races	1	3.1%	—	—	—	—	1	310.0%
White	1	3.1%	—	—	1	5.0%	1	3.1%
English Learners	4	12.5%	5	22.7%	6	30.0%	8	25.0%
Foster Youth	4	12.5%	1	4.5%	0	0.0%	2	6.3%
Homeless Youth	0	0.0%	0	0.0%	1	5.0%	0	0.0%
Migrant Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities	19	59.4%	13	59.1%	13	65.0%	14	43.8%
Socioeconomically Disadvantaged	32	100.0%	22	100.0%	20	100.0%	32	100.0%

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

2024-2025 Program Description – LEA

LEA Goal	LEA Initiatives	LEA Evaluation Methods
English Language Arts	Literacy Specialists, Read 180, Jane Schaffer Writing Program, Achieve 3000, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Mathematics	Math Specialists, Math 180, Imagine Learning, Project-Based Learning, STAR, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	STAR Reports, Interim Assessments, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
English Learner Programs	Literacy Specialists, Rosetta Stone, Achieve 3000, STAR, System 44, CBO Contract Services, Paraprofessionals, Parent/Family Engagement	ELPAC, STAR Reports, Title I Programs Reports, LCFF Local Indicators, LCAP, Parent Engagement Surveys
Culture, Climate, Social Emotional	Behavior Managers, Wellness Counselors, Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care, AVID, Parent/Family Engagement	Discipline Referral Data, Student Engagement, Parent Engagement Surveys, CHKS Surveys, LCFF Local Indicators, LCAP

Graduation/Equivalency	HiSET, Counseling Assistants, APEX Credit Recovery, Parent/Family Engagement	HiSET Passage Rate, APEX Completion Rates, Graduation Rate, LCFF Local Indicators, LCAP, Parent Engagement Surveys
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2024-2025 Program Description – PAU

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

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Glenn Rockey High School	19101990121939	November 4, 2024	December 17, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Glenn Rockey High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Glenn Rockey High School’s (GRHS) Plan for Student Achievement (SPSA) creates measurable goals to guide our focus on student achievement for the 2024-’25 school year that align with the district goals set forth in the Los Angeles County Office of Education (LACOE) Local Control and Accountability Plan (LCAP).

This plan includes goals and strategies to assist students who are credit deficient and who have scored significantly below grade level in state standard assessments.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Glenn Rockey High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Glenn Rockey High School's (GRHS) Plan for Student Achievement (SPSA) creates measurable goals to guide our focus on student achievement for the 2024-'25 school year that align with the district goals set forth in the Los Angeles County Office of Education (LACOE) Local Control and Accountability Plan (LCAP).

This plan includes goals and strategies to assist students who are credit deficient and who have scored significantly below grade level in state standard assessments.

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

Our School Site Council (SSC) writes the Glenn Rockey School Plan for Student Achievement (SPSA). Our SPSA utilizes the goals from the district LCAP to create annual educational/academic targets based on our unique need(s) of students attending Glenn Rockey High School.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

? LACOE provides a 'staff- to- student' ratio of approximately: [1 teacher : 12-14 students] at Glenn Rockey High School to support the academic learning barriers encountered by many Glenn Rockey High School students

? Additional academic staffing is continuing for Glenn Rockey with the contractual service provided by our Career Technical Education (CTE) specialist (note: GRHS Culinary Arts CTE class has been eliminated and is expected to be replaced with

a CTE- coding course in Fall of 2024)

? Glenn Rockey students are emanating from 'low income' households. As a result, Glenn Rockey High School is receiving Title 1 monies.

? Additionally, some academic needs of our student populations are supported by LACOE district personnel, Los Angeles county probation department, contracted vendors (i.e. Artworx LA®) as well as community based organizations (Student Nest® and Maxim® tutors).

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Suspension Rate (2023)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Glenn Rockey High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	20.00%	36.36%	34.38%	4	8	11
Asian	%	4.55%	%	0	1	
Filipino	%	0%	%	0	0	
Hispanic/Latino	75.00%	59.09%	59.38%	15	13	19
Pacific Islander	%	0%	%	0	0	
White	5.00%	0%	3.13%	1	0	1
Two or More Races	%	0%	3.13%	0	0	1
Not Reported	%	0%	%	0	0	
Total Enrollment				20	22	32

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	1		3
Grade 10	4	4	4
Grade 11	11	9	13
Grade 12	4	9	12
Total Enrollment	20	22	32

Conclusions based on this data:

1. **Increase in Total Enrollment:** There is a consistent increase in total student enrollment over the years, rising from 20 students in 2021-22 to 22 in 2022-23, and reaching 32 in 2023-24.
2. **Shifts in Racial/Ethnic Composition:** The percentage of Hispanic/Latino students decreased from 75% in 2021-22 to around 59% in both 2022-23 and 2023-24, despite an increase in the number of Hispanic/Latino students. Meanwhile, African American students' enrollment percentage increased from 20% in 2021-22 to a peak of 36.36% in 2022-23, then slightly decreased to 34.38% in 2023-24.
3. **Enrollment Growth in Upper Grades:** Enrollment in Grades 11 and 12 has notably increased over the three years. Grade 11 grew from 9 to 13 students from 2022-23 to 2023-24, and Grade 12 enrollment increased from 4 students in 2021-22 to 12 students in 2023-24, indicating a rising retention rate in the upper grades.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	6	5	4	25.0%	30.0%	12.5%
Fluent English Proficient (FEP)	7	4	7	21.9%	35.0%	21.9%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. **Decrease in English Learner Enrollment:** The number of English Learners (ELs) has decreased from 6 in the 2021-2022 school year to 4 in the 2023-2024 school year. This decline is also reflected in the percentage, dropping from 25.0% of students in 2021-2022 to 12.5% in 2023-2024. This suggests that the proportion of EL students within the school or district is decreasing over time.
2. **Fluctuation in Fluent English Proficient (FEP) Enrollment:** The number of Fluent English Proficient (FEP) students fluctuated, dropping from 7 in 2021-2022 to 4 in 2022-2023, then rising again to 7 in 2023-2024. Despite the fluctuations in numbers, the percentage remained relatively stable at 21.9% in both the 2021-2022 and 2023-2024 school years, suggesting that the overall proportion of FEP students compared to the total population is consistent.
3. **No Reclassified Fluent English Proficient (RFEP) Students:** The data shows that there have been no Reclassified Fluent English Proficient (RFEP) students reported in any of the three years (2021-2022, 2022-2023, or 2023-2024). This could indicate a lack of students meeting the criteria for reclassification, or potentially a gap in the data reporting or process for reclassification within the school or district.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8		*			*			*				
Grade 11	5	20	8	5	19	8	5	19	8	100.0	95.0	100
All Grades	5	21	8	5	20	8	5	20	8	100.0	95.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8		*			*			*			*			*	
Grade 11	*	2393.	*	*	0.00	*	*	0.00	*	*	5.26	*	*	94.74	*
All Grades	N/A	N/A	N/A	*	0.00	*	*	0.00	*	*	5.00	*	*	95.00	*

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 8		*			*			*		
Grade 11	*	*	*	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	*	*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Stable Testing Participation in Grade 11: Across the three years, Grade 11 has consistently high testing participation, with 100% of students tested in 2021-22 and 2023-24, and a slight drop to 95% in 2022-23.
2. Low Achievement in Meeting Standards: In 2022-23, a significant portion of Grade 11 students did not meet the standard, with 94.74% scoring "Not Met" for overall achievement. Only 5.26% were "Nearly Met," and no students met or exceeded the standard, indicating challenges in overall performance for this grade.
3. Limited Achievement Data for Other Grades: The data includes limited or incomplete information for grades other than Grade 11, suggesting that testing or reporting may not have been conducted for those grades. This restricts a comprehensive analysis of achievement trends across multiple grade levels.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8		*			*			*				
Grade 11	6	19	8	5	18	8	5	18	8	83.3	94.7	100
All Grades	6	20	8	5	19	8	5	19	8	83.3	95.0	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8		*			*			*			*			*	
Grade 11	*	2384.	*	*	0.00	*	*	0.00	*	*	5.56	*	*	94.44	*
All Grades	N/A	N/A	N/A	*	0.00	*	*	0.00	*	*	5.26	*	*	94.74	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Increase in Testing Participation: The percentage of enrolled Grade 11 students tested improved steadily over the years, from 83.3% in 2021-22 to 94.7% in 2022-23, reaching 100% in 2023-24, indicating efforts to enhance test participation.
2. Achievement Challenges in Grade 11: In 2022-23, a high percentage of Grade 11 students (94.44%) did not meet the standard, with only 5.56% falling into the "Nearly Met" category and no students meeting or exceeding the standard. This suggests a need for targeted support in academic achievement for this grade level.
3. Lack of Data for Other Grades: The absence of achievement data for grades other than Grade 11 restricts a broader understanding of academic performance trends across grade levels. This might imply limited testing in other grades, possibly due to school or district testing policies.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12	*	*		*	*		*	*		*	*	
All Grades										*	7	5

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Limited Data Across Grades: The data mainly includes scores and performance levels for grades 10, 11, and 12, with limited or no data available for grades K-9. This suggests either a low number of English Learners tested in earlier grades or a focus on testing older students.
2. High Concentration in Lower Performance Levels: For the available data, the majority of students appear to be at Level 1 or Level 2, indicating that most students have not yet met the proficiency standards in overall language skills. This trend highlights a need for targeted support to improve proficiency among English Learners.
3. Inconsistent Performance Across Language Domains: Performance in specific language domains such as listening, speaking, reading, and writing remains largely in the "Beginning" and "Somewhat/Moderately" levels, suggesting that students may struggle with foundational language skills necessary for higher-level proficiency.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Glenn Rockey High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
---------------	-------	------------

Conclusions based on this data:

1. High Socioeconomic Disadvantage: Every student enrolled at the school (100%) is identified as socioeconomically disadvantaged, suggesting that the entire student body faces economic challenges that may impact academic success and access to resources.
2. Significant Representation of Hispanic and African American Students: The student population is predominantly Hispanic (59.1%) and African American (36.4%), with minimal representation from other racial/ethnic groups. This indicates a diverse student body with a high concentration of these two ethnic backgrounds
3. High Proportion of Students with Disabilities and English Learners: A substantial portion of students are categorized as Students with Disabilities (59.1%) and English Learners (22.7%). This highlights a critical need for specialized support services to address both language acquisition and learning needs within the school

3. College and Career Readiness is Unclear: The absence of a status level for College/Career readiness implies there may be insufficient data to evaluate student preparedness for post-secondary pathways, which could hinder efforts to improve college and career support programs.

2. No Color-Coded Performance Levels: With no color indicators (Red, Orange, Yellow, Green, or Blue) assigned, there is no assessment available for how well students meet grade-level standards in English Language Arts. This suggests insufficient data to provide a performance level, limiting insight into areas that may need improvement.
3. Limited Representation Across Student Groups: Most student subgroups, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, consist of fewer than 11 students. This suggests that additional data may be needed to ensure that interventions are inclusive and that smaller student groups receive targeted support.

2. **Very Small Sample Size Across All Groups:** With fewer than 11 students in each reported category, the student population is too small to allow for meaningful analysis or generalizations about performance trends in mathematics. This makes it challenging to accurately assess the needs and progress of specific groups, such as English Learners and Students with Disabilities.
3. **Limited Representation in Racial/Ethnic Subgroups:** The data indicates that most racial and ethnic groups, such as African American and Hispanic students, have fewer than 11 students, while some groups (e.g., White, Asian, Filipino) have zero reported students. This suggests the need for a more comprehensive data collection to ensure all racial and ethnic groups are considered in performance evaluations.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
making progress.	making progress.
Number Students:	Number Students:

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. **Lack of Specific Performance Levels for English Learners:** The report does not provide a specific performance level for English Learners, suggesting either insufficient data or that the available data does not meet the criteria to assign a progress indicator. This limits insight into the overall progress or effectiveness of English language support programs.
2. **Very Small EL Student Population:** With only five English Learner (EL) students in total, the small sample size may hinder meaningful conclusions about the general progress and needs of EL students, as well as the ability to observe any significant trends in language acquisition.
3. **No Reported Progress Metrics for ELPI Levels:** The data does not show how many students have progressed, maintained, or decreased their English Learner Proficiency Indicator (ELPI) levels, making it unclear if current EL students are advancing in language proficiency. This indicates a need for more comprehensive tracking to better understand and support EL progress.

School and Student Performance Data

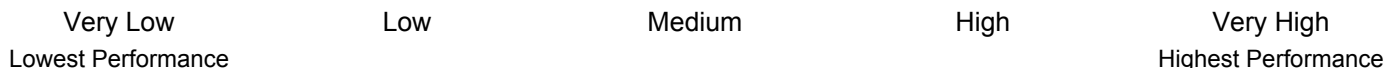
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. **No Clear College/Career Readiness Status Available:** The data does not provide a specific status level for any student group, as all are marked with "No Status Level." This indicates that there is insufficient information available to assess whether students, including those in key subgroups like English Learners, Foster Youth, or Socioeconomically Disadvantaged students, are meeting college and career readiness criteria.
2. **Small Sample Sizes:** For each student group, fewer than 11 students are listed, which significantly limits the ability to draw meaningful conclusions about the overall preparedness of each group for college and career paths. This small sample size may not reflect broader trends or needs within the student population.
3. **Limited Representation Across Racial/Ethnic Groups:** The data on college and career readiness by race/ethnicity shows that certain groups, such as Asian, Filipino, Pacific Islander, and White students, are not represented at all, while others, like Hispanic and African American students, have minimal representation (less than 11 students in

most cases). This gap in representation prevents a comprehensive view of how different racial or ethnic groups are performing in relation to college and career preparation.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Glenn Rockey High School Goal 1:

A) As a result of our Road To Success Academy (RTSA) instruction, one-hundred percent (100%) of Glenn Rockey High School students will continue to have access to California Common Core state standard-aligned material(s) (via in print and/or on-line).

B) Twenty percent (20%) of Glenn Rockey High School students will be registered in a Career Technical Education (CTE) course.

B.1) Of those Glenn Rockey High School students enrolled in CTE coursework, twenty percent (20%) will obtain their OSHA (Occupational Safety and Health Administration) 10-HOUR GENERAL INDUSTRY certificate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Glenn Rockey High School (GRHS) Academic Student Roster RTSA Curriculum Guide	30 GRHS students or 100% / _____ (as of 10/1/24) See GRHS Sharepoint	100% of registered Glenn Rockey High School students will continue to have access to 'standards-aligned' materials (via in print and/or on-line).
# of CTE registered students / # of Registered Glenn Rockey High School Students	(6/27) = 22% / ____ (as of 10/31/24)	Twenty (20%) of Glenn Rockey High School students will be registered in a Career Technical Education (CTE) course(s).
# of CTE / OSHA Certified Students / # of Registered Glenn Rockey High School CTE Students	(6/27) = 22% / ____ (as of 10/31/24)	Of those Glenn Rockey High School students enrolled in CTE coursework, twenty percent (20%) will obtain their OSHA (Occupational Safety and Health Administration) 10-HOUR GENERAL INDUSTRY certificate.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Build Capacity: Creating a supportive student-learning environment via maintaining a positive academic/college and career-ready attitude towards CTE and making sure that all GRHS students have educational support/resources they need to succeed.</p> <p>Offering of a range of academic courses including CTE courses (this will allow students to explore different career interests and find the right fit for them)</p> <p>Collaborating with CBOs (community-based organization) that will be giving all GRHS and CTE students opportunities to gain real-world experience and make connections with potential employers</p> <p>Promoting CTE course offerings to students/parents (i.e. discussing CTE at SSC/SDMC meetings, monthly 'Town Halls', brochures made available for visiting parents, mailers, etc.).</p> <p>Glenn Rockey HS teachers will be attending conferences annually in order to learn/debrief fellow teachers of current student learning pedagogies (transportation will be needed upon arrival at said venues)</p> <p>Equity: Incorporating appropriate SDAIE strategies (i.e. graphic organizers, pair share, etc.) with simplified or adaptive written and verbal instructions and/or other academic learning modifications for our English Language (EL) learner students.</p> <p>Offering special education students concise and short learning activities to effectuate immediate learning (per their respective IEP requirements).</p> <p>Providing all GRHS students with monthly academic progress checks as they are progressing toward individual academic goals and/or meeting 'standards-aligned' objectives.</p> <p>Creating an GRHS wide technology plan that outlines how students will be accessing technology along with providing technological skills students will need to be successful using a remote-learning environment (i.e. downloading assignments/ uploading completed assignments). This technology plan should include policies on how to purchase and maintain technology, as well as how to provide professional development opportunities for teachers.</p>	<p>All currently enrolled Glenn Rockey High School (GRHS) students and, explicitly, Career Technical Education (CTE) students.</p>	<p>3,556 Title I Part A 4210 Other Books & Reference Materials 568 Title I Part A: Parent Involvement: Other Books & Reference Materials 4210</p> <p>3,556 Title I Part A: Instructional Materials 4310</p> <p>568 Title I Part A: Parent Involvement Instructional Materials 4310</p> <p>3,556 Title I Part A: Non-Capitalized Equipment 4410</p> <p>853 Title I Part A: Travel and Conferences 5220</p> <p>568 Title I Part A: Parent Involvement 5220 Travel and Conferences 416 Title I Part A: Parental Involvement Contract Services 5895 Snacks for Parent Involvement 3,443 Title I Part D 4310 Instructional Materials 3,443 Title I Part D 4410 Non-Capitalized Equipment</p>

	<p>Ensuring all GRHS students have access to high quality, 'standards-aligned' instructional materials. This means that schools need to provide a variety of materials that meet the needs of all students, including those from low-income families or with disabilities.</p> <p>Technology: Providing adequate funding and resources for all GRHS students' continuing access to CA standards-aligned materials (via in print and/or on-line) as well as relevant student equipment, student materials and student supplies.</p> <p>CTE on-line certification: OSHA (Occupational Safety and Health Administration) 10-HOUR GENERAL INDUSTRY certificate.</p> <p>Incorporating computer software learning opportunities during extended learning opportunities (ELO) time for all GRHS students (i.e. appropriate use of educational software programs & assessment tools such as: CAASPP®, Achieve3000®, Odysseyware®, Renaissance®, Star Reading, APEX®, System 44®, Achieve 3000®, etc.).</p> <p>Developing appropriate digital and/or technical opportunities for all GRHS students to incorporate for use during RTSA exhibitions (i.e. Power Point®, 3-D printed student product, drone footage, etc.).</p> <p>Intensive English reading support enhanced with student software programs: System 44® (including Reading 180®), Rosetta Stone®, Imagine Math®, etc.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Glenn Rockey High School Goal 2:

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease in the number of suspensions by 10%	2023-'24 SY #Student Suspensions:2024-'25 SY #Student Suspension	Decrease in # of student suspensions
Increase in the number of students who report "feeling happy" and "supported at school" by 15%	Fall (2024) CHKS Fall Survey v. CHKS Spring (2025) Survey	Increase in students "feeling happy and supported at school"
Increase in the number of students who are engaged in learning by 10%	Beginning v. Ending 'Classroom Engagement' points (monthly)	Increase in classroom engagement points

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Build Capacity: Creating a supportive student-learning environment via maintaining a positive academic/college and career-ready attitude towards CTE and making sure that all GRHS students have educational support/resources they need to succeed.	All currently enrolled Glenn Rockey High School students.	3,914.00 Title I Part D 5220 Travel and Conferences 2,700.00 Title I Part D 5737

<p>Offering of a range of academic courses including CTE courses (this will allow students to explore different career interests and find the right fit for them)</p> <p>.</p> <p>Collaborating with CBOs (community-based organization) that will be giving all GRHS and CTE students opportunities to gain real-world experience and make connections with potential employers</p> <p>.</p> <p>Promoting CTE course offerings to students/parents (i.e. discussing CTE at SSC/SDMC meetings, monthly 'Town Halls', brochures made available for visiting parents, mailers, etc.).</p> <p>Glenn Rockey HS teachers will be attending conferences annually in order to learn/debrief fellow teachers of current student learning pedagogies (transportation will be needed upon arrival at said venues)</p> <p>Equity: Incorporating appropriate SDAIE strategies (i.e. graphic organizers, pair share, etc.) with simplified or adaptive written and verbal instructions and/or other academic learning modifications for our English Language (EL) learner students.</p> <p>Offering special education students concise and short learning activities to effectuate immediate learning (per their respective IEP requirements).</p> <p>Providing all GRHS students with monthly academic progress checks as they are progressing toward individual academic goals and/or meeting 'standards-aligned' objectives.</p> <p>Creating an GRHS wide technology plan that outlines how students will be accessing technology along with providing technological skills students will need to be successful using a remote-learning environment (i.e. downloading assignments/ uploading completed assignments). This technology plan should include policies on how to purchase and maintain technology, as well as how to provide professional development opportunities for teachers.</p> <p>Ensuring all GRHS students have access to high quality, 'standards-aligned' instructional materials. This means that schools need to provide a variety of materials that meet the needs of all students, including those from low-income families or with disabilities.</p> <p>Technology: Providing adequate funding and resources for all GRHS students' continuing access to CA standards-aligned materials (via in print and/or on-</p>		Transportation
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<p>line) as well as relevant student equipment, student materials and student supplies.</p> <p>CTE on-line certification: OSHA (Occupational Safety and Health Administration) 10-HOUR GENERAL INDUSTRY certificate.</p> <p>Incorporating computer software learning opportunities during extended learning opportunities (ELO) time for all GRHS students (i.e. appropriate use of educational software programs & assessment tools such as: CAASPP®, Achieve3000®, Odysseyware®, Renaissance® Star Reading, APEX®, System 44®, Achieve 3000®, etc.).</p> <p>Developing appropriate digital and/or technical opportunities for all GRHS students to incorporate for use during RTSA exhibitions (i.e. Power Point®, 3-D printed student product, drone footage, etc.).</p> <p>Intensive English reading support enhanced with student software programs: System 44® (including Reading 180®), Rosetta Stone®, Imagine Math®, etc.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Glenn Rockey High School Goal 3:

A) Glenn Rockey High School students will be provided fully credentialed teachers for all their respective classroom courses in an effort to “close the opportunity gap and to ensure they make expected progress on statewide assessments.” (i.e. Renaissance STAR® reading and mathematic assessments; CAASPP®: English & mathematics)

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Basis for this Goal:

A) GRHS academic school year (as of: 10/3/24)) Renaissance STAR® reading and math assessment results: 8th grade 5th month (8.5) grade level equivalent and a 9th grade 1st month (9.1) grade level equivalent, respectively. Fully credentialed teachers will have the professional wherewithal in scaffolding, enhancing and closing “the opportunity gap” in an effort to show student progress on statewide assessments.

B) EL learner proficiency ‘Overall Performance’ assessment evidence results (as of: 10/3/24) indicate that approximately twenty percent (20%) of ELs are at Level 4 – ‘Well Developed’ in English.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fully Credentialed Teachers in all GRHS classrooms	Four and one-half (4.5) of four and one-half (4.5) are fully CA credentialed teachers (note: .5 CTE instructor)	All GRHS classrooms will contain fully CA credentialed educators
RENAISSANCE STAR® ~ (2024 – ’25 SY)	English Mathematics (average) (average) 8.5 GE / _____ GE / _____ (grade equivalent) (grade equivalent)	GRHS student baseline average in English reading and mathematics will increase by 5 months (.5) for every two (2) months in school

<p>CAASPP® ~ (‘Results by English Language Fluency’ (2023 – ’24 SY) as of: 10/10/24</p>	<p>English Mathematics</p> <p>In order to protect student privacy, data is suppressed because fewer than 11 students tested (in both English and mathematics)</p>	<p>Achieve > 10% ‘Met or Exceeded Standard’</p>
<p>ELPAC® ~ (2023 – ’24 SY) as of: 10/15/24</p>	<p>English Domain Domain Perf. Level Listening Speaking Reading Writing</p> <p>In order to protect student privacy, data is/was suppressed because fewer than 11 students tested.</p>	<p>Achieve > 80% @ ‘Well Developed’ (Level 4)</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p>3.1</p>	<p>Build Capacity: Creating a supportive student-learning environment via maintaining a positive academic/college and career-ready attitude towards CTE and making sure that all GRHS students have educational support/resources they need to succeed.</p> <p>Offering of a range of academic courses including CTE courses (this will allow students to explore different career interests and find the right fit for them)</p> <p>Collaborating with CBOs (community-based organization) that will be giving all GRHS and CTE students opportunities to gain real-world experience and make connections with potential employers</p> <p>Promoting CTE course offerings to students/parents (i.e. discussing CTE at SSC/SDMC meetings, monthly ‘Town Halls’, brochures made available for visiting parents, mailers, etc.).</p> <p>Glenn Rockey HS teachers will be attending conferences annually in order to learn/debrief fellow teachers of current student learning pedagogies (transportation will be needed upon arrival at said venues)</p> <p>Equity: Incorporating appropriate SDAIE strategies (i.e. graphic organizers, pair share, etc.) with simplified</p>	<p>All currently enrolled Glenn Rockey High School students, specifically, English Language (EL) learner students.</p>	

<p>or adaptive written and verbal instructions and/or other academic learning modifications for our English Language (EL) learner students.</p> <p>Offering special education students concise and short learning activities to effectuate immediate learning (per their respective IEP requirements).</p> <p>Providing all GRHS students with monthly academic progress checks as they are progressing toward individual academic goals and/or meeting 'standards-aligned' objectives.</p> <p>Creating an GRHS wide technology plan that outlines how students will be accessing technology along with providing technological skills students will need to be successful using a remote-learning environment (i.e. downloading assignments/ uploading completed assignments). This technology plan should include policies on how to purchase and maintain technology, as well as how to provide professional development opportunities for teachers.</p> <p>Ensuring all GRHS students have access to high quality, 'standards-aligned' instructional materials. This means that schools need to provide a variety of materials that meet the needs of all students, including those from low-income families or with disabilities.</p> <p>Technology: Providing adequate funding and resources for all GRHS students' continuing access to CA standards-aligned materials (via in print and/or on-line) as well as relevant student equipment, student materials and student supplies.</p> <p>CTE on-line certification: OSHA (Occupational Safety and Health Administration) 10-HOUR GENERAL INDUSTRY certificate.</p> <p>Incorporating computer software learning opportunities during extended learning opportunities (ELO) time for all GRHS students (i.e. appropriate use of educational software programs & assessment tools such as: CAASPP®, Achieve3000®, Odysseyware®, Renaissance® Star Reading, APEX®, System 44®, Achieve 3000®, etc.).</p> <p>Developing appropriate digital and/or technical opportunities for all GRHS students to incorporate for use during RTSA exhibitions (i.e. Power Point®, 3-D printed student product, drone footage, etc.).</p> <p>Intensive English reading support enhanced with student software programs: System 44® (including Reading 180®), Rosetta Stone®, Imagine Math®, etc.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$13,641.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$27,141.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 Part A	\$3,556.00
Title I Part A: Parent Involvement	\$568.00
Title I Part D	\$13,500.00

Subtotal of additional federal funds included for this school: **\$17,624.00**

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 (\$)
Title I Part A: Instructional Materials	\$3,556.00
Title I Part A: Non-Capitalized Equipment	\$3,556.00
Title I Part A: Parent Involvement Instructional Materials	\$568.00
Title I Part A: Parent Involvement: Other Books & Reference Materials	\$568.00
Title I Part A: Parental Involvement Contract Services	\$416.00
Title I Part A: Travel and Conferences	\$853.00

Subtotal of state or local funds included for this school: **\$9,517.00**

Total of federal, state, and/or local funds for this school: **\$27,141.00**

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
- 6 Classroom Teachers
- 7 Other School Staff

Name of Members

Role

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 .

Attested:

Signatures on file.

Principal, Dr. Susan Sarrategui on November 4, 2024

SSC Chairperson, Mr. M. A. McKinley, M. S. Ed., Teacher on November 4, 2024

**Attachment 1: Centralized Services for Planned Improvements in Student Performance
– 12/11/2024**

In addition to the site allocations, the following expenditures are Central Office funded.

Proposed Expenditures	Estimated Cost	Funding Source
<u>Central Office Funded Contracts - Community Based Organizations (CBOs)</u>	990,217	
<u>Personnel Budget</u>		
Project Director II – Curriculum & Instruction– 20% FTE	44,990	
Program Manager Parent Education – PFCEP 1 FTE	197,000	
Parent Education Specialist	144,360	
Para Educators	705,474	
Program Specialist – 1 FTE	163,549	
Teacher Literacy Specialist – 5.5 FTE	969,568	
2 Math Specialist	290,730	
Coordinator II – 20%	46,228	
<u>Parent and Family Education and Consultation Program (PFCEP)</u>		Title I Part A
PFCEP Liaison Extended Learning Hours	120,000	
PFCEP Contracts	81,140	
Other Miscellaneous PFCEP	10,000	
<u>Professional Development</u>		
Sub. Teacher. Para Educator	30,000	
Travel	20,000	
Mileage	2,000	
<u>Other Operation Expenditures</u>		
Mileage Claim	2,200	
Office Supplies	15,075	
Equipment	3,000	
<u>Central Office funded FTEs for sites</u>		
Counselor Behavior Manager – 4 FTEs	635,460	
Transition Counselor – 4 FTEs	703,572	
Para Ed – 7 Positions	545,167	
Education Behavioral Technician – 4 Positions	379,671	
<u>Central Office Funded FTEs - Program</u>		Title I Part D
Coordinator II – 80%	184,910	
Senior Program Specialist	187,302	
<u>Central Office funded Contracts</u>	480,000	
<u>Others</u>	104,100	

Board Meeting – December 17, 2024

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Board Meeting – December 17, 2024

Item VIII. Informational Items

- B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, and Follow up.

**LOS ANGELES COUNTY
BOARD OF EDUCATION**

**MEETING CALENDAR
December 2024 - June 30, 2025**

<p>DECEMBER 17 2024</p> <p>3:00 Board Meeting</p> <p>Presentation: <u>Nomination/Election and Seating of 2024-25 Los Angeles County Board of Education Vice President</u></p> <p>Consent Rec: Adoption of Board Resolution No. 26: Dr. Martin Luther King Jr. Day, January 20, 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 27: Fred Korematsu Day of Civil Liberties and the Constitution (Education Code 37222.15), January 30, 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 28: National Human Trafficking Month, January 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 29: Religious Freedom Day, January 16, 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 30: International Holocaust Remembrance Day, January 27, 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 31: Spectrum of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) New Year Traditions, January 29, 2025</p> <p>Rec/Public Hearing: Adopt the Superintendent’s Recommendation to Authorize the Renewal Petition for <i>Magnolia Science Academy-1, Grades 6-12</i>: Renewal Petition with Attached Report</p> <p>Rec/Public Hearing: Adopt the Superintendent’s Recommendation to Authorize the Renewal Petition for <i>Magnolia Science Academy-2, Grades 6-12</i>: Renewal Petition with Attached Report</p> <p>Rec./Public Hearing: Adopt the Superintendent’s Recommendation to Authorize the Renewal _____ Petition for <i>Magnolia Science Academy-3, Grades 6-12</i>: Renewal Petition with Attached Report</p> <p>Rec: Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools 2024-25 with Attached Staff Report</p> <p>Rec: Approval of Consolidated Redevelopment Oversight Board Appointment – Supervisorial District 1</p> <p>Interdistrict Attendance Appeals</p> <ol style="list-style-type: none"> 1. Jaliyah T. v. Compton USD 2. Mandela O. v. Los Angeles USD 	
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<p>JANUARY 7 2025</p> <p>2:30 Study Session: Analysis of what is preventing districts/charters from exiting out of Technical Assistance and Support</p> <p>3:00 Board Meeting</p> <p>Consent Rec: Approval of Board Resolution No. ____ to Recognize Religious Freedom Day 2024</p> <p>Consent Rec: Approval of Board Resolution No. ____ to Recognize International Holocaust Remembrance Day on January 27, 2025</p> <p>Consent Rec: Approval of Board Resolution No. ____ to Reaffirm LACOE’s Commitment to All Students</p> <p>Consent Rec: Approval of Board Resolution No. ____ to Reaffirm the Value of Head Start on Its 60th Anniversary</p> <p>Interdistrict Attendance Appeals</p> <ol style="list-style-type: none"> 1. Uriel S. v. Lynwood USD (Spanish Interpreter) 2. <u>Danna S. J. v. Los Angeles USD (Spanish Interpreter)</u> 3. Benjamin L. v. Lawndale ESD 4. <u>Makayla R. v. South Whittier SD</u> 5. Jayla R. v. South Whittier SD 6. Isaiah R. R. v. South Whittier SD 7. Daniel R. R. v. South Whittier SD 8. Adriana R. R. v. South Whittier SD 9. Jessica N. v. Long Beach USD 10. Melody M. v. Burbank USD 11. Logan A. v. ABCUSD 12. Saheli E. v. Los Angeles USD 13. Emilio C. G. v. Los Angeles USD 14. Raylee L. v. Los Angeles USD 15. Ella K. v. Los Angeles USD 16. Elizabeth R. v. Los Angeles USD 17. Eva P. v. Los Angeles USD 18. Ethan P. v. Los Angeles USD <p>Expulsion Case</p> <ol style="list-style-type: none"> 1. Case No. 2425-0001v. Los Angeles USD 	<p>JANUARY 14 2025</p> <p>3:00 Board Meeting</p> <p>Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December ____, 2025</p> <p>Rpt: Local Control and Accountability Plan Parent Engagement Update</p> <p>Consent Rec: Approval of Nominees for the School Attendance Review Board (SARB)</p> <p>Interdistrict Attendance Appeals</p> <ol style="list-style-type: none"> 1. Justic B. v. Paramount USD 2. Mateo S. v. Inglewood USD 3. Adrianna C. v. Los Angeles USD 4. Shailee H. v. Los Angeles USD 5. Harrison N. v. Los Angeles USD 6. Vyan A. v. Los Angeles USD 7. Justice N. v. Los Angeles USD 8. Riley C. v. Los Angeles USD 9. Cooper B. v. Los Angeles USD 10. Brooklyn B. v. Los Angeles USD <p>JANUARY 21</p> <p>2:30 Study Session regarding the "Reimagining" Plan of Los Padrinos</p> <p>3:00 Board Meeting</p> <p>Presentation: Recognition of Head Start and Early Learning Division Golden Apple Awards</p> <p>Rpt: Update on the Business Enhancement System Transformation (BEST) Project</p> <p>Consent Rec: Adoption of Board Resolution No. __: National School Counseling Week, February ____, 2025- CWSS</p> <p>Consent Rec: Adoption of Board Resolution No. __: National African American History Month, February 2025</p> <p>Consent Rec: Adoption of Board Resolution No. ____ to Recognize and celebrate the Spectrum of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) New Year Traditions</p> <p>Rec: Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools 2024-25 with Attached Staff Report</p>
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<p>FEBRUARY 4 2025 3:00 Board Meeting</p> <p>FEBRUARY 11 2:30 Study Session: Mental Health Initiatives 3:00 Board Meeting Presentation: Introduction of Head Start and Early Learning Division Policy Council Executive Members to the County Board of Education</p>	<p>FEBRUARY 18 2025 2:30 p.m. Study Session: Introduction of Board Members Responsibilities under the Head Start Act and Program Performance Standards 3:00 Board Meeting Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites Rpt: Preview of 2023-2A4 Annual Report of Performance Data for LACOE-Operated Educational Programs Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Read Across America Day, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Anniversary of Boston Massacre and Death of Crispus Attucks, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: International Day for the Elimination of Racial Discrimination, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Cesar Chavez Day, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Arts Education Month in California / Youth Arts Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Nutrition Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Social Work Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Women’s History Month, March 2025 Rec: Approval of Educational Programs 2024-25 Textbooks and Instructional Materials Disposal List</p>
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<p>MARCH 4 2025 3:00 Board Meeting Rpt: Report on Policies Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: to establish a week during the Month of April 2025 as Public Schools Month</p> <p>MARCH 11 3:00 Board Meeting Rec: Approval of First Reading of Policies Rec: Approval of Second Interim Report 2024-25 With Attached Staff Report (Enclosure)</p>	<p>MARCH 18 2025 3:00 Board Meeting Presentation: Visual and Performing Arts Presentation Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Declaring April as “Sexual Assault Awareness Month” and April __, 2025 as “Denim Day” at the Los Angeles County Office of Education Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Dolores Huerta Day, April __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Armenian Genocide Remembrance Day, April __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Child Abuse Prevention Month, April 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. 40: Recognizing Earth Day as April __, 2025 Consent Rec: Adoption of Board Resolution No. __: National Arab American Heritage Month, April 2024 Rec: Approval of Second Reading and Adoption of Policies Rec: 2023-24 Annual Report of Performance Data for LACOE-Operated Educational Programs with Attached Staff Report Rec: 2024-25 Approval of Head Start/Early Head Start 2025-26 Consolidated Funding Application with Attached Staff Report</p>
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<p>APRIL 1 3:00 Board Meeting</p> <p>APRIL 8 2:30 Board Audit Committee Meeting 3:00 Board Meeting Rpt: Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2025</p>	<p>2025</p>	<p>APRIL 15 3:00 Board Meeting Presentation: 2024-25 Los Angeles County Academic Decathlon Winners Rpt: Update on the Business Enhancement System Transformation (BEST) Project Consent Rec/Bd. Res.: Adoption of Board Resolution No. ___ to recognize May __, 2025, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County Consent Rec/Bd. Res.: Adoption of Board Resolution No. ___ to recognize May ____, 2025 as Classified School Employees Week in Los Angeles County Consent Rec/Bd. Res.: Adoption of Board Resolution No. ___: May Day, May __, 2025 Consent Rec: Adoption of Board Resolution No. ___: to recognize May __, 2025, as National School Nurse Day Consent Rec: Adoption of Board Resolution No. ___: to recognize May 2025, as National Foster Care Month Consent Rec: Adoption of Board Resolution No. ___: Asian American and Pacific Islander Heritage Month, May 2025 Consent Rec: Adoption of Board Resolution No. ___: to recognize May ____, 2025 as Harvey Milk Day Consent Rec: Adoption of Board Resolution No. ___: National Mental Health Month, May 2025 Consent Rec: Adoption of Board Consent Rec: Resolution No. ___ to Recognize May as Jewish American Heritage Month Rpt: Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report</p>	<p>2025</p>
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<p>MAY 6 3:00 Board Meeting Presentation: Day of the Teacher 2025</p>	<p>2025</p>	<p>MAY 13 2:30 p.m. Community Schools Initiative 3:00 Board Meeting Presentation: Recognition of Classified School Employees Week Presentation: Recognition of the 2025 Los Angeles County Spelling Bee Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2025-26 Fiscal Year</p> <p>MAY 20 3:00 Board Meeting Presentation: History Day Awards 2025 Presentation: Recognition of 2024-25 Science and Math Competition and Other Events Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs Consent Rec: Adoption of Board Resolution No. ___: LGBTQ Pride Month, June 2025 Consent Rec: Adoption of Board Resolution No. ___: Immigrant Heritage Month, June 2025</p>	<p>2025</p>
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<p>JUNE 3 2025 3:00 Board Meeting Rpt: Budget Report – Estimated Actuals Rpt: Report on Policies Consent Rec: Approval of Annual Distribution of United States Forest Reserve and Flood Control Funds Consent Rec: Adoption of Board Resolution No. __: Juneteenth, June 19, 2025 Consent Rec: Approval of Re-Issuance of Stale-Dated Warrants Rec: Adoption of Board Resolution No. __: Short-term Cash Loan to School Districts in Los Angeles County – BS Rec: Approval of the Los Angeles County Board of Education Schedule, 2025-2026, Establishment of meeting times, future agenda items, follow up</p> <p>JUNE 10 3:00 Board Meeting Public Hearing: Local Control and Accountability Plan (LCAP) Public Hearing: Public Hearing on the Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA) Public Hearing: 2025-26 Proposed Budget Rpt: Los Angeles County Office of Education’s Proposed Budget 2025-26 (Enclosure) Rec: Approval of First Reading of Policies Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)</p>	<p>JUNE 17 2025 3:00 Board Meeting Presentation: Academic Bowl 2025 Rpt: LCFF Local Indicator Report Consent Rec: Adoption of Board Resolution No. __: 2025-26 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – BS Rec: Approval of Second Reading and Adoption of Policies Rec: Adoption of Local Control Accountability Plan (LCAP) Rec: Adoption of 2025-26 Proposed Budget Rec: Los Angeles County Office of Education – County Office System of Support Annual Summary Report</p>
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Board Meeting – December 17, 2024

Item IX. Interdistrict and Expulsion Appeal Hearings

- A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Enclosures)

Final decisions on Interdistrict Attendance Appeals

On December 2, 2024, the Administrative Hearing Consultant heard the appeal(s). The consultant's findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

The Superintendent will provide legal counsel from the County Office of Education.

**Interdistrict
Attendance Permit Appeal(s)**

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. Jaliyah T.	Mr. Tom Steele	TK	Mrs. Jazmyn Williams-Thompson and Mr. Jalon Thompson, parents	<u>Compton USD</u>	Dr. Rigoberto Roman, Administrator of Pupil Services	Lynwood USD