

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Cruz County Community School	44-10447-4430278	10/13/21	

## Purpose and Description

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

Schoolwide Program

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

The Santa Cruz County Office of Education will support the academic and social-emotional growth and achievement of all students. Our program actively engages in needs assessments to find areas of growth specifically through disaggregating student performance data and from directly surveying and talking with our students, families, staff, and community. The School Plan for Student Achievement (SPSA) aligns with continuous improvement efforts including the Local Control Accountability Plan (LCAP) and the Western Association of Schools and Colleges (WASC) plan, and various pandemic relief funding plans.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## **Involvement Process for the SPSA and Annual Review and Update**

The School Site Council met to review the progress of all students and provide input. Our ELAC and DELAC groups met with administration and staff and completed a needs assessment as well as reviewed the progress of all students. During these meetings, actions and services were approved for 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 Subject

Student Achievement

## LEA/LCAP Goal

Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.

## Goal 1

Provide access and support to a rigorous and engaging educational experience that meets the needs of our diverse learners.

## Identified Need

Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation. This goal was emphasized by all groups to keep our programs small, tailored to students, and ensure curriculum and instruction are engaging, rigorous, and culturally relevant.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	85.4% graduation rate as indicated on the 2019 CA Dashboard	Increase graduation rate to 87%.
Academic Achievement Data	<p>Pandemic results from Star Renaissance testing conducted during 2020-2021.</p> <p>Student Median Growth Percentile:</p> <p>Reading All: 45% EL: 31% spED: 36% Low Income: 41%</p> <p>Math All: 39% EL: 33% spED: 38% Low Income: 38%</p>	<p>Reading All students growth percentile at 47% Reduce disparity between high needs students and all students with median growth percentile scores within 7% of all students.</p> <p>Math: All students growth percentile at 41% Reduce disparity between high needs students and all students with median growth percentile scores within 7% of all students.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Student Growth Percentile, or SGP, compares a student's growth to that of their academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined.
ELPAC Data	2018-2019 school year ELPAC data:  Level 4=18.95%  Level 3= 37.89%	Increase overall score of 4 to 30%.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students including socioeconomically disadvantaged students.

#### Strategy/Activity

Provide instructional support, using highly qualified para-professionals and tutoring to students and to work alongside teachers to facilitate rigorous and engaging curriculum.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

231,794.70

#### Source(s)

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students including socioeconomically disadvantaged

## Strategy/Activity

Professional development to support curriculum and instruction and the social and emotional growth of our students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

11,062.00

Source(s)

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating  
Expenditures

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

The 2020 Dashboard did not include essential data such as the graduation rate but during the pandemic, the Santa Cruz County Community School supported potential graduates to the fullest extent. Despite facing incredible challenges Alternative Education graduated 409 students throughout the 20-21 school year which is comparable to the previous year. Our incredible teaching and support staff, including instructional aides, worked to engage and connect with students to help facilitate the completion of needed credits. Our teachers engaged in professional learning and created curriculum resources that supported our students throughout the evolving educational experience that evolved during the 20-21 school year. Our pandemic results from the Star Renaissance show that our student growth percentile in both reading and math went down which can be attributed to many reasons including taking part of the test remotely and interruptions to learning due to the pandemic. Our pre-pandemic growth percentile for reading was 46 and 47 for math. Last year our student reading growth percentile was 45 and math was 39. We are aiming for improvement this year as testing conditions and learning conditions stabilize and improve. The ELPAC was also administered during the 20-21 school year through the tireless efforts of our team.

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

No major differences.

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

The pandemic had an impact on all goals and actions and continues to greatly impact educational goals and metrics as we navigate through returning to school and restoring an ideal educational experience for our students. Our goals have adjusted slightly to be aligned to our new LCAP. The Star Renaissance data which was collected mostly remotely shows an even greater need for academic support for all students, especially students with high needs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student support services

## LEA/LCAP Goal

The Santa Cruz COE will create and sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.

## Goal 2

Provide access to student support services for all students including socioeconomically disadvantaged students, foster youth and students experiencing homelessness.

## Identified Need

School connectedness, social-emotional well-being, and connection to services

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local LCAP/Continuous Improvement Survey	78.6% of students agreed they have access to counseling	Increase to 80%.
Local LCAP/Continuous Improvement Survey	87.6% of students feel safe at school	Increase to 90%.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students including socioeconomically disadvantaged, students experiencing homelessness, and foster youth.

### Strategy/Activity

Provide a network of support for students in foster youth and experiencing homelessness.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,013.15

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries  
Student Support Services

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Providing social and emotional supports for our students and access to resources is a major priority for our programs and essential now, more than ever. We have made significant efforts to build our support network of counselors and case managers.

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

This year we have expanded this goal to include case management and support for foster and homeless youth.

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.

Due to the pandemic and issues with the remote Healthy Kids survey we adjusted our metric to include results from our local LCAP and continuous improvement survey. By including data from our local survey we can closely monitor the progress of our SPSA goals and our three year LCAP goals to increase counseling support for our 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 Subject

Student Engagement

## LEA/LCAP Goal

The Santa Cruz COE will partner with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.

## Goal 3

The Santa Cruz County Community School will partner with our community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.

## Identified Need

Our stakeholders including students, parents, and staff have voiced a need to continue to build student and family engagement opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP/Continuous Improvement Student Survey	72.2% of students feel connected to their school.	Increase to 75%
LCAP/Continuous Improvement Student Survey	86% of students have the opportunity to make decisions about their education.	Increase to 88%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students, low-income students

### Strategy/Activity

Engagement and enrichment opportunities

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

79,496.00

Source(s)

Title I Part A: Allocation  
5000-5999: Services And Other Operating  
Expenditures  
Contracts

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

This is a new goal that supports student enrichment and engagement activities such as the arts, youth empowerment through Food What, and pro social emotional and wellness activities such as Yoga.

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

This is a new goal.

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

This is a new goal.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$338,379.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$330,365.85

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$319,303.85
Title II Part A: Improving Teacher Quality	\$11,062.00

Subtotal of additional federal funds included for this school: \$330,365.85

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: \$330,365.85

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	319,303.85
Title II Part A: Improving Teacher Quality	11,062.00

## Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	239,807.85
5000-5999: Services And Other Operating Expenditures	90,558.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	239,807.85
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	79,496.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	11,062.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	242,856.70
Goal 2	8,013.15
Goal 3	79,496.00

# 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
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Cristal Renteria	Principal
Javier Gonzales	Classroom Teacher
Blanca Corrales	Other School Staff
Aurelia Espinoza	Parent or Community Member
Artemia Ornelas	Parent or Community Member
Daniella Gonzalez	Parent or Community Member
Juaquin Alonso	Parent or Community Member
Selene Avila Montes	Classroom Teacher
Brandon Proctor	Classroom Teacher
Desiree Alamillo	Secondary Student

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