

School Year: **2022-23**

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 Court	44-10447-4430146	10/26/22	11/17/22

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 (LCAP) and the Western Association of Schools and Colleges (WASC) plan.

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Educational Partner 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 the goals and progress of the actions of the SPSA. The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. Annually, we review progress regarding improvement plans and solicit feedback through surveys, meetings, and student focus groups.

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

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. Our local assessments and the state assessments reveal our students enter our programs below or significantly below grade level in English Language Arts and Mathematics. With this in mind, it is most important for us to continue to provide a rigorous and engaging learning experience that connects with each student and ignites a desire to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	78.9% graduation rate as indicated on the 2021 CA Dashboard	Increase graduation rate to 80%.
Academic Achievement Data	<p>Star Renaissance testing conducted during 2021-2022.</p> <p>Student Median Growth Percentile:</p> <p>Reading All: 42% EL: 37% spED: 30% Low Income: 36%</p> <p>Math All: 45% EL: 26% spED: 30% Low Income: 44%</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> <p>Student Growth Percentile, or SGP, compares a student's growth to that of their academic</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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	20-21 ELPAC Data: Level 4=6.41% Level 3=43.59% Level 2=37.18% Level 1=12.82%	Increase overall score of 4 to 10%.

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

Strategy/Activity 1

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 classified and certificated staff to support students and 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)

112,404

Source(s)

Title I Part D
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, and English Learners

Strategy/Activity

Professional development to support rigorous interdisciplinary curriculum and instruction, including a specific focus on adopted frameworks, Next Generation Science Standards, and college and career awareness and support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,013.42

Source(s)

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

Annual Review

SPSA Year Reviewed: 2021-22

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 2021 Dashboard indicated that 15 of our 19 students in our cohort graduated. 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 that supported our students throughout the 2021-2022 school year. Our results from the Star Renaissance participation was challenging during the 2021-2022 school year. We had many students enter our programs much later during the school year and we were not able to collect as much growth data as we had hoped. Our Star Renaissance reading and math student growth percentiles as well as grade equivalency show that we have work to do across all student groups and opportunity gaps still persist post-pandemic. Our pre-pandemic growth percentile for reading was 46 and 47 for math. This year is the first year we have a Teacher on Special Assignment focused on supporting our multilingual students throughout our programs and helping us understand our ELPAC scores better to specifically tailor instructional supports to meet the needs of our students.

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.

At this point there are no changes that will be made 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 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	82.8% of students agreed they have access to counseling	Increase to 80%.
Local LCAP/Continuous Improvement Survey	88.7% 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)

8,501.85

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

Annual Review

SPSA Year Reviewed: 2021-22

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 collaborate with our foster youth and students in transition case managers to support our students. The case managers work directly with students, staff, and families. Additionally, the case managers provide professional learning as well as resources for our Alternative Education 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.

There are 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.

At this time there are no changes to this 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	\$135,919.27
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$135,919.27

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	\$8,501.85
Title I Part D	\$112,404.00
Title II Part A: Improving Teacher Quality	\$15,013.42

Subtotal of additional federal funds included for this school: **\$135,919.27**

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: **\$135,919.27**

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	8,501.85
Title I Part D	112,404.00
Title II Part A: Improving Teacher Quality	15,013.42

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	120,905.85
5000-5999: Services And Other Operating Expenditures	15,013.42

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,501.85
2000-2999: Classified Personnel Salaries	Title I Part D	112,404.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	15,013.42

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,417.42
Goal 2	8,501.85

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
Michele Delibert	Classroom Teacher
Blanca Corrales	Other School Staff
Ana Mendoza	Parent or Community Member
Francisco Vegas	Parent or Community Member
Daniella Ramirez	Parent or Community Member
Beatriz Rito	Parent or Community Member
Vito Chiaramonte	Classroom Teacher
Javier Gonzales	Classroom Teacher
Nate Zuniga	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.

Instructions

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

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

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

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