



SOLANO COUNTY BOARD OF EDUCATION

Regular Meeting

Wednesday, November 18, 2020

6:00 PM

This meeting is being held pursuant to Executive Orders N-29-20 issued by California Governor Gavin Newsom on March 17, 2020, and N-35 -20 issued March 21, 2020. There will not be a physical location for this meeting.

Members of the public may attend remotely by Zoom Webinar format or telephone. The meeting will be recorded.

- Zoom link: <https://solanocoe.zoom.us/j/97542118057>
- To Join by Telephone: Dial: US: +1 669 900 9128
Webinar ID: 975 4211 8057

Public Comments may be submitted prior to or during the meeting using the link below or by visiting SCOE's website. Comments are limited to 2500 characters.

<https://www.solanocoe.net/agendasminutes>

www.solanocoe.net

Trustees

Peggy Cohen-Thompson, President (Area 7)

Michelle Coleman, Vice President (Area 1)

Elease Cheek (Area 5)

Dana Dean (Area 3)

Ginger Dunne (Area 6)

Teresa Lavell (Area 4)

Amy Sharp (Area 2)

Secretary to the Board

***Lisette Estrella-Henderson,
Solano County Superintendent of Schools***

SOLANO COUNTY BOARD OF EDUCATION
Regular Session
Wednesday, November 18, 2020
6:00 PM

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- Zoom link: <https://solanocoe.zoom.us/j/97542118057>
- Telephone: (669) 900-9128 (Webinar ID: **975 4211 8057**)

Public Comments on agenda items, or matters within the Board's jurisdiction that are not on the agenda, may be submitted prior to or during the meeting using the link below or visiting SCOE's website.

<https://www.solanocoe.net/agendasminutes>

www.solanocoe.net

The Solano County Office of Education (SCOE) does not discriminate against persons with disabilities. Persons with disabilities who wish to view this meeting and require assistance to do so should contact the Chief Assistant to the County Superintendent at (707) 399-4402 at least 48 hours in advance of the meeting to make reasonable arrangements to ensure accessibility. Language translation services and American Sign Language (ASL) interpreters will be provided with a minimum notice of three business days prior to the meeting.

Non-confidential materials related to an item on this agenda that were submitted to the Board after distribution of the agenda packet are available for public inspection on SCOE's website (www.solanocoe.net).

AGENDA

- I. CALL TO ORDER IN OPEN SESSION AND PLEDGE OF ALLEGIANCE TO THE FLAG
[American Flag.jpg](#)
- II. ROLL CALL
Peggy Cohen-Thompson, President (Trustee Area 7)
Michelle Coleman, Vice President (Trustee Area 1)
Elease Cheek (Trustee Area 5)
Dana Dean (Trustee Area 3)
Ginger Dunne (Trustee Area 6)
Teresa Lavell (Trustee Area 4)
Amy Sharp (Trustee Area 2)
Lisette Estrella-Henderson, Solano County Superintendent of Schools & Secretary to the Board
- III. APPROVAL AND ADOPTION OF AGENDA (**ROLL CALL VOTE**)

IV. CONSENT ITEMS

All matters listed under the Consent Items are considered to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or the public request specific items to be removed from Consent Items for discussion and individual consideration for action. **(ROLL CALL VOTE)**

IV.a Resolution — National Native American Heritage Month

The month of November has been designated as National Native American Heritage Month to recognize the contributions of American Indians and Alaska Natives to our Nation's history, government, and culture. Proposed Resolution No. B20-21-11 is attached for the Board's consideration.

ACTION: Adopt Resolution No. B20-21-11.

[Res B20-21-11 - National Native American Heritage Mo.pdf](#)

IV.b Resolution — Purple Heart Month

November has been declared Purple Heart Month to honor those members of our Armed Forces who have performed meritorious military action and received the Purple Heart Badge. Proposed Resolution No. B20-21-12 is attached for the Board's consideration.

ACTION: Adopt Resolution No. B20-21-12.

[Res B20-21-12 - Purple Heart Mo.pdf](#)

IV.c Resolution — California Runaway and Homeless Youth Awareness Month

To coincide with National Homeless Youth Awareness Month, November has been declared California Runaway and Homeless Youth Awareness Month to call attention to the plight and needs of this vulnerable population in our State and across our Country. Proposed Resolution No. B20-21-13 is attached for the Board's consideration.

ACTION: Adopt Resolution No. B20-21-13.

[Res B20-21-13 - CA Runaway Homeless Youth Awareness Month.pdf](#)

IV.d Resolution — American Education Week/National Education Support Professionals' Day

November 16-20, 2020, has been established as American Education Week and Wednesday, November 18, 2020, as National Education Support Professionals' Day in recognition of the wonderful things happening in public schools and to spotlight those who are making a difference to ensure that every child receives a quality education. Proposed Resolution No. B20-21-14 is attached for the Board's consideration.

ACTION: Adopt Resolution No. B20-21-14.

[Res B20-21-14 - American Education Wk.pdf](#)

IV.e Resolution — Day of the Special Educator

December 2, 2020, has been declared as the Day of the Special Educator, in conjunction with National Special Education Day, to commemorate the hard work, commitment, and passion of those who work in special education classrooms. Proposed Resolution No. B20-21-15 is attached for the Board's consideration.

ACTION: Adopt Resolution No. B20-21-15.

[Res B20-21-15 - Day of the Special Educator.pdf](#)

IV.f Resolution — Board Member Absence

The Board will consider proposed Resolution No. B20-21-16 regarding excusing and compensating a Board Member for an absence in accordance with Education Code section 1090(d) and Board Policy 9250(I).

ACTION: Consider adoption of Resolution No. B20-21-16.

[Res B20-21-16 - Brd Mbr Absence.pdf](#)

IV.g Approval and Adoption of Minutes

Consider adopting the minutes of the Special Meeting - Study Session held September 29, and the Regular Meeting held October 14, 2020.

[09-29-20 Special Board Meeting - Study Session minutes - draft.docx](#)

[10-14-20 Regular Meeting Minutes - draft.pdf](#)

V. COMMENTS FROM THE COMMUNITY

The County Board of Education is aware of the importance of providing an opportunity for community members to address the Board regarding matters within the Board's jurisdiction that are not on the agenda. Those wishing to speak are asked to submit a Request to Speak form to the Secretary of the Board (Superintendent) before the first speaker is called upon. The President of the Board will recognize those who wish to speak in the order in which their Request to Speak form is submitted. Request to Speak forms are available on the table at the meeting room entrance. Speakers are requested to identify themselves by name.

VI. CORRESPONDENCE

VII. SUPERINTENDENT'S REPORT

VII.a Student of the Month Recognition Program

The County Superintendent and Board will recognize the winner of SCOE's Student of the Month Recognition Program.

VII.b Annual *Williams* Report

Staff will provide a summary of the Williams Settlement audit.

[SCOE_Board_Williams_2020-2021.pdf](#)

VII.c Quarterly Report on Williams Uniform Complaints

As part of the Williams Uniform Complaint Procedures, school districts and SCOE are each required to report quarterly summary data regarding the nature and resolution of all complaints. The Board will receive a report on the number of complaints by general subject area as well as the number of resolved and unresolved complaints for SCOE's Juvenile Court and Community School (JCCS) and Juvenile Detention Facility (JDF) programs. No complaints were filed with these programs during the period of July 1 – September 30, 2020.

[Quarterly Qtr 1 Report on Williams Uniform Complaints 2020-21.pdf](#)

VII.d Charter School Update

Staff will provide a charter school update.

[Charter-Monthly-Review-Snapshot-Board-Presentation-Nov.pdf](#)

[Charter-Reporting-Tracking-Matrix-Board-Presentation-Nov.pdf](#)

[Charter-Update-Board-Presentation-Nov.pptx](#)

[Charter-ELITE-Narrative-Board-Presentation-Nov.pdf](#)

VII.e Local Continuity and Attendance Plan Update

Staff will provide a progress update on SCOE's 2020-2021 Learning Continuity and Attendance Plan and upcoming Local Control and Accountability Plan (LCAP) stakeholder engagement sessions.

[2020-2021 Continuity Plan and Attendance Presentation - November.pptx](#)

VII.f Human Resources Report

Staff will report on routine personnel matters.

[New Hires to Board 11-2-2020.pdf](#)

VII.g State and Federal Legislative Update

Lisette Estrella-Henderson, Solano County Superintendent of Schools, will provide an update on state and federal legislative activity.

VII.h Temporary Certificates

Temporary certificates approved by the County Superintendent are attached.

[TCC Report 2020 9 28 to 2020 10 31.pdf](#)

VIII. NEW BUSINESS

VIII.a Single Plans for Student Achievement

Staff will present the Single Plans for Student Achievement for the Golden Hills Community School and Evergreen Academy, Solano County Juvenile Detention Facility School.

ACTION: Adopt the Single Plan for Student Achievement for the Golden Hills Community School.

ACTION: Adopt the Single Plan for Student Achievement for the Evergreen Academy, Solano County Juvenile Detention Facility School.

[SPSA November Board Meeting.pptx](#)

[2020 SPSA GHCS.pdf](#)

[2020 SPSA Evergreen Academy.pdf](#)

VIII.b Change to December Board Meeting

Education Code section 43509(a)(1)(B) requires the Board's approval of a Parent Budget Overview by December 15th. This new legislation was not in place when the Board set its 2020 regular meeting dates in December 2019.

Additionally, Education Code section 1009 requires county boards of education to hold their organizational meeting on or after the second Friday in December.

To meet both legal timelines, the Board's regular meeting needs to be held on Wednesday, December 9th, and the organizational meeting on Wednesday, December 16th.

ACTION: Approve the following meeting dates:

- Regular Board Meeting – Wednesday, December 9, 2020, at 6:00 PM
- Special Board Meeting/Organizational Meeting – Wednesday, December 16, 2020, at 6:00 PM

VIII.c Revisions to Biennial Conflict of Interest Code — Board Policy 9270

The Political Reform Act requires every local government agency to review its conflict of interest code biennially to determine its accuracy. Staff has reviewed the existing Conflict of Interest Code (Board Policy 9270), adopted by the Board in 2018, and recommends updates to the list of designated positions in Exhibit A to maintain compliance with the law. This is the first reading of the proposed policy updates. Amendments must be submitted to the Board of Supervisors by the end of this calendar year.

POSSIBLE ACTION: Per Board Policy 9310(I)(B), the Board may: (1) bring the policy amendment back for a second reading and action at its regular meeting in December, or (2) waive the second reading and vote to approve the proposed revisions. **(ROLL CALL VOTE; Policy revisions require a roll call vote of at least a majority of the total membership.)**

[2020 - Board Policy 9270 - Conflict of Interest - draft.pdf](#)

VIII.d Revisions to Board Policy 9000.31(III.) — Charter Schools

Legal counsel will review proposed revisions to the Board's charter school policy needed to remain in compliance with changes in the law. This is the first reading of the proposed policy updates.

POSSIBLE ACTION: Per Board Policy 9310(I)(B), the Board may: (1) bring the policy amendment back for a second reading and action at its regular meeting in December, or (2) waive the second reading and vote to approve the proposed revisions. **(ROLL CALL VOTE; Policy revisions require a roll call vote of at least a majority of the total membership.)**

[Charter School Policy - First Reading.pdf](#)

IX. AGENDA ITEMS REMOVED FROM CONSENT ITEMS

Upon request by a Board Member, staff member, or a member of the public, matters removed from the Consent Items will be discussed and given individual consideration for action. **(ROLL CALL VOTE required for resolutions)**

X. BOARD DISCUSSION

X.a Virtual Board Meetings vs. In-Person Meetings

President Cohen-Thompson will present information on continuing virtual board meetings vs. resuming in-person meetings.

X.b Board Member Requests

In accordance with Board Policy 9250, Board Members may request to represent the Board in an education-related activity and specify the desired level of support necessary for the activity. Actual and necessary expenses incurred while discharging these official duties will be paid from the County School Service Fund as permitted by law and SCOE's travel policies. Requests will be placed on a future agenda for action.

X.c Suggestions on Future Board Agenda Items

Board Members may suggest future topics to be coordinated by the County Superintendent and presented by SCOE staff or external presenters.

X.d Board Member Activity Reports

Board Members may give a brief report on their recent activities including visits to SCOE program sites or attendance at educational conferences and workshops.

XI. ADJOURNMENT OF MEETING

SOLANO COUNTY BOARD OF EDUCATION
Solano County, California

RESOLUTION NO. B20-21-11
NATIONAL NATIVE AMERICAN HERITAGE MONTH

WHEREAS, during National Native American Heritage Month we honor the vibrant cultures, unique customs, and strong traditions of American Indians and Alaska Natives who were the first to carve out cities, domesticate crops, and call this land home; and

WHEREAS, Solano County was occupied for many centuries by Native Americans who called themselves "Patwins" with some of the Patwin village names having survived phonetically in Solano County in such modern place names as Suisun, Soscol, Ulati, and Putah; and

WHEREAS, Sem Yeto, Christianized as Francisco Solano, was Chief of the Patwin tribe and became friends with General Mariano Guadalupe Vallejo. The boundaries of Solano County were set in 1850, and General Vallejo, as a respected member of the legislature, named the county after his friend Chief Solano; and

WHEREAS, we recognize the vast contributions of Native Americans to the arts, business, education, engineering, literature, medicine, military service, sports, science, and every facet of our society, and we acknowledge and respect the significant influence of Native Americans on our Nation's development, government, and history, while recalling the many courageous sacrifices, forced assimilation, great adversities, and violent, painful past that they have endured and overcome; and

WHEREAS, the American culture can truly benefit from the preserved practices of native peoples including their tribal sovereignty and close relationship to the earth and all its inhabitants; and

WHEREAS, California Education Code §51204.5 specifically calls for instruction in the social sciences to include the study of the role and contributions of Native Americans to the economic, political, and social development of California and our Nation with particular emphasis on portraying the role of Native Americans in contemporary society.

NOW, THEREFORE, BE IT RESOLVED, that the Solano County Board of Education recognizes November as National Native American Heritage Month and encourages educators, students, and members of the community to learn more about the rich heritage of American Indians and Alaska Natives and the roles they have played in building and sustaining our Nation, and commemorate this occasion with appropriate instructional activities.

PASSED AND ADOPTED this 18th day of November 2020 by the Solano County Board of Education, Solano County, California, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

CERTIFICATION

I, Lisette Estrella-Henderson, Secretary to the Solano County Board of Education, Solano County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by said Board at a regular meeting thereof held on the above stated date, which resolution is on file in the office of said Board.

Secretary's Signature

Date

SOLANO COUNTY OFFICE OF EDUCATION
Solano County, California

RESOLUTION No. B20-21-12
PURPLE HEART MONTH

WHEREAS, the Solano County Office of Education and Solano County Board of Education have the highest admiration and utmost gratitude for all the brave men and women with past or present service in our Armed Forces, and have particular compassion for those who lost their lives or are suffering from combat-related injuries; and

WHEREAS, the Purple Heart Medal traces its origins as a military honor to General George Washington's August 7, 1782, *General Orders to the Continental Army*, which established the Badge of Military Merit directing that "whenever any singularly meritorious action is performed, the author of it shall be permitted to wear ... over the left breast, the figure of a heart in purple cloth;" and

WHEREAS, unlike the European tradition of such awards being reserved for high-ranking officers, the Badge of Military Merit could be awarded to soldiers of any rank, as in Washington's own words, "The road to glory in a patriot army and a free country is thus open to all;" and

WHEREAS, in 1932, on the 200th anniversary of George Washington's birth, the Badge of Military Merit was revived when the U.S. War Department authorized a new Purple Heart Medal to be awarded to any service member wounded or killed in action, retroactive to World War I service; and

WHEREAS, in 2011, the Department of Defense clarified the criteria for the Purple Heart Medal to include service members who sustain a traumatic brain injury (TBI) resulting from enemy-generated explosions; and on August 3rd, California Governor Edmund G. Brown, Jr., issued a proclamation declaring August 2011 as "Purple Heart Veterans Month," followed by California becoming the first state to designate itself a "Purple Heart State" on April 12, 2012, and the County of Solano designating itself as a "Purple Heart County" on April 22, 2014; and

WHEREAS, Solano County is home to more than 32,000 veterans and hundreds of living recipients of the Purple Heart Medal, while a total of nearly two million Purple Heart Medals have been awarded to combat veterans, including over 42,000 since the Vietnam War, and these figures represent the staggering amount of human suffering and unparalleled selfless sacrifices that our Veterans and service members have endured.

NOW, THEREFORE, BE IT RESOLVED, that the Solano County Board of Education wishes to honor and thank all our courageous service members and heroic recipients of the Purple Heart Medallion for their dedication to duty, selfless sacrifice, and personal courage in defense of our beloved America and acknowledges November as "Purple Heart Month" encouraging educators, students, and citizens of our community to respect our Purple Heart Medal recipients for their service, valor, and sacrifice, and remember all of our service members and veterans, the fallen and wounded, those unaccounted for, and our prisoners of war, with appropriate programs, ceremonies, and activities.

PASSED AND ADOPTED this 18th day of November 2020 by the Solano County Board of Education, Solano County, California, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

CERTIFICATION

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Secretary's Signature

Date

SOLANO COUNTY OFFICE OF EDUCATION
Solano County, California

RESOLUTION No. B20-21-13
CALIFORNIA RUNAWAY AND HOMELESS YOUTH AWARENESS MONTH

WHEREAS, studies indicate that nationally between 1.6 to 2.1 million youth ages 12-24 experience homelessness for at least one night or more each year, and the latest McKinney-Vento report suggests that California's youth accounts for about 262,935 of that figure, which continues to grow each year; and

WHEREAS, the reasons youth become runaways or homeless are varied: conflict and poverty in their homes; separation from parents through death or divorce; physical, sexual, and/or emotional abuse; neglect; and exiting juvenile corrections or foster care, and they often become disconnected from educational systems and the workforce and do not possess the skills or financial, housing, and transition resources to live on their own and feel there are no other options open to them; and

WHEREAS, only 22 of California's 58 counties presently have basic center programs for runaway and homeless youth, meaning that awareness of youth homelessness and its causes must be heightened to better coordinate services among the many families, businesses, law enforcement agencies, schools, as well as community and faith-based organizations who work to help youth in crisis stay off the streets; and

WHEREAS, the future well-being of our State depends on the value we place on our youth and the actions we take to support preventative efforts and offer helpful services that provide our most vulnerable young people with opportunities to acquire the knowledge, skills, and abilities needed to find and maintain stable housing and develop into healthy and productive adults.

NOW, THEREFORE, BE IT RESOLVED that the Solano County Board of Education does hereby acknowledge the month of November as California Runaway and Homeless Youth Awareness Month; support the Solano County Office of Education's Homeless Youth Services Program in helping vulnerable youth through current programs authorized under Title IV of the Social Security Act; promote training opportunities and programs that assist young people, especially foster youth, in remaining off the streets and in school; and applaud the initiative of individuals as well as public and private organizations dedicated to helping prevent homelessness among youth and providing aid when prevention fails.

PASSED AND ADOPTED this 18th day of November 2020 by the Solano County Board of Education, Solano County, California, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

CERTIFICATION

I, Lisette Estrella-Henderson, Secretary to the Solano County Board of Education, Solano County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by said Board at a regular meeting thereof held on the above stated date, which resolution is on file in the office of said Board.

Secretary's Signature

Date

SOLANO COUNTY BOARD OF EDUCATION
Solano County, California

RESOLUTION NO. B20-21-14
**AMERICAN EDUCATION WEEK/
NATIONAL EDUCATION SUPPORT PROFESSIONALS' DAY**

WHEREAS, November 16-20, 2020, marks the 99th annual observance of American Education Week, traditionally a time to heighten community awareness of the excellence achieved every day in our schools by students and staff, celebrate those who are making a vital difference in building great public schools for our Nation's nearly 56 million K-12 students, draw attention to the wonderful things happening in our public schools, and raise awareness about the critical need to provide every child with a quality public education; and

WHEREAS, great public schools are a basic right and the backbone of our democracy, providing young people with the tools needed to maintain our Nation's precious values of freedom, civility, and equality, and bringing together adults and children, educators and volunteers, business leaders and elected officials, in a common enterprise; and

WHEREAS, every student in every classroom must be educated to achieve his or her greatest potential so that our democratic society can endure, and we must nurture young Americans' hope for, and access to, a productive future by equipping them with both practical skills and broader intellectual abilities and by providing high educational standards so they can compete and succeed in the global society; and

WHEREAS, Wednesday, November 18, 2020, has been established to honor all of the education support professionals who recognize that our students and Nation will profit tomorrow from what we invest in education today and who tirelessly labor as an integral part of the education process be they bus drivers, cafeteria workers, clerical assistants, custodians, health service workers, librarians, maintenance staff, paraeducators, security officers, substitute educators, teachers, technology services employees, and other staff who serve our children and communities daily with care and professionalism and provide a safe and healthy learning environment for students; and

WHEREAS, all citizens in our community are affected by the quality of education in Solano County's public schools – whether or not they have children in school – because today's students are tomorrow's workforce, business leaders, legislators, and community members, and the quality of their educational system directly influences the quality of life in our community for all citizens in the future.

NOW, THEREFORE, BE IT RESOLVED, that the Solano County Board of Education recognizes that, to maximize our investment in the future, we must constantly strive to improve the effectiveness of our schools. In addition to the positive influence of school personnel, parents are urged to talk with their children about school, read with them, provide homework guidance, and ensure regular school attendance, because parents greatly shape their children's ability to benefit from their schooling.

PASSED AND ADOPTED this 18th day of November 2020 by the Solano County Board of Education, Solano County, California, by the following vote:

AYES:	_____
NOES:	_____
ABSTAIN:	_____
ABSENT:	_____

CERTIFICATION

I, Lisette Estrella-Henderson, Secretary to the Solano County Board of Education, Solano County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by said Board at a regular meeting thereof held on the above stated date, which resolution is on file in the office of said Board.

Secretary's Signature

Date

SOLANO COUNTY BOARD OF EDUCATION

Solano County, California

**RESOLUTION NO. B20-21-15
DAY OF THE SPECIAL EDUCATOR**

WHEREAS, in December of 1975, former President Gerald Ford signed our Nation's first special education law assuring that children with disabilities would be afforded assessment and rehabilitation services, access to education, and opportunities to learn; and

WHEREAS, to mark the 45th anniversary of this legislation, now celebrated as National Special Education Day, the Day of the Special Educator is observed to acknowledge the important work and commitment of those who work in special education classrooms such as special day class teachers, paraeducators, resource specialists, interpreters for the deaf and hard of hearing, speech and language therapists, behavior intervention specialists, nurses, specialists for the visually impaired, occupational and physical therapists, adaptive physical education teachers, assistive technology specialists, mobility specialists, autism specialists, program specialists, psychologists, and others who work in schools serving students with special needs; and

WHEREAS, special educators demonstrate flexibility by carrying out additional tasks such as coordinating related services and meetings; serving as an authority on assessments; completing Individualized Education Programs (IEP); performing file management duties to help ensure the legal responsibility of providing a Free Appropriate Public Education (FAPE) has been met; and being involved in the students' behavioral, social, and academic development, helping them progress emotionally, feel comfortable in social situations, be aware of acceptable behavior, and overcome difficulties by building upon strengths; and

WHEREAS, dedicated, hardworking special educators are invaluable resources who recognize that all children can learn but not in the same way or at the same pace, leading them to design, modify, and deliver appropriate curricula based on best teaching practices; epitomize good teaching techniques daily in every aspect of their work; remain open-minded, eager learners who constantly look to improve their skills and find even better source materials for their students; personalize and develop goals for their students, tailoring them to the student's individual needs and abilities; and hold high expectations that their students will be successful in reaching their full potential; and

WHEREAS, special educators exhibit qualities of compassion and patience; building collaborative relationships based on trust, teamwork, and shared accountability; work closely with parents to inform them of their child's progress and suggest techniques to promote learning at home; and stay aware of current laws governing special education to ensure IEPs are a comprehensive and beneficial document for parents, teachers, and students.

NOW, THEREFORE, BE IT RESOLVED that the Solano County Board of Education does hereby recognize December 2, 2020, as the Day of the Special Educator to acknowledge the commitment and contributions of special educators, and encourage all citizens to show appropriate appreciation for the dedication and hard work of special educators as they serve the unique needs of our students.

PASSED AND ADOPTED this 18th day of November 2020, by the Solano County Board of Education, Solano County, California, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

CERTIFICATION

I, Lisette Estrella-Henderson, Secretary to the Solano County Board of Education, Solano County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by said Board at a regular meeting thereof held on the above stated date, which resolution is on file in the office of said Board.

Secretary's Signature

Date

SOLANO COUNTY BOARD OF EDUCATION
Solano County, California

RESOLUTION NO. B20-21-16
EXCUSE BOARD MEMBER ABSENCE
DANA DEAN – SPECIAL BOARD MEETING
SEPTEMBER 29, 2020

WHEREAS, the Solano County Board of Education has adopted Board Policy 9250 providing for the remuneration, reimbursement, and other benefits for Board members; and

WHEREAS, California Education Code (EC) section 1090, and Board Policy 9250, gives the Board authority, by resolution duly adopted and included within its minutes, to pay a Board member for a missed meeting when the reason for the absence meets the terms stated in §1090(d).

NOW, THEREFORE, BE IT RESOLVED, that the Solano County Board of Education affirms that DANA DEAN (AREA 3) was absent from the SPECIAL Board Meeting on WEDNESDAY, SEPTEMBER 29, 2020 for the following reason:

_____ At the time of the meeting, the absent Board member was performing services elsewhere on behalf of the Board and with the Board's prior consent.

_____ At the time of the meeting, the absent Board member was ill or on jury duty.

X The Board member's absence was due to a hardship* deemed acceptable by the Board as follows: PERSONAL BUSINESS (WORK)

(Hardship is defined the same as "personal necessity" authorized for employees of the Solano County Office of Education such as appearance in court, religious holiday, death or serious illness/injury of immediate family member, personal emergency/accident, or personal business.)*

BE IT FURTHER RESOLVED, that this Board does hereby declare that the absence of Trustee DEAN on SEPTEMBER 29, 2020 was of a nature to warrant full payment for that meeting.

PASSED AND ADOPTED this 18th day of November 2020 by the Solano County Board of Education, Solano County, California, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

CERTIFICATION

I, Lisette Estrella-Henderson, Secretary to the Solano County Board of Education, Solano County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by said Board at a regular meeting thereof held on the above stated date, which resolution is on file in the office of said Board.

Secretary's Signature

Date

SOLANO COUNTY BOARD OF EDUCATION

MINUTES

Special Meeting – Study Session September 29, 2020

The Solano County Board of Education met in special session on Tuesday, September 29, 2020. Pursuant to Executive Orders N-29-20 issued by California Governor Gavin Newsom on March 17, 2020, and N-35-20 issued March 21, 2020, the meeting was held remotely by Zoom Webinar and accessible to the public.

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

Board President Peggy Cohen-Thompson called the meeting to order at 3:02 PM. Trustee Michelle Coleman led those present in the Pledge of Allegiance.

Members Present

Peggy Cohen-Thompson, President (Trustee Area 7)
Michelle Coleman, Vice President (Trustee Area 1)
Elease Cheek (Trustee Area 5) (*arrived 3:12 PM*)
Ginger Dunne (Trustee Area 6)
Teresa Lavell (Trustee Area 4)
Amy Sharp (Trustee Area 2)

Members Absent

Dana Dean (Trustee Area 3)

Others Present

Lisette Estrella-Henderson, Solano County Superintendent of Schools, serving as Secretary to the Board

County Superintendent of Schools Office – Tommy Welch, Dr. Andrea Lemos, Mike Minahen, Laryn Bishop, Monica Ross, Nikki Pacheco, Paul Deal, Steve Ramos, Tammy Busch, Marnie Lynch, Lilibeth Pinpin

Other Participants (identified by screen name)

Carrie Scarlata, Solano County Counsel's Office
Megan Macy, Lozano Smith
Courtney de Groof, Lozano Smith
Pam Conklin, Travis Unified School District
Sue Brothers, Travis Unified School District
Jeann McDougald
Christina Palmer
Vincent Ruiz
Others from the community

II. APPROVAL AND ADOPTION OF AGENDA

Motion was made by Trustee Coleman, seconded by Trustee Sharp, and unanimously approved by a roll call vote to adopt the agenda as presented. (*Trustees Cheek and Dean were absent.*)

III. ROBERT'S RULES OF ORDER FOR ONLINE MEETINGS

Carrie Scarlata, Assistant County Counsel, provided information on parliamentary procedure and Robert's Rules of Order.

[Roberts Rules for Remote Meetings-SCOE-Sept..2020.pptx](#)

IV. SERVICES AND SUPPORT FOR STUDENTS OF MILITARY FAMILIES

Superintendent Estrella-Henderson introduced Sue Brothers, Assistant Superintendent of Educational Services for Travis Unified School District (TUSD), who reported on the services and support that TUSD provides to students of military families and responded to questions from the Board.

[Support for Military Families.pptx](#)

V. SERVICES AND SUPPORT FOR MILITARY SPOUSES – TEACHER CREDENTIALING

Superintendent Estrella-Henderson introduced Paul Deal, Credentials Analyst and Induction Manager, who reported on the services and support that the Solano County Office of Education (SCOE) provides to military spouses seeking to obtain California Teaching Credentials and responded to questions and comments from the Board.

[Board Study Session 2020.pdf](#)

VI. RECESS

A recess was called at 4:28 PM. The meeting reconvened at 4:35 PM.

VII. NEW CHARTER SCHOOL LAWS AND OVERSIGHT

Superintendent Estrella-Henderson introduced attorneys with the law firm Lozano Smith – Megan Macy, Partner, and Courtney de Groof, Associate -- who reported on recent charter school laws, board policy updates, and effective oversight strategies. Board discussion and questions followed.

[Charter school law.pptx](#)

VIII. WRAP-UP/EVALUATION

Superintendent Estrella-Henderson facilitated a discussion of those areas of the study session that went well or needed improvement.

+ Plus

- + Study session topics were in response to Board Member requests
- + Fantastic presenters
- + Very informative review of new laws and their affect on the Board
- + Everything was excellent
- + Especially appreciated the overview of policy updates and explanation of dependent and independent charters
- + Looking forward to new policy changes

▲ Delta

- △ Virtual study session not the same as in person

IX. CLOSING COMMENTS

There were no closing comments.

X. ADJOURMENT

There being no further business, the meeting was adjourned at 5:59 PM.

SOLANO COUNTY BOARD OF EDUCATION

MINUTES Regular Session October 14, 2020

The Solano County Board of Education met in Regular Session on Wednesday, October 14, 2020. Pursuant to Executive Orders N-29-20 issued by California Governor Gavin Newsom on March 17, 2020, and N-35-20 issued March 21, 2020, the meeting was held remotely by Zoom Webinar and accessible to the public.

I. CALL TO ORDER IN OPEN SESSION AND PLEDGE OF ALLEGIANCE TO THE FLAG

Board President Peggy Cohen-Thompson called the meeting to order at 6:02 PM. Board Vice President Michelle Coleman led the Pledge of Allegiance.

II. ROLL CALL

Members Present

Peggy Cohen-Thompson, President (Trustee Area 7)
Michelle Coleman, Vice President (Trustee Area 1)
Elease Cheek, (Trustee Area 5)
Dana Dean, (Trustee Area 3)
Ginger Dunne, (Trustee Area 6)
Teresa Lavell, (Trustee Area 4)
Amy Sharp, (Trustee Area 2)

Others Present

Lisette Estrella-Henderson, Solano County Superintendent of Schools, serving as Secretary to the Board

County Superintendent of Schools Office – Tommy Welch, Dr. Andrea Lemos, Mike Minahen, Jennifer Leonard, Laryn Bishop, Nikki Pacheco, Steve Ramos, Siobhan Dill, Amy Chavez, Dr. Nicola Parr, Tammy Busch, Beth Coit, Dr. Valerie Garrett, Meredith Webb, Susan Labrecque, Jennifer Dickinson, Kelley Birch, Ilah Feeney, Kimberly Lane, Marnie Lynch, Lilibeth Pinpin, Paul Deal, Diana Lopez, Liz Varon, Terrell Parr

Other Participants (identified by screen name)

Carrie Scarlata, Solano County Counsel's Office
Megan Macy, Lozano Smith
Dr. Ramona Bishop, ELITE Public School
Edward Holloman, Solano County Probation
Community members: Robert Thomas, Bonnie Hamilton, Ramiro Barron, Abigal Dunne, and others from the community

III. APPROVAL AND ADOPTION OF AGENDA

Motion was made by Trustee Dean, seconded by Trustee Dunne, and carried by a unanimous roll call vote to adopt the agenda as presented.

IV. CONSENT ITEMS

Motion was made by Trustee Cheek, seconded by Trustee Coleman, and carried by a unanimous roll call vote to approve the following Consent Items.

- IV.a. Resolution — Filipino American History Month and Larry Itliong Day
[Res B20-21-05- Filipino American History Mo.pdf](#)
- IV.b. Resolution — National Bullying Prevention Month
[Res B20-21-06- National Bullying Prevention Mo.pdf](#)
- IV.c. Resolution — California School Bus Safety Awareness Month
[Res B20-21-07- CA School Bus Safety Awareness Mo.pdf](#)
- IV.d. Resolution — America's Safe Schools Week
[Res B20-21-08- America's Safe Schools Week.pdf](#)
- IV.e. Resolution — California Week of the School Administrator
[Res B20-21-09- Week of the School Administrator.pdf](#)
- IV.f. Resolution — Red Ribbon Week
[Res B20-21-10- Red Ribbon Week.pdf](#)
- IV.g. Approval and Adoption of Minutes
[09-09-20 Regular Mtg Minutes - draft.pdf](#)

V. COMMENTS FROM THE COMMUNITY

There were no comments from the community.

VI. CORRESPONDENCE

There was no correspondence to share.

VII. SUPERINTENDENT'S REPORT

VII.a. Student of the Month Recognition Program

Ilah Feeney, Program Administrator for Special Education, and Dr. Valerie Garrett, Program Administrator of Educational Options, talked about Ariya Chue, who attends SCOE's program at Travis Elementary School, and Robert Turner of Golden Hills Community School and why each was selected as Student of the Month.

VII.b. College and Career Readiness

Kelley Birch, Assistant Director of College and Career Readiness, and Kim Lane, K12 SWP Project Coordinator, provided an update on SCOE's College and Career Readiness initiatives. Board discussion and questions followed.

[CCR Board Presentation.pptx](#)

VII.c. District and School Support Overview and Plan

Dr. Andrea Lemos, Deputy Superintendent of Educational Services and Student Programs, introduced Marnie Lynch, Senior Director of District and School Support, who gave an overview of district and school support including differentiated assistance, technical assistance, and collaborative opportunities provided to schools and Local Educational Agencies (LEAs) in Solano County. Board discussion and questions followed.

[District and School Support.pptx](#)

VII.d. Charter School Update

Superintendent Estrella-Henderson spoke about the transition of charter school oversight to a cross-departmental team approach led by Dr. Lemos along with Ms. Lynch, Lilibeth Pinpin, Director of Innovative Programs and Student Success, Paul Deal, Credentials Analyst and Induction Manager, and Tammy Busch, Director of Compliance and Oversight. Staff provided a charter school update followed by questions and discussion.

Megan Macy, Partner with Lozano Smith, spoke about the need to align the Board's charter school policy with new legislation. It was agreed to have a first reading of the policy at the November regular meeting.

[Elite presentation.pptx](#)

[ELITE Narrative.pdf](#)

[ELITE Charter Reporting schedule.pdf](#)

VII.e. Local Continuity and Attendance Plan Update

Dr. Garrett and Amy Chavez, Director of Student Services, Equity, & Support Services, gave an update on SCOE's 2020-21 Learning Continuity and Attendance Plan and provided a schedule of upcoming Local Control and Accountability Plan (LCAP) stakeholder engagement sessions.

[Learning Continuity Plan Update.pptx](#)

[2020-2021 Stakeholder Engagement Dates.pdf](#)

VII.f. Human Resources Report

Mike Minahen, Associate Superintendent of Human Resources and Educator Effectiveness, reported on routine personnel matters.

[New Hires to Board 9-28-2020.pdf](#)

VII.g. Temporary Certificates

Temporary certificates approved by the County Superintendent were noted.

[TCC Report 8-22-20 to 9-27-20.pdf](#)

VIII. AGENDA ITEMS REMOVED FROM CONSENT ITEMS

There were no items removed from the Consent Items.

IX. BOARD DISCUSSION

IX.a. Board Member Requests

There were no requests from Board Members to represent the Board at any educational activities.

IX.b. Suggestions on Future Board Agenda Items

Trustee Sharp requested a report about students in the Special Education programs.

IX.c. Board Member Activity Reports

Some of the Board Members reported on their recent education and community related activities.

Trustee Cheek has been working on the Solano Women and Girls Commission, Solano Black Chamber of Commerce, and efforts to reopen Heather House.

Trustee Dean is considering running for the office of Vice President of the California School Boards Association (CSBA).

Trustee Dunne attended virtual meetings including the California County Boards of Education (CCBE) Annual Conference and the Board's Special Meeting/Study Session. Small cohorts of students will soon be on campus at her school for 2-1/2 hours, two days per week.

Trustee Lavell attended virtual meetings including the CCBE Annual Conference and the Solano County Equity Summit. She continues attending school and working with the library.

Trustee Sharp participated in a variety of webinars and the virtual Board Study Session, finished her final CSBA Masters in Governance course, and completed work with the CCBE Nominating Committee.

Trustee Cohen-Thompson attended many of the events previously mentioned and participated in multiple webinars and zoom conferences including the Hispanic State Conference and the Sacramento Black Chamber of Commerce.

X. ADJOURNMENT OF MEETING

There being no further business, the meeting was adjourned at 8:01 PM.



Lisette Estrella-Henderson, Superintendent of Schools
5100 Business Center Drive, Fairfield, CA 94534-1658
707.399.4400 ★ www.solanocoe.net

November 2, 2020

Peggy A. Cohen, President (Trustee Area 7)
Michelle Coleman, Vice President (Trustee Area 1)
Elease Cheek (Trustee Area 5)
Dana Dean (Trustee Area 3)
Ginger Dunne (Trustee Area 6)
Teresa Lavell (Trustee Area 4)
Solano County Board of Education
5100 Business Center Drive
Fairfield, CA 94534

Dear Trustees:

In order to comply with the Williams Settlement, current law (Section 1240 of California Education Code) requires the County Superintendent, or his/her designee, to report on schools ranked in deciles 1-3 on the 2012 Academic Performance Index (API).

The purpose of the report as specified in California Education Code (EC) Section 1240 is to describe the State of the Schools related to:

1. students having access to “sufficient instructional materials in four core subject areas (English/Language Arts, Mathematics, History/Social Science, Science) and as appropriate, science laboratory equipment, World Languages, and Health”;
2. compliance with facilities maintenance to determine the condition of a facility that “poses an emergency or urgent threat to the health or safety of pupils or staff”; and
3. the school providing accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the condition of facilities.

The law further requires that the County Superintendent annually monitor and review:

1. teacher misassignments and teacher vacancies in all schools; and
2. quarterly reports on complaints filed with the school district concerning insufficient instructional materials, teacher vacancies and misassignment, and emergency or urgent facilities issues under the Uniform Complaint Procedure.

In addition, the County Superintendent is required to determine the condition of school facilities.

Basic terms defined:

- "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction. The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.
- "Misassignment" means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
- "Vacant teacher position" means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
- "Sufficient textbooks or instructional materials" means that each pupil, including English learners, has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments. It does not require two sets of textbooks or instructional materials for each pupil. It does not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage.

The findings are based on an audit of 50 percent of classrooms in each of the schools visited as well as other facilities as outlined in the Facility Inspection Tool (FIT) including, but not limited to, multi-purpose rooms, restrooms, and playground/school grounds.

During school closures due to COVID-19, Senate Bill 820 has authorized the following guidelines for the 2020-21 school year:

1. The existing authorization for the Los Angeles County Office of Education to use a combination of visits and written surveys of teachers for the purpose of determining sufficiency of textbooks and instructional materials is extended to every County Office of Education and County Superintendent of Schools.
2. For purposes of the annual report, a County Superintendent of Schools may rely on information obtained through means other than a physical visit to the school site, including school administrator or teacher surveys. The report shall include a justification indicating why a school site visit was not conducted and an outline of plans to conduct a school site visit as soon as possible, and the County Superintendent of Schools shall provide an updated report before July 1, 2021.
3. The requirement that the County Superintendent of Schools annually conduct a visit of schools is waived for any school that does not offer in-person instruction from March 2020 to June 2021, inclusive. This waiver applies only for the time during which the school does not provide in-person instruction, and the County Superintendent of Schools shall make a plan to visit all necessary school sites as soon as possible.
4. The requirement that 25 percent of the visits be unannounced is waived. However, an unannounced visit may be undertaken at the discretion of the County Superintendent of Schools in compliance with any orders or guidance issued by any local or state public health official.

Findings:

Chart B – County Wide Results – shows data by district for all the four districts in the six areas we monitored. This data is a compilation of all the Williams Schools in the county.

Follow up:

Solano County Office of Education will report to the board again in June, 2021, regarding on-site inspection of instructional materials, if applicable, and the annual review of teacher assignment/misassignment and vacancies for all sites as required by the changes in Ed Code.

In conclusion, the Solano County Office of Education is available to support any actions that need to be taken to address the needs identified in the report.

Sincerely,



Lisette Estrella-Henderson
Solano County Superintendent of Schools

LEH:am

Enclosures: Chart A: Williams Lawsuit Schools – Solano County
Chart B: County Wide Results Summary

Williams Lawsuit Schools – Solano County - CHART A
Williams Settlement Deciles 1-3 Schools
2020-2021

District	School	Decile*	Level
Dixon USD	Anderson Elementary	1	Elementary
Dixon USD	Gretchen Higgins Elementary	2	Elementary
Fairfield-Suisun USD	Anna Kyle Elementary	3	Elementary
Fairfield-Suisun USD	Cleo Gordon Elementary	3	Elementary
Fairfield-Suisun USD	Sheldon Academy	3	Elementary
Fairfield-Suisun USD	Fairfield High	3	High
Fairfield-Suisun USD	Fairview Elementary	3	Elementary
Fairfield-Suisun USD	Suisun Elementary	3	Elementary
Vacaville USD	Edwin Markham Elementary	2	Elementary
Vacaville USD	Eugene Padan Elementary	3	Elementary
Vallejo City USD	Dan Mini Elementary	3	Elementary
Vallejo City USD	Federal Terrace Elementary	2	Elementary
Vallejo City USD	Glen Cove Elementary	2	Elementary
Vallejo City USD	Grace Patterson Elementary	1	Elementary
Vallejo City USD	Hogan Middle	3	Middle
Vallejo City USD	Johnston Cooper Elementary	3	Elementary
Vallejo City USD	Lincoln Elementary	3	Elementary
Vallejo City USD	Loma Vista Elementary	1	Elementary
Vallejo City USD	Mare Island Elementary	3	Elementary
Vallejo City USD	Solano-Widenmann	1	Elementary/Middle
Vallejo City USD	Vallejo High	2	High

*Based on 2012 Academic Performance Index (API)

County Wide Compilation of Results - CHART B
Williams Settlement Deciles 1-3 Schools
2020-2021

District	% of Deciles 1-3 Schools with Sufficient Instructional Materials	FIT Results COE Inspections of Deciles 1-3 Schools	% of Deciles 1-3 Schools with Accurate SARC's	Number of Unanswered Complaints in Relation to the Uniform Complaint Procedure
Dixon USD	100%	Exemplary = 0 Good = 2 Fair = 0 Poor = 0	100%	0
Fairfield-Suisun USD	100%	Exemplary = 3 Good = 3 Fair = 0 Poor = 0	100%	0
Vacaville USD	100%	Exemplary = 0 Good = 2 Fair = 0 Poor = 0	100%	0
Vallejo City USD	100%	Exemplary = 3 Good = 7 Fair = 1 Poor = 0	100%	0

Quarterly Report on Williams Uniform Complaints
2020-2021 Academic Year
[Education Code § 35186]

District: Golden Hills Community School, Fairfield & Vacaville and Juvenile Detention Facility
Evergreen Academy

Person completing this form: Amy Chavez

Title: Director, Student Services

Quarterly Report Submission Date: October 2020 (July-September complaints)

Date for information to be reported publicly at governing board meeting: November 18, 2020

Please check the box that applies:

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

Lisette Estrella-Henderson
Print Name of County Superintendent



Signature of County Superintendent

10-2-2020

Date



**ELITE CHARTER SCHOOL
MONTHLY REVIEW SNAPSHOT (November 2020)**

Performance Category	Meets Expectations	Needs Attention	Needs Improvement	Notice of Concern	Notice of Violation	Comments
Fiscal & Business Operations		X				- Oversight Fees
Governance		X				- Public Records Act Policy - Board Training on Brown Act & Fair Political Practices Act
Educational Program and Student Performance		X				- Teacher credential requirements - Fingerprinting - Notice to Parents/Guardians (Admission and Enrollment)
Organizational Management, Facilities, Programs, and Operations	X					
Human Resources		X			-	- Teacher credential requirements - Fingerprinting



**ELITE CHARTER SCHOOL
REPORTING SCHEDULE MATRIX
2020-2021 School Year**

PAST DUE

Item / Description	Due Date	Requests & Responses	Requirement
ADMISSION AND ENROLLMENT			
1. Notice to Parents / Guardians Updates	September 15, 2020	Email Request: 6/9/2020, 6/30/2020, 9/8/2020, 9/23/2020 Phone Request: 7/28/2020, 8/28/2020 Phone Response: 8/28/2020, 9/28/2020 – Attorney is working on updating notices with the changes in legislation. Zoom meeting Response: 10/30/2020- Will submit on 11/10/2020	Ed Code, 48980
ADOPTED BOARD POLICIES			
2. Public Records Act Policy	January 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020 Phone Request: 8/28/2020 Phone Response: 7/28/2020 – update will be forwarded. Email Response: 9/21/2020 Phone response- 9/28/2020 – attorney still working on policy and will be presented in Elite's	MOU, Ed. Code, 47604.1

		10/12/2020 Board Meeting. Elite's 10/12 Board Meeting - attorney still working on policy. Zoom meeting Response: 10/30/2020- Will submit on 12/8/2020	
GOVERNANCE			
3. Board Training on Brown Act & Fair Political Practices Act	September 30, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020 Phone Request: 8/28/2020 Phone Response: 9/28/2020 – The training has been moved to 10/12/2020. Elite's 10/12 Board Meeting – Each board member will watch the training video on their own. Zoom meeting Response: 10/30/2020- Will confirm with Elite Board members on 11/9/2020	MOU, CA Govt. Code 54950
FINANCIAL REPORTING			
4. Oversight Fees	Monthly Invoices	Monthly email request from SCOE: latest is on 10/16/2020. August, September and October 2020 owed	Per MOU
UPCOMING DEADLINES			
Item / Description	Due Date	Requests & Responses	Requirement
1. Meeting Minutes	Posted in Elite's website within 5 days of approval.	SCOE checks Elite's website. Zoom Meeting Response: 10/30/2020 – Will post once Elite's website is fully constructed.	Per MOU
2. Meeting Agendas	Posted in Elite's website 72 hours	SCOE checks Elite's website.	Brown Act

	before board meeting on 11/9/2020		
3. Monthly ADA Summary	15 th of each month	Received: 10/30/2020	Per MOU
4. SB 820 Growth Funding Application	November 6, 2020	Email Reminder: 10/30/2020	Per CDE
5. Annual Audit	December 15, 2020		Per MOU and Ed Code
6. First Interim Report	December 15, 2020		Per MOU
7. Bi-annual Risk Management Audit	Dates TBD	Phone Conversation: 8/28/2020	Per MOU but no specified date
8. First Principal Apportionment (P-1)	January 15, 2021		Per CDE
9. SARC	February 1, 2021		Per CDE
10. Fiscal Solvency Report	Bi-annual – February 10, 2021- 1 st date; 2 nd date- TBD	Email Request: 9/10/2020 – Reminded Elite of their Board presentation on 2/10/2021	Per MOU but no specified date
11. Annual Apportionment (P-annual)	February 20, 2021		Per CDE
12. Performance Review Report	March 1, 2021		Per MOU
13. Second Interim Report	March 15, 2021		Per MOU
14. Consolidated Applications Reporting System	March 31, 2021		Per CDE
15. Second Principal Apportionment (P-2)	May 1, 2021		Per CDE
RECEIVED			
Item / Description	Due Date	Requests & Responses	Requirement & Date Received
ACADEMIC PROGRAM			
1. Curriculum	August 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/28/2020 Phone Response: 7/14/2020- Dr. Shackelford will provide Health curriculum.	AB 1861,1868, 2601; 9/1/2020

2. Learning Continuity and Attendance Plan (LCP)	September 30, 2020	Email Request: 10/26/2020- Post ADA-compliant copy in Elite's website	Governor's Executive Order 26-20; 9/23/2020
3. Instructional Minutes/Daily Bell Schedule	When school reopens	Email Request: 6/9/2020, 6/30/2020	MOU; 9/23/2020
ADMINISTRATION			
4. Risk Management Plan	July 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020, 7/28/2020	MOU; Elite's Response: 9/16/2020 – Alliance Insurance has performed several onsite risk management assessments.
5. Proof of Insurance	July 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020, 7/28/2020	MOU; 8/21/2020
6. Mandated Reporting Training	August 30, 2020	Email Request: 6/9/2020, 6/30/2020, 7/28/2020	AB 2246; 9/1/2020
7. Mandated Suicide Prevention Training	August 30, 2020	Email Request: 6/9/2020, 6/30/2020, 7/28/2020	AB 2246; 9/1/2020
8. Certification of Employee Screening	September 15, 2020	Email Request: 6/9/2020, 6/30/2020, 7/28/2020	AB 1747; 7/28/2020 (Final staffing list needed because of staff turn-over and vacancy)
9. Certificated employee assignment/credentialing roster	September 15, 2020	Email Request: 6/9/2020, 6/30/2020, 7/28/2020	AB 1210; 7/28/2020 SCOE's Response: 8/6/2020- Present – ongoing communication between Elite and SCOE on potential misassignments

10. PERS Reporting	Pending PERS Approval		Charter Petition
ADMISSION AND ENROLLMENT			
11. Application/Registration Form	July 1, 2020		SB 75 & MOU; Elite website has online registration form.
12. Student/Family Handbook	August 15, 2020	Email Request: 6/9/2020, 6/30/2020 Phone Request: 7/28/2020	Multiple Ed Codes; 8/28/2020
ADOPTED BOARD POLICIES			
13. Health and Safety Policy (s)	July 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020	MOU; 8/28/2020
14. Complaint and/or Internal Dispute Policy	August 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020	UCP; 9/16/2020
15. Conflict of Interest Policy	August 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020	Ed Code 47604.1; 7/13/2020
16. Student Free Speech Policy	August 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020	State and Federal laws; 8/28/2020
17. Student Grading/Promotion	August 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020	MOU; 8/28/2020
18. Suicide Prevention Policy	August 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020	AB 2246 and 2639; 8/28/2020
19. Fiscal Management, Control Policy and Payroll Policy	August 15, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020	MOU; 8/25/2020
20. Personnel Policy (s)	August 15, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020	MOU; 8/28/2020
21. English Learner Policy	August 30, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020 Email Request: 8/28/2020 Phone Responses 7/28/2020 – update will be forwarded. Phone Response: 9/28/2020- No updates	AB 2735; Included in Elite Charter Petition
22. Student Discipline Policy	September 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020	SB 419 and MOU; 8/28/2020

ATHLETICS			
23. Emergency Plan	July 1, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020 Email Responses: 7/28/2020 – update will be forwarded; 9/16/2020 – Alliance Insurance will provide training to staff when school reopens for in-person instruction.	AB 2009 and 1595; No updates from 2019-2020
24. Concussion Protocol	August 30, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020 Email Responses: 7/28/2020 – update will be forwarded; 9/16/2020 – Alliance Insurance will provide training to staff when school reopens for in-person instruction.	AB 49475; No updates from 2019-2020
ATTENDANCE REPORTING			
25. PENSEC Report	July 31, 2020		Ed Code 43505; 8/27/2020
26. COVID-19 School Closure Certification	August 27, 2020	Email Request: 6/25/2020, 8/24/2020	Governor's Executive Order 26-20; Turned in to CDE
27. CBEDS	October 30, 2020	Email Reminder: 10/28/2020 Email Response: 10/29/2020- copied on CBEDS Report.	CDE; 10/29/2020
GOVERNANCE			
28. Board Meeting Schedule	July 1, 2020		MOU; 8/13/2020
29. Board Roster	July 1, 2020		MOU; 6/18/2020
FACILITIES			
30. Facilities Lease Agreement	September 30, 2020		MOU; 9/15/2020
FINANCIAL REPORTING			
31. Cash Flow and Bank Statements	Monthly	Email Request: 9/23/2020	MOU; 10/22/2020 – September 2020 Cashflow

			11/2/2020 – September 2020 bank statement.
32. Adopted Budget	July 1, 2020	Email Request: 6/9/2020, 6/25/2020, 7/21/2020; 8/10/2020 8/13/2020 - SCOE sent budget review letter and response due within 30 days Elite's response: 9/18/2020	MOU; 6/26/2020 – sent without signature page; 8/27 – sent with signature page
33. Unaudited Actuals	August 15, 2020	Email Request: 6/9/2020, 6/30/2020, 7/14/2020	MOU; 9/14/2020



ELITE 2020-21



ELITE ADA

Enrollment

- TK-3rd - 253
- 4th-6th - 122
- 7th-8th - 80
- 9th-10th - 25
- Total - 480 students



Financials

1st Interim and Audited Actuals are due December 15, 2020 to SCOE.

Cash flow and bank statements have been received through September 2020.

Per Ed Code 47604.32 charter school authorizer must monitor the fiscal condition of each charter school under its authority.

October/November timeline

- CBEDS due 10-30-2020 to CDE – Elite provided SCOE with copy on 10-29-2020
- SB 820 Growth Funding Application due to CDE on 11-6-2020



ELITE Board Narrative November 18, 2020

General Communication:

SCOE and ELITE communicate weekly by email regarding requesting and receiving documents related to oversight. SCOE shares information from CDE with ELITE and ELITE provides information to SCOE. SCOE and Elite also meet monthly to discuss these topics.

Updates:

Fiscal/Operations:

Elite has submitted the September 2020 Cashflow and Bank statements through September 2020. Elite has been invoiced for oversight fees for August through October 2020 and currently owe \$15,219.60.

Educational Services:

ELITE's Learning and Continuity Attendance Plan (LCP) was approved at their board meeting on 9/14/2020 and received by SCOE on 9/23/2020. Elite has submitted an ADA-compliant LCP on 10/23/2020 which they will post on their website. This was posted on SCOE's website on 10/23/2020.

Human Resources:

SCOE's Credential Analyst and Induction Manager, has been working with ELITE regarding teacher assignments and credentialing. **Two major concerns were identified in relation to Elite's employment of teachers for the 20-21 school year. Several teachers were employed without valid and appropriate teaching credentials for their assignments prior to obtaining mandatory CTC fingerprint clearance and prior to Elite submitting acceptable documentation to SCOE for issuance of a Temporary County Certificate to authorize service while a CTC application is being processed. There are continuing concerns about whether Elite has changed their practices and procedures to avoid this in the future.**

With the receipt of 17 application packets since the last board meeting, we can now provide a more comprehensive review of Elite's 2020-2021 certificated staffing:

- 19 teachers hold a valid document or have applied for a document with CTC and are authorized to serve via Temporary County Certificates until CTC reviews their applications. Assuming all applications are successful, we now have a better understanding of how their teaching positions will be staffed.
 - Six (6) teachers will hold waivers to allow them to teach for this year only.
 - Their waivers will be backdated to the start of their employment in August.
 - Four (4) additional teachers will hold waivers to teach this year only.

- They did not meet the qualifications to teach on the date Elite allowed them to start working. Their waivers could not be backdated to the date their employment started.
 - SCOE's Credential Analyst and Induction Manager has been working with Elite to ensure that their hiring practices are adjusted so this does not occur in the future.
- One (1) teacher will hold both an emergency permit and a waiver (DI assignment) for this year only.
- Two (2) teachers will hold emergency permits for this year only.
- One (1) teacher will hold an intern credential.
- Four (4) teachers will hold "full" preliminary or clear credentials.
- One (1) teacher will hold a preliminary credential and an emergency permit.
- Three positions are not yet filled:
 - Middle & High School PE Teacher
 - Middle & High School Spanish Teacher
 - Middle & High School Elective Teacher (Robotics/Computer Programming/Engineering)
- We are awaiting staffing information on:
 - 6th grade Cored assignments
 - 7th grade departmentalized assignments
 - 8th grade departmentalized assignments

CTC's assignment monitoring system has identified several misassignments for Elite during the 2019-2020 school year which will be researched with Elite to respond to CTC. Staffing information for Elite's 2019-2020 school year was not received, so there is very little information about their teachers or their teaching assignments from last year available to us.

Updates from Elite:

During the monthly SCOE and Elite check-in, Dr. Bishop shared the following items:

- Grades 7th-10th grade students are learning coding and robotics using Linkbots and program from UC-Davis C-STEM.
- TK-10th grade students are learning Spanish 1-2 days/week.
- Staff profile reflects the community.
- Tutoring is provided to students after school based on intervention needs.
- President/CEO Dr. Ramona Bishop was featured in Charter School Capital under Remarkable Leaders Section.
- Co-founder Dr. Alana Shackelford trains and coaches teachers on a daily basis.

A 3D illustration of a puzzle. A path of red puzzle pieces is assembled, forming a bridge-like structure that leads from the foreground towards the background. The surrounding puzzle pieces are white and remain unassembled. The scene is lit from the side, creating shadows and highlights on the 3D pieces.

Learning Continuity and Attendance Plan (LCP)

November 2020 Update

Professional Learning for JCCS Staff

- Edgenuity Online Training
- Environmental Science Training
- Google Classroom
- How To Effectively Implement Zoom Platform for Instruction
- Positive Behavior Intervention and Supports
- How To Use Mindfulness in a Virtual Platform
- Building Culture with Students During Distance Learning and In Person Instruction
- Commercially Sexually Exploited Children Prevention
- Number Talks and Math Instruction
- Distance Learning Attendance and Engagement Logs for the LCP
- English Language Arts Engagement Strategies



**Solano County Office of Education
Report to the Board of New Hires**

Type	Job Title	Total
New Hire	Educational Translator/Interpreter II (Spanish)	1
Promotion	Vocational Specialist	1

Current recruitment postings: www.edjoin.org/solanocoe

Registered between 09/28/2020 and 10/31/2020

Name	SSN4	Assign Orgs	Document # Term:Description	TC Requirement Authorizations	Subjects	Registered Renewal Codes	Expires
Title SA12 - Crosscultural, Language and Academic Development Certificate							
PATOCCHI, ROBERT J		003	TCC-FSUSD CL: Clear	ELA1		10/30/2020	03/31/2021

Title SA13 - Crosscultural, Language and Academic Development Permit							
ALBERS, MALLORY C		006	TCC-TUSD EM: Emergency	ELA1		10/07/2020	12/31/2020
ISACHSEN-FRASER, KIRSTEN A		None	TCC-ELITE EM: Emergency	ELA1		10/21/2020	03/31/2021
SANCHEZ, SOMMER E		002	TCC-DUSD EM: Emergency	ELA1		10/23/2020	03/31/2021
SHOCKEY, ADRIENNE L		006	TCC-FSUSD EM: Emergency	ELA1		10/07/2020	12/31/2020
Total Persons Listed for SA13: 4							

Title SA15 - Bilingual Authorization Permit							
BELTRAN, YADIRA		None	TCC-FSUSD WV: Waiver	BASP		10/27/2020	06/09/2021
VILLEGAS AVINA, BRENDA		None	TCC-ELITE WV: Waiver	BASP		10/20/2020	03/31/2021
Total Persons Listed for SA15: 2							

Title SC1A - Administrative Services Credential							
CHANG, RACHEL C		003	TCC-VCUSD P5: Preliminary	R54A		10/14/2020 R86L	03/31/2021
GOVI, KIMBERLY A		050	TCC-SCOE P5: Preliminary	R54A		10/06/2020 R86L	03/31/2021

Selection Grouped by Credential Title / Sorted by Last Name, Filtered by (No Date Registered? = N, Starting Date Registered = 9/28/2020, Ending Date Registered = 10/31/2020, SSN? = N, Page Break? = N, NotePad? = N)

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Registered between 09/28/2020 and 10/31/2020

Name	SSN4	Assign Orgs	Document # Term:Description	TC Requirement Authorizations	Subjects	Registered Renewal Codes	Expires
Total Persons Listed for SC1A: 2							

Title SC3A - School Nurse Services Credential

VANDERGRAAF, LISA M	002	TCC-DUSD P2: Preliminary	R52N			10/15/2020	12/31/2020
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Title SC8 - Speech-Language Pathology Services Credential

CONNOR, CORAL	None	TCC-FSUSD CL: Clear	LSH	LSH		10/27/2020 R20	03/31/2021
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Title SUBC - Career Substitute Teaching Permit

JOHNSON, MARIAN C	None	TCC-VUSD EM: Emergency	P60			09/30/2020 P60	01/31/2021
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Title SUBP - 30-Day Substitute Teaching Permit

LI, ANDREW T	None	TCC-VCUSD EM: Emergency	P30			10/22/2020 P30	03/31/2021
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Title SUBW - Substitute Teaching Credential Based on Board of Ed Waiver

WEST, JENNIE	050	TCC-SCOE EM: Emergency	P30			09/29/2020 P30	12/31/2020
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Title TC1 - Single Subject Teaching Credential

EISEN, CODY G	008	TCC-VUSD IN: Intern	INTR R1S ELAS	MATH		10/15/2020	10/31/2020
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Selection Grouped by Credential Title / Sorted by Last Name, Filtered by (No Date Registered? = N, Starting Date Registered = 9/28/2020, Ending Date Registered = 10/31/2020, SSN? = N, Page Break? = N, NotePad? = N)

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Registered between 09/28/2020 and 10/31/2020

Name	SSN4	Assign Orgs	Document # Term:Description	TC Requirement Authorizations	Subjects	Registered Renewal Codes	Expires
Title TC1 - Single Subject Teaching Credential (continued)							
HARRIS, JESSICA L		006	TCC-TUSD CL: Clear	R1S	PEX	10/30/2020 R20	03/31/2021
ROSENMANN, OREN N		None	TCC-FSUSD CL: Clear	R1S ELA1	PEX	10/27/2020 R20	03/31/2021
SUTTON, SIERRA		None	TCC-ELITE WV: Waiver	R1S ELAS	SBS SC	10/22/2020	03/31/2021
THIARA, AKAALJOT		003	TCC-VCUSD WV: Waiver	R1S ELAS	FLS	10/14/2020	03/31/2021
YE, JING		None	TCC-ELITE WV: Waiver	R1S ELAS	MATH	10/20/2020	03/31/2021
Total Persons Listed for TC1: 6							

Title TC13 - Short-Term Staff Permit							
CIESIELSKI GULCHER, STEPHAN		003	TCC-VCUSD EM: Emergency	ELAM R2M	GS	10/21/2020 STP	10/31/2020
EVANS, TRACI		None	TCC-SIERRA SE: Special Education TC10, TC11 and TC12	R3MM ELAE	MM	10/14/2020 STP	03/31/2021
FIRESTONE, DIANA R		003	TCC-VCUSD SL: Single Subject w/EL TC10	R1S ELAE	ENGL	09/28/2020 STP	12/31/2020
SOTO, ARTHUR R		None	TCC-SIERRA SE: Special Education TC10, TC11 and TC12	R3MM ELAE	MM	10/14/2020 STP	03/31/2021
TAKACS, MICHELLE D		050	TCC-SCOE SE: Special Education TC10, TC11 and TC12	R3MS ELAE	MS	10/14/2020 STP	06/30/2021
VIRI, SEAN		None	TCC-FSUSD SL: Single Subject w/EL TC10	R1S ELAS	MATH	10/27/2020 STP	03/31/2021
Total Persons Listed for TC13: 6							

Selection Grouped by Credential Title / Sorted by Last Name, Filtered by (No Date Registered? = N, Starting Date Registered = 9/28/2020, Ending Date Registered = 10/31/2020, SSN? = N, Page Break? = N, NotePad? = N)

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Registered between 09/28/2020 and 10/31/2020

Name	SSN4	Assign Orgs	Document # Term:Description	TC Requirement Authorizations	Subjects	Registered Renewal Codes	Expires
Title TC14 - Provisional Internship Permit							
CAMERON, DOMINIC		006	TCC-TUSD EM: Emergency	R1S ELAS	ENGL	10/21/2020 PIPF	10/31/2020
JEFFERSON, MORGAN D		None	TCC-ELITE SL: Single Subject w/EL TC10	R1S ELAS	SS	10/21/2020 PIPF	03/31/2021
ORTIZ, ANTONIO J		None	TCC-FSUSD SL: Single Subject w/EL TC10	R1S ELAS	SBS	10/12/2020 PIPF	01/31/2021
SILVA, GABRIELLE A		None	TCC-FSUSD SL: Single Subject w/EL TC10	R1S ELAS	ENGL	10/27/2020 PIPF	11/30/2020
VILLEGAS AVINA, BRENDA		None	TCC-ELITE ML: Multiple Subject w/EL TC10	R2M ELAM	GS	10/20/2020 PIPF	03/31/2021
Total Persons Listed for TC14: 5							

Title TC2 - Multiple Subject Teaching Credential							
ARISMENDY AMPARO DE ROMAN		None	TCC-ELITE WV: Waiver	R2M BASP	BLS GS	10/20/2020	03/31/2021
CALDERONE, SALVATORE		None	TCC-ELITE WV: Waiver	R2M BASP	BLS GS	10/20/2020	03/31/2021
DELOS SANTOS, AIZA V		None	TCC-ELITE WV: Waiver	R2M ELAM	GS	10/20/2020	03/21/2021
GUIAO, MICHELLE		None	TCC-ELITE WV: Waiver	R2M ELAM	GS	10/20/2020	03/21/2021
HAFNER, SHAWNA M		None	TCC-FSUSD CL: Clear	R2M	GS	10/27/2020 R20	03/31/2021
HARRIS, MONIQUE		None	TCC-ELITE WV: Waiver	R2M ELAM	GS	10/21/2020	03/31/2021
MCCLEOD, MARCO		None	TCC-ELITE WV: Waiver	R2M ELAM	GS	10/20/2020	12/31/2020
MESHACK, CARLA		None	TCC-ELITE WV: Waiver	R2M ELAM	GS	10/20/2020	03/31/2021
NEWELL, MECHELE		None	TCC-ELITE IN: Intern	INTR R2M ELAM	GS	10/12/2020	12/31/2020

Selection Grouped by Credential Title / Sorted by Last Name, Filtered by (No Date Registered? = N, Starting Date Registered = 9/28/2020, Ending Date Registered = 10/31/2020, SSN? = N, Page Break? = N, NotePad? = N)

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Registered between 09/28/2020 and 10/31/2020

Name	SSN4	Assign Orgs	Document # Term:Description	TC Requirement Authorizations	Subjects	Registered Renewal Codes	Expires
Title TC2 - Multiple Subject Teaching Credential (continued)							
TIAGO, MARYLOU		None	TCC-ELITE WV: Waiver	R2M ELAM	GS	10/20/2020	03/31/2021
Total Persons Listed for TC2: 10							

Title TC3S - Education Specialist Instruction Credential							
SANDERS, STEPHAN		None	TCC-ELITE L1: Level I	R3MM ELA1	MM	10/20/2020 R19M	03/31/2021
SLAYTON, SHONTRICE		003	TCC-VCUSD WV: Waiver	R3MS ELAS	MS	10/14/2020	03/31/2021
WASHINGTON, REAGIENE		None	TCC-FSUSD WV: Waiver	R3MM ELAE	MM	10/26/2020	03/31/2021
Total Persons Listed for TC3S: 3							

Title TLA1 - General Education Limited Assignment Single Subject Teaching Permit							
CZAPIEWSKI, JULIE M		003	TCC-VCUSD EM: Emergency	R1S	SC	10/30/2020	03/31/2021
ELDRIDGE, BRIDGETTE		None	TCC-FSUSD EM: Emergency	R1S	SBS	10/27/2020	03/31/2021
MORGAN, IONA A		None	TCC-BUSD EM: Emergency	R1F	FMX	10/07/2020	12/31/2020
NOVINAR, REBECCA		None	TCC-FSUSD EM: Emergency	R1S	WLEL	10/27/2020	03/31/2021
Total Persons Listed for TLA1: 4							

Title TLA2 - General Education Limited Assignment Multiple Subject Teaching Permit							
BARCENAS, ALBERTO P		001	TCC-BUSD AL	R2M	GS	10/14/2020	03/31/2021

Selection Grouped by Credential Title / Sorted by Last Name, Filtered by (No Date Registered? = N, Starting Date Registered = 9/28/2020, Ending Date Registered = 10/31/2020, SSN? = N, Page Break? = N, NotePad? = N)

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Registered between 09/28/2020 and 10/31/2020

Name	SSN4	Assign Orgs	Document # Term:Description	TC Requirement Authorizations	Subjects	Registered Renewal Codes	Expires
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Total Persons Listed: 48



Golden Hills Community School and Evergreen Academy

2020-2021

Single Plan for Student Achievement (SPSA) Presentation

What is the SPSA?

- ▶ The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.
- ▶ SPSA is required for schools receiving Title I funds.
- ▶ The SPSA must be developed, monitored, and evaluated by the School Site Council.

SPSA/LCAP/LCP Alignment

	Goal 1	Goal 2	Goal 3	Goal 4
LCAP Local Control Accountability Plan	Academic Achievement	Educational Transition	Career Readiness	Social-Emotional Support
SPSA School Plan for Student Achievement	Improve Instructional Program	Increase transition services from GHCS and Evergreen Academy	Implement Career Technical Education (CTE) for improved college and career readiness.	Increase Social- Emotional Support Services.
*LCP Learning Continuity Plan	*Continuity of Learning *Pupil and Family Engagement and Outreach	*Pupil Learning Loss	*Increased or Improved Services for Foster Youth, English Learners and Low- Income Students	*Mental Health and Social Emotional Well-Being

*The LCP does not state specific goals. However, the components of the plan are in alignment with the goals of the SPSA and LCAP.

School Profiles

- ▶ Golden Hills Community School (Vacaville Campus)
- ▶ Enrollment: 13 Students

- ▶ Golden Hills Community School (Fairfield Campus)
- ▶ Enrollment: 18 students

- ▶ Golden Hills Community School (Independent Study Program)
- ▶ Enrollment: 17 students

- ▶ Evergreen Academy (Juvenile Detention Facility)
- ▶ Enrollment: 16 students

SPSA Highlights

▶ Golden Hills Community School

- ▶ Student Support Specialist
- ▶ Makerspace
- ▶ Mental Health Services
- ▶ Professional Learning for staff members
- ▶ CTE Courses
- ▶ Career Readiness Preparation
- ▶ Academic Intervention Support
- ▶ PBIS Implementation
- ▶ Wellness Centers

▶ Evergreen Academy

- ▶ Student Support Specialist
- ▶ PBIS Implementation
- ▶ Professional Learning for staff members
- ▶ CTE Courses
- ▶ Career Readiness Preparation
- ▶ Academic Intervention Support
- ▶ Wellness Centers

The slide features abstract green geometric shapes on the left and right sides. On the left, there is a solid green trapezoidal shape. On the right, there is a more complex arrangement of overlapping green shapes, including a large triangle with a fine grid pattern and several other solid green polygons. The text "Thank You!" is centered in the middle of the slide in a green, sans-serif font.

Thank You!



School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Solano Juvenile Detention Facility - Evergreen Academy	48104884830071	September 16, 2020	

Purpose and Description

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

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

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.

Evergreen Academy provides a standards-based instructional program for students in grades 7-12 who are incarcerated. The school is accredited by the Western Association of Schools and Colleges (WASC). Students are encouraged to meet both their academic and behavioral goals. The school's academic program is designed to assist students with completing coursework required for graduation from high school. The curriculum is designed to provide grade-level instruction, academic intervention support, and credit recovery for students who are falling short of required graduation credits. Designated English Language Development (ELD) instruction is provided for students identified as English learners (ELs). Students with Individualized Education Programs (IEPs) receive

targeted academic support and accommodations. The instruction provided at Evergreen Academy is a blend of project-based and technology-based learning. Students are prepared for college and career readiness through the school's Career Technical Education (CTE) program. Student enrollment at the school ranges from a few days to several months. Some of the students are facing a future transfer to an adult facility for longer sentences. The Challenge Program serves students for a period of nine months. Students in this program have the ability to earn furloughs for home visits or work at a job site. Currently, Evergreen Academy classes have a total of approximately 15 students. During the year, enrollment may vary between a low of 5 students to a high of 20. The school supports students with managing their behavior through the full implementation of the Positive Behavioral Support System (PBIS) strategies. Students are equipped with tools to assist them with self-regulation and the management of stress or frustration. Students earn weekly rewards as a result of their positive behavior and completion of coursework. Positive Behavioral intervention Support System (PBIS) is fully implemented in order to promote the social-emotional health of students. Teachers engage students with strategies that promote positive communication, behavior self-management, and engagement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

During the 2019-2020 school year, the following data was collected:

Academic Preparation:

Student survey results indicate the following:

57% of students strongly agree/agree that they receive additional assistance when they are struggling academically.

63% of students strongly agree/agree that technology is used to support their classwork.

80% of students strongly agree/agree that Solano County JCCS prepares them for a successful transition to their next milestone (e.g., the transition to the high school of residence, college, workplace, or other).

64% of students strongly agree/agree that the school involves the students in the development, review, and ongoing monitoring of their Individual Learning Plans (ILPs).

53% of students strongly agree/agree that the school effectively provided career readiness instruction.

45% of students strongly agree/agree that the Career Readiness Workshops provided demonstrate a connection to the students' real life.

53% of students strongly agree/agree that Solano County JCCS supports their social-emotional needs.

66% of students strongly agree/agree that they feel their concerns/questions are taken seriously by the staff at their school.

70% of students strongly agree/agree that Solano County JCCS provides them with a good education.

Student Concerns:

Prioritizing students' main concerns, we can summarize that:

1. The school needs to increase its support for students' social-emotional learning.
2. The school needs to increase its support for additional assistance when students are struggling academically.
3. There is a need to increase college and career readiness services for students.

Parent Survey Results:

76% of parents strongly agree/agree that the students receive additional assistance when they are struggling academically.

71% of parents strongly agree/agree that technology is used to support the students' coursework.
 76% of parents strongly agree/agree that Solano County JCCS prepares the students for a successful transition to their next milestone (e.g., the transition to the high school of residence, college, workplace, or other).
 94% of parents strongly agree/agree that the school involves them in the development, review, and ongoing monitoring of their students' ILPs.
 59% of parents strongly agree/agree that the school effectively provided career readiness instruction.
 53% of parents strongly agree/agree that the Career Readiness Workshops provided demonstrate a connection to their students' real life.
 59% of parents strongly agree/agree that Solano County JCCS supports the students' social-emotional needs.
 65% of parents strongly agree/agree that they feel their concerns/questions are taken seriously by the staff at the school.
 71% of parents strongly agree/agree that Solano County JCCS provides its students with a good education.

Parent Concerns:

1. Parents would like more opportunities for career and college readiness.
2. Parents would like more support for successful transitions to their student's next milestone.
3. Parents would like extra help for students when they are struggling academically, socially, and/or emotionally.

Based on these results, the school needs to strengthen the following areas:

1. Transition and career readiness programs.
2. Improve the involvement of students and parents when developing goals for students.
3. Continue to build supports for students' social-emotional learning.

Classroom Observations

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

Classroom observations were conducted weekly to ensure that learning is taking place. Specific learning components such as student engagement, instructional scaffolding, use of Common Core State Standards (CCSS), and checking for understanding are key elements analyzed during these observations. Additionally, observations include monitoring the implementation of English Language Development (ELD) instruction and English learners' (ELs) access to the core curriculum.

During the 2019-20 school year, observation data indicated that the Positive Behavior Interventions and Supports (PBIS) model was being implemented at the school. When the staff returns to in-person instruction, the administration anticipates that classroom management will continue to improve as the implementation of PBIS practices increases. Teachers were observed using several evidence-based practices, including questioning, monitoring, immediate feedback, front-loading, individual and small group instruction, and comprehension check for understanding. ELs were provided with structured support to access standards, including explicit language and vocabulary instruction, checking for comprehension, providing prior background information, and receiving scaffolding from supplemental instructional staff. Student engagement has been supported by the introduction of individual Chromebooks, along with the implementation of the online learning portal, Edgenuity.

During the 2020-2021 school year, due to COVID-19, classroom instruction is being conducted via Zoom. Classroom observations are conducted via Zoom on a daily basis. When instruction returns to the in-person platform, classroom visits will be conducted daily throughout the instructional day. Daily classroom observations contribute to the school's goal of providing a positive learning environment for students that supports higher academic achievement levels.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Due to COVID-19, the Smarter Balance Assessment Consortium (SBAC) testing was canceled for the 2019-2020 school year. No current testing data is available at this time. In the spring of 2019, students in grades 6-8 and 11 were administered the SBAC Summative Assessment. For both ELA and math, 100% of the students did not meet the standard. This data was utilized to support the design of instructional intervention support for students. Intervention support included small group instruction, targeted in-classroom review of mathematical concepts, and one-on-one instructional support. Standardized assessments such as the SBAC are not an optimal measure of the growth students may make during their temporary enrollment at Evergreen Academy. Most students who participated in the SBAC testing were 11th graders. The data suggests that students have experienced difficulties with mastering mathematical concepts over the course of several academic years.

During the 2019-2020 school year, there were no ELs enrolled at Evergreen Academy. The English Language Proficiency Assessments for California (ELPAC) is administered to students identified as ELs to measure their annual progress towards English language fluency. The data obtained from the exam is utilized to determine the appropriate level of instruction and intervention. ELs receive daily English Language Development instruction. The lesson objectives are standards-based and assist students with reaching higher levels of English language proficiency. During 2018-19, the school had four ELs during the entire year, one at the Advanced level, one at the Early Advanced level, and two at the Intermediate level. Professional learning for teachers continued to address effective language development strategies to support all ELs. The site administration team engaged in classroom Walkthroughs to ensure the effectiveness of the ELD instruction in all classrooms. The Walkthroughs focused on reviewing instructional strategies focused on academic vocabulary, comprehension, and strategic questioning. Teachers were provided with feedback from these Walkthrough visits and opportunities to engage with instructional collaboration planning meetings focused on continuous improvement.

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

Curriculum-embedded Assessments

Holt Chapter tests measure proficiency towards meeting the ELA Standards. During the 2019-20 school year, the teachers at Evergreen Academy administered and collected Renaissance Learning assessments and analyzed the results during Wednesday collaboration meetings. The Renaissance data provided feedback on instruction to determine student progress towards meeting individual goals.

The monthly Renaissance assessments and other formative assessment tools provide an accurate measure of student progress. Renaissance Learning is a web-based standards-aligned assessment and intervention curriculum used to monitor student progress towards mastering ELA and Math content standards. Students are assessed monthly to analyze data in both ELA and math. In 2019-20, 60% of students who stayed 90 days or more in the Evergreen Academy program and had pre- and post-test results had a grade equivalent growth of +0.5 and above on the Renaissance Reading assessment. On the same assessment, 60% of students who stayed 90 days or more in the program and had pre- and post-test results had scaled scores of 50 points or more. In math, 57% of students who stayed 90 days or more in the program and had pre and post-test results had a grade equivalent growth of +0.5 and above. Likewise, 43% of students who stayed 90 days or more in the program and had pre and post-test results had scaled scores of 50. These results show an increase from previous years and better represent our students' academic levels and their response to instruction. Results still indicate the need to prioritize academic achievement in planning and implementing services. Teachers review individual student progress, as well as class gains and/or decreases in each subject area, and use this data to develop instructional objectives and strategies to be used for the next month of instruction. This process is repeated monthly. As a result of the use and regular review of Renaissance data, Evergreen Academy teachers saw gains in ELA and math in student performance.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Evergreen Academy are highly qualified and fully credentialed with no misassignments.

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

All Evergreen Academy teachers are highly qualified and engage with ongoing professional learning sessions that assist them with providing standards-based instruction. Professional learning sessions are targeted to address the learning standards for students through SCOE adopted curriculum materials. Teachers receive targeted professional learning focused on Integrated ELD instructional strategies, math, ELA, and online instructional resources. Professional learning sessions and coaching are provided by SCOE coaches who specialize in ELA/ELD and math instruction. Coaches support the school staff with the evaluation and adoption of online instructional resources. Classroom teachers and administrators also receive professional learning that is focused on conducting classroom walkthroughs, which are designed to focus on observing classroom instruction with an equity focus during in-person and Distance Learning.

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

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

Monthly academic assessments are conducted through the Renaissance Learning online platform in both English Language Arts and Mathematics. Student data is reviewed and analyzed during teacher collaboration meetings. The meetings are designed to identify the specific instructional strategies that will be utilized within the classroom to support higher levels of student achievement. The collaboration sessions include opportunities for classroom teachers to share instructional practices that have proven to support students with full access to the curriculum.

Classroom teachers and administrators engage with targeted professional learning sessions that are focused on building positive relationships with students and supportive classroom learning environments. The school continues to implement Positive Behavioral Intervention and Supports (PBIS) and restorative practices. During the 2020-2021 school year, teachers will engage in a series of professional learning sessions that focus on effective PBIS strategies. The training sessions are designed to equip teachers with instructional tools focused on empowering students with positive engagement strategies. Students are afforded the opportunity to gain communication and problem-solving skills that assist with managing their behaviors through the promotion of self-regulation. Professional learning support for staff members will also include coaching on trauma-informed practices. These practices are essential to supporting teachers with strategies that assist them in identifying students who may have experienced trauma and the effective actions to take that assist students in receiving appropriate support. During the 2020-2021 school year, classroom teachers and administrators will continue participation with professional learning focused on the Edgenuity credit recovery program. The school-wide implementation and use of Edgenuity provide students with increased access to rigorous core content in a broad course of studies and options for completing CSU/UC A-G course requirements.

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

SCOE provides coaching in standards-based instructional strategies for ELA, math, history, science, and assessments. Teachers and administrators engage with professional learning sessions focused on the Renaissance Learning assessment platform. These sessions are designed to support testing administration and analysis of student data collected in ELA and math. Staff members engage in monthly data analysis sessions focused on addressing instructional strategies that will support student learning. Observations are conducted to determine the degree of implementation of instructional strategies and provide necessary data to assist with the design of future professional learning sessions. The school provides ongoing opportunities for classroom teachers and administrators to provide feedback concerning the specific instructional support and assistance needed during the training sessions.

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

The teachers at Evergreen Academy meet monthly to discuss classroom strategies and collaborate on curriculum and instruction planning. Lesson plans and students' Individual Learning Plans (ILPs) are shared during this time so that teachers work strategically to support the goals identified in students' ILPs. This collaborative time is utilized to engage in student data analysis and instructional planning. The collaborative teams are comprised of classroom teachers, administrators, and student support specialist.

Teaching and Learning

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

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

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

Evergreen Academy adheres to the California Department of Education's (CDE) recommended instructional minutes for Alternative Education programs. Class instruction is scheduled from 8:30 a.m. until 2:30 p.m. on Mondays, Tuesdays, Thursdays, and Fridays. Every first and third Wednesday of the month, the school day ends with an early dismissal at 12:30 p.m. The purpose of the early dismissal on Wednesdays is to provide teachers the opportunity to analyze data and participate in professional learning. The daily schedule adds up to 270 minutes of instruction each day. The school's instructional day includes 30 minutes of designated ELD instruction for students identified as ELs. Due to COVID-19, the delivery of instruction for the beginning of the 2020-21 school year has been adjusted to include Distance Learning in a synchronous and asynchronous format.

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

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

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

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

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

All instructional materials are aligned to the State Standards in the areas of math, English, science, and social studies. SCOE is going through the process of adopting a new textbook for ELA/ELD during the 2020-21 school year.

Current materials include:

ELA and ELD: Holt, Shining Star (grades 9-12), and Milestones (Grades 6-7)

Integrated math: Pearson

Social studies: McDougall Littell

Science: McDougall Littell

Online platform: Edgenuity

Opportunity and Equal Educational Access

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

The instructional program includes intensive academic and emotional support for students who are performing below grade level. Classroom instruction is differentiated to meet the varied academic needs of students. During the 2020-2021 school year, teachers will offer targeted intervention support in small groups. During the COVID-19 Distance Learning instructional program, students are engaged in one on one instructional support sessions or small group intervention sessions. The instructional support specialist provides additional intervention support services to students through the classroom and the Learning Center. Students who are credit deficient have unlimited access to credit recovery courses and support in all academic areas with teacher supervision through the Edgenuity platform.

Evidence-based educational practices to raise student achievement

Staff receives extensive training to best serve all students' needs, including ELs and students with disabilities. Professional learning has targeted several evidence-based strategies over time, and the administrator continues to monitor their implementation and provide coaching to teachers. Evidence-based strategies used by our teachers include backward planning, activating background knowledge, using visual supports, using concept maps and other organizers, introducing new content in small chunks, checking for comprehension, and explicit vocabulary instruction, among others. Edgenuity staff provided a day of training at the beginning of the school year and will continue with an emphasis on incorporating technology into the instructional program of each classroom. Teachers will also continue to receive professional development in the areas of PBIS and restorative practices to support classroom management.

Parental Engagement

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

Evergreen Academy provides guidance counseling support through the student support specialist position. The student support specialist meets with students in groups and individually. Students in need of more intensive counseling work can meet with a student wellness specialist who is licensed with the California Board of Behavioral Sciences. The Foster Youth and Homeless Program provides support to eligible students to eliminate barriers to student learning. Students with special needs receive appropriate support as documented in their Individualized Education Program (IEP). Students that require psychological services are provided with individual counseling sessions to address their social-emotional goals identified in their IEP. Parents are informed of these resources and are assisted with the process of accessing and receiving support. Additionally, the school values the relationships with students and parents and encourages parental engagement by providing parents/guardians with access to the resources and referral services available to support students.

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

Parental engagement is encouraged through a variety of stakeholder meetings and seasonal activities. Parents are invited to participate in our School Site Council (SSC) meetings. The SSC meetings are comprised of parents, teachers, non-classroom staff members, and community members. The SSC makes decisions related to the instructional program offered to students, funding for the instructional program, and the monitoring of overall school operations and meets four times per school year. Parents are also encouraged to participate in parent/teacher conferences and meetings with the student support specialist and the wellness support staff when appropriate. Parent Information Nights are scheduled each semester. Parents also have the opportunity to participate in stakeholder engagement meetings throughout the school year. The school provides access to all families by providing school information in English and Spanish. The school has also instituted the use of the Language Line which provides a live interpreter for families that speak languages other than English. Parents are able to communicate with classroom teachers, administrators, and other school staff members effectively through professional level interpreting services. The school provides outreach to families in a variety of methods which include phone calls, text messages, emails, and written notices mailed via the United States Postal Service. The communication efforts contribute to the goal of providing equitable access to the school staff and resources for all students and their families. SCOE supports parents with disabilities by providing accommodations or services necessary to promote full participation with programs or activities for families. The programs or activities include parent meetings, communication with the school personnel, and participation with governance committees such as the SSC. Services include the use of sign-language interpreters and ensuring that documents and websites are compliant with the requirements of the American with Disabilities Act.

The school hosts four stakeholder engagement meetings for students and families from each of the JCCS programs. The purpose of the stakeholder engagement meetings is to provide students and their families the opportunity to be actively engaged in offering input related to the instructional program. Feedback collected from the stakeholder engagement meetings is incorporated into the composition of the SCOE's Federal Addendum and School Plan, which begins in the fall of each school year. Stakeholder engagement meetings provide an opportunity for students, parents, community stakeholders, and staff members to engage in collaborative discussion sessions. Consultation with the SCOE's bargaining units' representatives, including the Solano County Education Association; the California School Employees Association, Solano Chapter; and the

Solano School Bus Drivers, Public Employees Union Local 1 further supports engagement by receiving feedback from staff members who provide support to students and their families according to their respective roles within SCOE. Stakeholder engagement meetings have also been conducted with representatives from the Student Services Department of each local school district that SCOE services through the Countywide Student Services Representatives Council. The council meets monthly to discuss issues related to child welfare and attendance and is also the body that develops and annually updates the Countywide Plan for Expelled Students. The information discussed during these meetings is shared with families through outreach services designed to inform families about resources available to students. The school focuses on the importance of providing resources to students related to mental health services. The partnership with Solano County Behavioral Health serves as an additional layer of support to assist with the mental health needs of students. Parents are encouraged to engage in meetings focused on providing mental health services to students. The school is also committed to providing services for foster youth. The members of the Foster Youth Education Planning Team (FYEPT) include foster youth advocacy representatives from the County and nonprofit agencies who focus on identifying the needs and services for our foster students. Guardians are encouraged to participate in programs that support students with academic and socio-emotional resources.

Stakeholder engagement meetings provide qualitative and quantitative data relative to the goals and actions identified in the LCAP and school plans. The most recent meetings were held during the 2019-2020 school year. During the 2020-2021 school year, stakeholder engagement meetings will be held via Zoom until the clearance is provided by local and state health officials to restore in-person meetings. The quantitative data presented at the stakeholder engagement meetings are represented through parent-friendly visual displays to make it easier to understand. Staff members responsible for implementing the actions use anecdotal and qualitative data to illustrate the results of the planned activities. The presentations include a review of assessment results relative to student achievement. Parents, staff members, and community members are afforded the opportunity to share their input related to the data presented during these meetings. An additional opportunity for stakeholder engagement relative to the development of the LCAP is the administration of the California Healthy Kids Survey (CHKS). The survey solicits important feedback from students, staff members, and parents. The surveys are available in English and Spanish. The survey assists the school with collecting data related to the physical and emotional wellness of students. The surveys provide valuable data through the perspectives of each stakeholder group. The survey results are incorporated into the goals and actions identified in the LCAP.

Funding

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

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

- School instructional leader - Responsible for leading instructional support, guiding professional learning, and evaluating program effectiveness.
- The community liaison - Promotes parent engagement and outreach by providing resources that encourage parent participation and builds the relationship between home and school.
- A student wellness specialist - Responsible for providing individual counseling services for students in need.
- Support staff for homeless students - Assists Mc Kinney-Vento eligible students and their families with the resources necessary to assist them with full participation with learning. Students and their families are provided access to community resource providers.
- *Supplemental instructional materials - Supplemental materials include instructional technology, software, and professional learning in instructional technology to support teachers' ability to engage students and improve educational outcomes.

- Title I Part D provided partial or full funding for the following:
- During the 2019-2020 school year, para-educators provided supplemental interventions for students in need of additional intervention instruction.
- The instructional support specialist and a credentialed teacher provide supplemental individual and small-group assistance for students in need.
- The student support specialist is responsible for providing social-emotional learning instruction to students individually and in small groups, transition services, and facilitation of the development and monitoring of individual learning plans.
- Supplemental instructional materials and instructional technology tools are provided to support academic achievement.
- The school instructional leader provides instructional support for teachers, professional development, and program evaluation.
- A student wellness specialist provides individual counseling to high-risk students

The SCOE Local Control Funding Formula funds a student support specialist, a college/career readiness coordinator, a vocational specialist, parent and student engagement activities, and instructional materials for the Makerspace Lab to increase project-based learning activities.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

The stakeholder engagement process was conducted from November 2019 through March 2020. The data collected from the stakeholder engagement meetings were used to identify the goal for the plan. SSC members participated in the stakeholder engagement meetings and added their perspectives to the plan.

At each of the 2019-2020 stakeholder engagement meetings, both qualitative and quantitative data were presented relative to student outcomes and the outcomes of the goals and actions outlined in the 2018-19 LCAP and school plans. The quantitative data were presented in graph form so that it was easily understandable. The staff implementing the actions used anecdotal and qualitative data to illustrate the results of the efforts in implementing the LCAP and school plan goals and services. The presentations included assessment results relative to student achievement. Based on the information presented, individuals present at the Stakeholder Engagement meetings had the opportunity to provide input relative to the current goals and actions and the extent to which they felt student needs were being adequately addressed.

In addition to face-to-face stakeholder engagement meetings, JCCS parents and students were invited to provide input into the development of the SPSA and LCAP through a locally developed survey and the California Healthy Kids Survey. The surveys were available in English and Spanish to ensure equitable access to all stakeholders.

Resource Inequities

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

There are no identified resource inequities that apply to students in a secure detention facility.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	2.7%	0%		1	0
African American	40.0%	45.95%	48.28%	13	17	14
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	36.7%	32.43%	34.48%	11	12	10
Pacific Islander	%	2.7%	0%		1	0
White	20.0%	13.51%	13.79%	5	5	4
Multiple/No Response	%	%	3.45%			0
Total Enrollment				29	37	29

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	4	6	1
Grade 10	8	4	8
Grade 11	13	12	9
Grade 12	4	15	11
Total Enrollment	29	37	29

Conclusions based on this data:

1. The overall student population has remained at approximately 30 students. Probation modified their booking criteria in order to detain students for the most serious offenses. The reforms to the juvenile justice system have contributed to a decreases in the total number of students in secure detention.
2. The large majority of our students are students of color. While SCOE is not involved in the process of committing students to the facility, SCOE is cognizant of the disproportionate representation of students of color in the facility. SCOE supports Probation's efforts to address such disproportionality in youth incarcerations in Solano County. Together with Probation the Racial and Ethnic Disproportionality (R.E.D.) work-group is addressing this issue.
3. The successful use of diversion has decreased the number of students incarcerated and has (as Probation has pointed out) increased the average need intensity of the students in the program. In response to this change, we have expanded our professional development with the teaching staff to address not just academic strategies, but also socio-emotional learning, and understanding of developmental trauma.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	1	2	0	4.5%	5.4%	0.0%
Fluent English Proficient (FEP)	5	0	2	22.7%	0.0%	6.9%
Reclassified Fluent English Proficient (RFEP)		6	0	0	16.2%	0.0%

Conclusions based on this data:

1. The number of ELs has decreased commensurate to the overall decrease of the student population at Evergreen Academy.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*			*			*					
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	16	14	20	13	11	13	13	11	13	81.3	78.6	65
All Grades	18	15	21	14	11	13	14	11	13	77.8	73.3	61.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*			*			*			*			*		
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2452.	2437.	2402.	0.00	0.00	0.00	7.69	9.09	0.00	30.77	27.27	0.00	61.54	63.64	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	7.14	9.09	0.00	28.57	27.27	0.00	64.29	63.64	100.0

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*			*			*		
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	23.08	9.09	0.00	15.38	36.36	15.38	61.54	54.55	84.62
All Grades	21.43	9.09	0.00	14.29	36.36	15.38	64.29	54.55	84.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*			*			*		
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	15.38	0.00	7.69	84.62	100.0	92.31
All Grades	0.00	0.00	0.00	14.29	0.00	7.69	85.71	100.0	92.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*			*			*		
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.69	18.18	0.00	46.15	27.27	38.46	46.15	54.55	61.54
All Grades	7.14	18.18	0.00	42.86	27.27	38.46	50.00	54.55	61.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*			*			*		
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	46.15	45.45	7.69	53.85	54.55	92.31
All Grades	0.00	0.00	0.00	42.86	45.45	7.69	57.14	54.55	92.31

Conclusions based on this data:

1. In order to protect student privacy, an asterisk (*) is displayed instead of a number on Internet test results where 10 or fewer students had valid test scores. 100% of our students in grade 11 participated in the assessment.
2. In the 2018-19, the percentage of students demonstrating skills at the Standard Met level decreased from 9% to 0%.
3. All students performed at Standard Not Met level. This indicates that more work needs to be done with our staff to support students' achievement. It is also true that standardized assessments like the CAASPP are not an optimal measure of the growth students may make during a temporary stay at JDF. In addition, most of our CAASPP takers were in the 11th grade, suggesting that test results are largely due to the cumulative effect of school difficulties present over many years. A better measure of the work students show in JDF is the use of the monthly Renaissance program assessments and other formative tools.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*			*			*					
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	16	14	21	13	11	14	13	11	14	81.3	78.6	66.7
All Grades	18	15	22	14	11	14	14	11	14	77.8	73.3	63.6

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*			*			*			*			*		
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2405.	2378.	2373.	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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*			*			*		
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0
All Grades	0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*			*			*		
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	0.00	18.18	7.14	100.0	81.82	92.86
All Grades	0.00	0.00	0.00	0.00	18.18	7.14	100.0	81.82	92.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*			*			*		
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	23.08	18.18	35.71	76.92	81.82	64.29
All Grades	0.00	0.00	0.00	21.43	18.18	35.71	78.57	81.82	64.29

Conclusions based on this data:

1. In order to protect student privacy, an asterisk (*) is displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.
2. All students performed at the Standard Not Met level, which indicates a need for more focused instruction and additional professional development and coaching for our teachers in the area of mathematics.
3. All students performed at Standard Not Met level. This indicates that more work needs to be done with our staff to support students' achievement. It is also true that standardized assessments like the CAASPP are not an optimal measure of the growth students may make during a temporary stay at JDF. In addition, most of our CAASPP takers were in the 11th grade, suggesting that test results are largely due to the cumulative effect of school difficulties present over many years. A better measure of the work students show in JDF is the use of the monthly Renaissance program assessments and other formative assessment tools.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9		1541.5		1582		1501		2
Grade 10		1582		1579		1584.3		3
Grade 11		1509.5		1505.5		1513	1	2
Grade 12		1547		1544		1545		1
All Grades		1549.4		1557		1540.8	1	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11			100			100			1	2
All Grades		12.5	100	12.5		75			1	8

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	100					100			1	2
All Grades	100	25		50		25			1	8

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11							100	100	1	2
All Grades		12.5				50	100	37.5	1	8

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
11			100	100			1		2
All Grades			100	100			2		8

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	100	100					1	2
All Grades	100	100					1	8

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11			100			100	1	2
All Grades		12.5	100	50		12.5	1	8

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	100			100			*	2
All Grades	100	12.5		75		12.5	*	8

Conclusions based on this data:

1. In order to protect student privacy, an asterisk (*) is displayed instead of a number on test results where 10 or fewer students had valid test scores.
2. Assessment data show the performance of our ELs on the ELPAC. Five students completed the ELPAC. All performed at Level 2 in "Overall Language." This suggests that students need additional ELD in addition to their grade level language arts instruction.
3. Integrated and designated ELD instruction for ELs should focus on the development of academic language especially in connection to reading and writing.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
37	100.0	5.4	10.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	5.4
Foster Youth	4	10.8
Socioeconomically Disadvantaged	37	100.0
Students with Disabilities	13	35.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	45.9
American Indian	1	2.7
Hispanic	12	32.4
Two or More Races	1	2.7
Pacific Islander	1	2.7
White	5	13.5







Conclusions based on this data:

- 100% of the students in Evergreen Academy are economically disadvantaged. This implies that youth in poverty are at greater risk of becoming involved in the justice system.
- 95% of the students are African American and Hispanic. This does not match the demographics of Solano County. This implies that youth of color are at greater risk of becoming involved in the justice system.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The limited number of students did not allow the publication of performance colors for most indicators with the exception of suspensions.
2. The low number of suspensions reflect our agreement with probation that students not be excluded from instruction for an extended period of time.

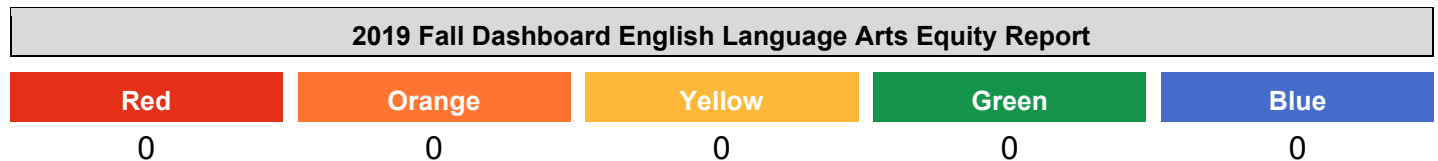
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p style="text-align: center;">2</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p style="text-align: center;">1</p>	Foster Youth  <p>No Performance Color</p> <p style="text-align: center;">0 Students</p>
Homeless  <p>No Performance Color</p> <p style="text-align: center;">0 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p style="text-align: center;">2</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p style="text-align: center;">1</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1	Reclassified English Learners 0 Students	English Only 0 Students
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Conclusions based on this data:

1. Schools with fewer than 30 valid test scores will not receive a status-change classification. Valid conclusions are difficult to draw with very small group sample sizes for ethnicity and English language acquisition status. Overall students included in the assessment sample tend to show significant delays in ELA.

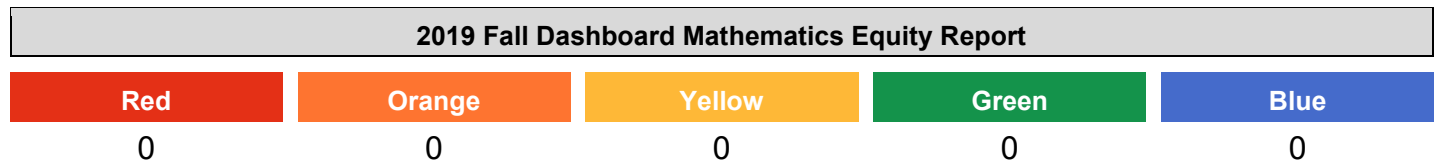
School and Student Performance Data

Academic Performance Mathematics





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





This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> </div>	English Learners <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> </div>	Students with Disabilities <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		

Conclusions based on this data:

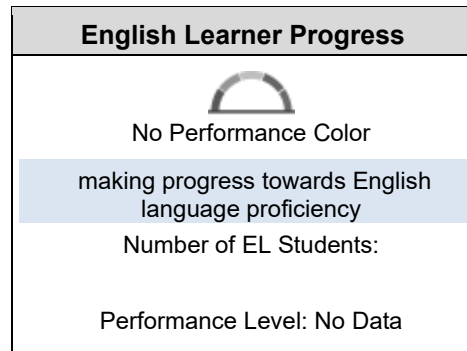
1. Schools with fewer than 30 valid test scores will not receive a status-change classification. All our students show significant delays in math and there is a need for increased instruction.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

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. Schools with fewer than 30 valid test scores will not receive a status-change classification. The ELs assessed have been with the SCOE program just this year. Prior to this placement they were with their district of residence.

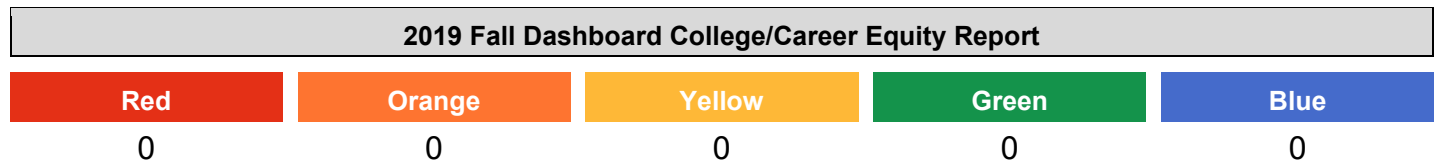
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Maintained 0 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

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

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	0 Prepared	0 Prepared
0 Approaching Prepared	0 Approaching Prepared	0 Approaching Prepared
100 Not Prepared	100 Not Prepared	100 Not Prepared

Conclusions based on this data:

1. The college and career readiness indicator for our students largely reflect their performance on the CAASPP tests. Revisions to the indicator to better reflect the experience of incarcerated youth may provide a better picture. Our new construction trades program and the inclusion of work-ready certification as part of the indicator will improve our results in this area.

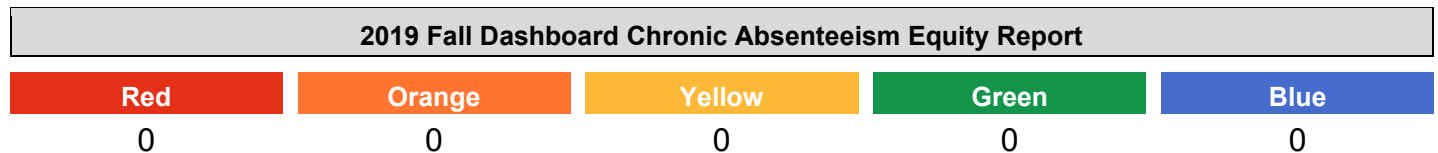
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. Chronic absenteeism is not an identified need at the detention facility.

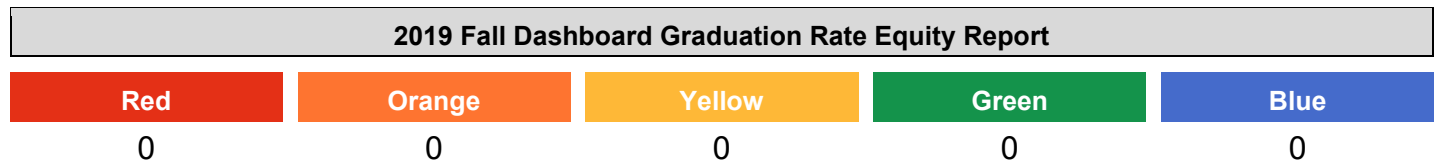
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">84.2</div> Maintained +0.9 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">84.2</div> Maintained +0.9 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
83.3	84.2

Conclusions based on this data:

- The graduation rate showed a slight increase over the previous year and is comparable to the overall rate in our largest feeding districts.

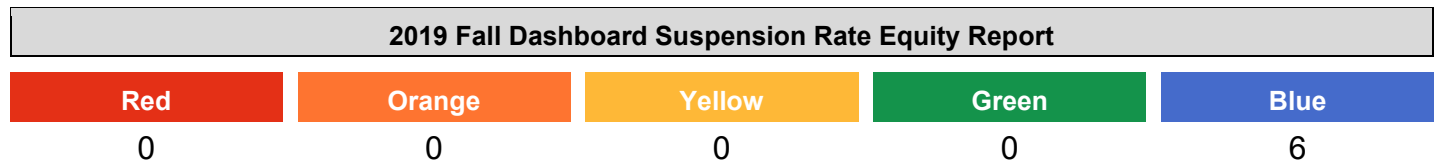
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0 Maintained 0 224	English Learners  No Performance Color 0 Maintained 0 15	Foster Youth  Blue 0 Maintained 0 34
Homeless  No Performance Color Less than 11 Students - Data Not 6	Socioeconomically Disadvantaged  Blue 0 Maintained 0 224	Students with Disabilities  Blue 0 Maintained 0 47

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 102	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 62	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 6	 Blue 0 Maintained 0 36

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. Out of school suspensions is not an identified area of need in the detention facility.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Instructional Program for Evergreen Academy.

LEA/LCAP Goal

Improve the instructional program and educational outcomes for students.

Goal 1

Improve the instructional outcomes for students.

Identified Need

The academic skills of the students continue to be an area of focus in both English Language Arts (ELA) and math based on the California Assessment of Student Performance and Progress (CAASPP) and local assessments. Most students in the Juvenile Court and Community Schools (JCCS) programs are credit deficient and demonstrate academic skills below grade level. There is a continued need for credit recovery and academic support to help students close possible skills and knowledge gaps. There is also a need to provide engaging instruction, and increasing the use of instructional technology. Similar needs are identified among English learners (ELs), students with exceptional needs, students from low-income families, and foster students. This goal and the action and services capture the need for continuous improvement in these areas and address each of the specific needs. Due to COVID-19, there is no data for the 2019-2020 school year due to the California Department of Education's decision to waive standardized testing requirements which included the CAASPP assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of ELA and math standards; Implementation of Common Core State Standards (CCSS) Professional Development Workshops	Implementation of CCSS was supported by ongoing professional learning and coaching. Implementation of ELA and math standards: systematic observations demonstrated 100% implementation. Instructional materials were found to be aligned to the CCSS.	100% implementation and alignment
Programs and services enable ELs to access core and ELD standards: 100%	Systematic observations indicated that ELs were able to access the core curriculum across classrooms and subjects through appropriate support.	100% implementation to support access.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Smarter Balanced Assessment percent Met/Exceeded the standard	2018-19 baseline was 0 %	5% of the students will receive a score indicating standard met
Math Smarter Balanced Assessment percent Met/Exceeded the standard	2018-19 baseline was 0%	5% of the students will receive a score indicating standard met
Percentage of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in ELA as measured by the Renaissance Learning STAR Reading Assessment	2018-19 baseline was 45%.	50% of the students will demonstrate a 0.5 grade equivalent increase
Percentage of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in Math as measured by the Renaissance Learning Math Assessment:	2018-19 baseline was 50%	55% of the students will show a 0.5 or greater positive Grade Equivalent Growth in Math as measured by the Renaissance Learning Math Assessment:
The percentage of all students staying for 90 days or more demonstrating a 50 point or greater scaled score increase in ELA as measured by monthly Renaissance Learning Reading Assessment	2018-19 baseline was 45%	50% of students will demonstrate a 50 point or greater scaled score increase in ELA
The percentage of all students staying for 90 days or more demonstrating a 50 point or greater scaled score increase in math, as measured by monthly Renaissance Learning Assessment:	2018-19 baseline was 70%	75% of students will demonstrate a 50 point or greater scaled score increase in Math
Classroom learning walkthroughs	Walkthroughs were completed at least monthly. Instructional strategies and the implementation of integrated	Continued implementation of identified instructional strategies and of integrated and designated ELD.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and designated ELD was observed.	
The percentage of students who on the LCAP Student Survey report that they receive extra help when they are struggling academically.	Baseline for 2018-19 was 46%	50% of students will report on the LCAP Student Survey that they receive extra help when they are struggling academically.
Percentage of parents who on the LCAP Survey agree that their child receives academic support when they are struggling.	Baseline for 2017-18 was 60%	65% of parents will report on the LCAP Survey that they agree their child receives academic support when they are struggling.
Percentage of parents who on the LCAP Survey agree that their child receives academic support when they are struggling academically.	Baseline for 2018-19 was 41%	46% of parents will report on the LCAP Survey that they agree their child receives academic support when they are struggling.
ELs staying for 90 days or longer reclassification rate.	Baseline for 2018-19 was 0%.	25% of ELs staying 90 days or longer will be reclassified as Fluent English Speakers.
The percentage of ELs who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC).	Baseline data for 2018-19 unavailable.	TBD
Facilities Maintained in Good Repair: Williams visit in compliance based on Facilities Inspection Tool. Rate of Teachers Appropriately Assigned and Fully Credentialed. Instructional materials available to all students in class and at home.	Facilities were maintained in good repair at 100%, teachers were appropriately assigned and fully credentialed at 100%, and 100% of the students had instructional materials available in class and after school	Maintain 100% compliance

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase the implementation of the Universal Design for Learning (UDL) model by providing more intense professional learning for all Evergreen Academy school staff, including teachers, and administrators. UDL supports teachers' ability to differentiate instruction to engage all students with special attention to writing and math skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educational Services program manager will support this Strategy/Activity.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase the implementation of the Universal Design for Learning (UDL) model by providing more intense professional learning for all Evergreen Academy staff, including teachers and administrators. UDL supports teachers' ability to differentiate instruction to engage all students with special attention to writing and math skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educational Services program manager will support this Strategy/Activity.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners (ELs)

Strategy/Activity

Improve instruction by providing teachers and administrators instructional coaching support for working effectively with ELs. Teachers will identify the specific language development standards that will support students with academic proficiency across all content areas within the core content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educational Services program manager will support this Strategy/Activity.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English learners (ELs)

Strategy/Activity

Provide ELD instruction integrated with core subjects and separately at a designated time. Teachers will receive professional learning that includes specific strategies that can be utilized in order to support ELs in all content areas. During the 2020-2021 school year, instructional materials will be reviewed for the adoption of the 2021-2022 school year, which includes a robust ELD.

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)

Educational Services program manager will support this Strategy/Activity.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve instruction and engagement among students by introducing the use of Chromebooks and online learning at Evergreen Academy.

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)

9041

Source(s)

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

1304

Title I
3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will be observed to evaluate the effectiveness of instructional strategies and the level of fidelity in implementing them.

Strategy/Activity

Improve instruction by systematically monitoring classroom activities and providing coaching using classroom data. Walkthrough observation instruments have been developed and are providing meaningful data for reflection and improvement.

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)

The program administrator will assist with walkthroughs and feedback cycle data.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Classroom teachers and administrators will continue to receive professional learning focused on targeted instructional strategies. These strategies have been proven successful with ELs and students in need of intensive academic support. Targeted instructional support includes vocabulary development, visual representation, questioning strategies, use of high engagement activities, summarizing, cooperative learning, and academic conferencing. Classroom teachers will also receive support with administering, monitoring, and analyzing student assessment data. SCOE instructional coaches will provide a series of professional learning sessions throughout the school year that supports the professional growth of classroom teachers which ensures that students are receiving innovative and engaging instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educational Services program manager will support this Strategy/Activity.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff will continue to receive support in instructional strategies that have been proven successful with ELs and with at-risk students. Effective practices include vocabulary development, visual representation, questioning strategies, use of high engagement activities, summarizing, cooperative learning, and academic conferencing. Continue to develop instructional strategies to create access to the curriculum for all ELs, i.e. Specially Designed Academic Instruction in English (SDAIE).

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)

General Fund

Supported by our Educational Services Department program manager.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students With Disabilities

Strategy/Activity

Students with Disabilities are provided access to the curriculum through differentiated instruction and the accommodations documented in their Individualized Education Programs (IEPs). The implementation of Universal Design for Learning (UDL) strategies promotes full access to the curriculum for students with disabilities. Services for students include pull-out and push-in support from specialized service providers identified in the IEP. Access to the core curriculum along with additional support resources ensures the capacity of students to improve achievement levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Special Education

Activities are part of the special education program

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student data is monitored on an ongoing basis by the SSC. Back-to-School nights, parent meetings, and other stakeholder engagement meetings provide an opportunity for parents to learn about the importance of parental engagement and its connection to student achievement. Students, parents, and community members can participate in parent meetings and activities that detail grade level and content area standards. Parents, teachers, and students engage with activities designed to provide a deeper understanding of the CCSS. Parent meetings will help parents gain a deeper understanding of the California School Dashboard which highlights the academic achievement levels of students within the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental

Included in Goal 1 of GHCS

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to provide translation services for parents in a language easily understood, as well as providing translation services for conferences. The issue of communicating technical information to families transcends differences in native languages. Educational language can often be an obstacle to communicating with our families. Our goal is to communicate in understandable and meaningful terms so that parents have enough information to be able to participate in decision-making. The school will use the Language Line for all families who speak a language other than English.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental
	Included in Goal 1 of GHCS

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue the implementation of CCSS for ELA, ELD, math, social science, and science through targeted professional learning, demonstrations, assessments, access to online resources and coaching.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4481	Title IV 1000-1999: Certificated Personnel Salaries Director, Innovative Programs & Student Success
1300	Title IV 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

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.

Strategies and services were implemented as planned and with overall fidelity. Professional learning was provided once a month and teachers were especially responsive to individual coaching in ELA and math evidence-based strategies. The teacher also received training in Universal Design for Learning (UDL) to plan instruction that addresses a range of skills. The staff has continued the implementation of the Common Core State Standards (CCSS) and received professional learning to support implementation. Training and coaching in the areas of common core standards and academic conferencing have been provided. Edgenuity is used by all students at Evergreen Academy to make up credits and access elective classes. Project-Based Learning (PBL) is beginning to be implemented with the use of the new Makerspace lab. Additionally, there has been an improvement in student outcomes related to formative assessment (Renaissance).

The professional learning includes partnering with outside consultants and SCOE coaches to provide professional learning activities to improve our instructional practices and programs. The math coach from STEMulate Learning met with teachers 90 minutes per week coaching and co-teaching. Teachers received individual coaching and support around lesson planning, pedagogy, student engagement, formative and summative assessments, and content knowledge. Coaching includes classroom observations with data-focused debriefs and individual meeting times to discuss classroom strategies and problems of practice.

In supporting Goal 1, the SCOE math and ELA coaches specifically addressed the need for improved academic achievement and full implementation of CCSS. The coaches have supported this goal by providing the following services:

- Provided professional development targeting effective instruction and UDL to improve instructional differentiation
- Provided instructional coaching support for teachers and administrator in the areas of project-based learning, instructional technology, and ELs instruction
- Provided feedback on the implementation of instructional strategies through walkthroughs involving teachers and administrators to deepen the implementation of evidence-based strategies.

During 2019-20 Evergreen Academy fully implemented designated-time for ELD instruction in addition to ELD integrated into core subject instruction.

During the 2019-2020 school year, SCOE transitioned to Edgenuity online learning portal for our online credit recovery and elective courses. The school will continue the practice of surveying parents as to their perception of the overall quality of our instructional program. This, combined with other quantitative and qualitative measures, is used to inform our practices.

Chromebooks have been provided to all Evergreen Academy students. Training and adoption of technology have created new opportunities for student engagement. Professional development has supported positive student outcomes on the Renaissance formative assessment measures. During

the 2019-2020 school year, SCOE transitioned to the Edgenuity online learning portal for credit recovery and elective courses. Credit recovery has not been as strong as expected but remains an area of priority for our program. Additionally, Google apps have been implemented which supports online instruction. Teachers will continue robust professional learning for implementation in these areas.

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

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

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

During 2019-20, the Evergreen Academy administrator continued to support teachers to evaluate their standard-based instructional practices, ELD instruction, and implement UDL strategies. In addition, separate trainings to support students' social-emotional well being were provided. For the 2020-2021 school year, the goal is to maintain the same actions, to give time for new professional knowledge and practices to be fully implemented, and to better support staff in implementing new strategies, such as the intense need for the use of technology. There is a continuing emphasis on the provision of academic support provided to students who encounter difficulties by deepening the implementation of a well-developed UDL 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 Subject

Transition from Evergreen Academy to the School of Residence.

LEA/LCAP Goal

Increase the educational transition services being provided to students.

Goal 2

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

Identified Need

In order to reduce the barriers impacting pupils transitioning from Evergreen Academy back to the schools in their community, students require transition planning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students who report on the LCAP Student Survey that the school prepares them for a successful transition to their next milestone (e.g., the transition to the high school of residence, college, workplace, or other)	Baseline for 2018-19 was 59%	Expected outcome for 2019-20 is 64%
The percentage of students who report on the LCAP Student Survey that the school involves them in the development, review and ongoing monitoring of the ILP	Baseline for 2018-19 was 39%	Expected outcome for 2019-20 is 44%
The percentage of parents who report on the LCAP Parent Input survey that the school prepares their student to their next milestone.	Baseline for 2018-19 was 24%	Expected outcome for 2019-20 is 30%
The percentage of parents who report that the school involves them in the development of their student's individual learning plan	Baseline for 2018-19 was 36%	Expected outcome for 2019-20 is 40%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Track number of days between release from JDF and enrollment in their home school.	Baseline for 2018-19 was 4.5 days between release and enrollment in home school or other educational program.	Expected outcome for 2019-20 is 3-4 days.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The student support specialist will meet regularly with students as they are ready to leave the program and will collaborate with the receiving school to support the transition. Additionally, the student support specialist will ensure immediate enrollment of pupils transferring from the community school and the immediate transfer of applicable records.

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)
60539	Title I Part D 2000-2999: Classified Personnel Salaries Student Support Specialist
27000	Title I Part D 3000-3999: Employee Benefits
36401	Other 2000-2999: Classified Personnel Salaries Student Support Specialist
15907	Other 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support student involvement in developing and monitoring their ILPs. Students will meet with their teacher and the student support specialist monthly to review and update their progress in their ILPs. Students will become familiar with their data including achievement and unit completion.

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)

Included in Strategy/Activity 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to involve parents in the intake and exit process to ensure smooth transitions for students and minimize loss of academic learning time. Provide consultation to parents to help them support the reentry of their child into the comprehensive high school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Included in Strategy/Activity 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The student support specialist meets regularly with students prior to their exit from Evergreen Academy. A transition plan is created and includes collaboration with the receiving school district. Additionally, the student support specialist will ensure immediate enrollment of students transferring from Evergreen Academy along with the immediate transfer of applicable records.

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)
	Included in Strategy/Activity 1

Annual Review

SPSA Year Reviewed: 2019-20

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 provision of transition services is at the core of our model for JCCS programs. Systemic barriers to transition were addressed during our regularly scheduled Student Services meetings, attended by representatives from all Solano County school districts. The student support specialists (SSS) have case-managed students' progress in completing their ILPs and prepared district staff for the students' reentry. SSS continued tracking the number of days between release from our programs and enrollment in the home school for all students. Teachers and the SSS have met with the students at least three times per year to review and revise the students' individual learning plan as appropriate.

The survey shows that parents agree/strongly agree that the school involves them in the development, review, and ongoing monitoring of their student's ILP. This is a highlight as the ILP is extremely important to student success in the SCOE programs and beyond.

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

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

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

This goal is an important one and needs to be kept unchanged in relation to students in our programs. The Solano County Probation Department will continue to fund part of the student support specialist together with our Title I funds. We have reviewed the assignment of the student support specialist at Evergreen Academy to strengthen the support students receive in transitioning to their school of origin. The student support specialist will make more direct connections with the school site counselors and accompany students on their first day of re-entry. We also need to increase our ability to draw students and parents in the instructional planning for each student working inclusively with students and parents.

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

Career Technical Education (CTE)

LEA/LCAP Goal

Increase career readiness services for all students

Goal 3

Increase career readiness opportunities for all students

Identified Need

Concurrent to supporting options for college, the goal is based on the need to provide students in the community school career readiness instruction and opportunities for access employment options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of all students staying 90 days or longer will explore career options using California Career Zone, Road Trip Nation and Junior Achievement.	2018-19 baseline was 100%	100% of students will participate.
The number of students in Challenge will participate in financial literacy workshops.	2018-19 baseline was 100%	100% of the students
The percentage of students who report that the school effectively provides them with career readiness instruction.	2018-19 baseline was 49%	Expected outcome for 2019-20 is 54%.
The percentage of students who strongly agree or agree that the career readiness instruction demonstrates a connection to the students' real life.	2018-19 baseline was 41%	Expected outcome for 2019-20 46%
The percentage of students in the Challenge program who obtain the California Food Handlers Certification.	2018-19 baseline was 100%	100% of the students at Challenge will obtain the certification.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students in the Challenge program who obtain the Work-Ready! Certificate.	2018-19 baseline was 100%	100% of the students at Challenge will obtain the certification.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will explore career options through participation in CTE classes. These will be held weekly during the 2020-21 school year.

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)
27900	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0.35 Assistant Director, College and Career Readiness to assist with CTE content and activities; Supports Strategy/ Activity 1-8
4500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.10 Program Manager, Workforce Development to assist with CTE content and activities; Supports Strategy/ Activity 1-8
8800	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.80 Vocational Specialist to assist with CTE content and activities; Supports Strategy/ Activity 1-8
15100	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Work-Ready! instruction for the Work-Ready! Certification for students in the Challenge program

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)

Included in Strategy/Activity 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide instruction for the Safe Food Handling certification to students in the Challenge program

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)

Included in Strategy/Activity 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Vocational specialist to implement all activities related to identified actions and services and create opportunities for work experience.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Included in Strategy/Activity 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In partnership with Solano Community College, offer to students the opportunity to visit the campus, connect with counselors, and enroll in online classes with the assistance of our teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Included in Strategy/Activity 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In collaboration with Solano County Probation, continue implementing an introduction to the construction trade course taught by a CTE certified teacher based on the NCCER curriculum and use a consulting company to set up stations, train the teacher, and provide a master coach.

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)

Included in Strategy/Activity 1

30416

Other
1000-1999: Certificated Personnel Salaries
0.50 Career Technical Education Instructor

6907

Other
3000-3999: Employee Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students eligible for furlough.

Strategy/Activity

SCOE will support Challenge students eligible for furlough with work-based learning experiences. Students will be supported by a vocational specialist and a program manager from Workforce Development.

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)

Included in Strategy/Activity 1

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Career exploration instruction is provided to students in Juvenile Court and Community Schools(JCCS) programs. California Career Zone, Road Trip Nation, and Junior Achievement remained fully implemented. Students also received financial literacy instruction including budgeting, credit, and savings and investments through weekly workshops and activities. All students received "Preparing for the Workplace" themed and technology-integrated instruction. "Preparing for the Workplace" themed instruction prepares students to meet deadlines, adapting to change, goal setting, digital citizenship, and internet safety. Consultation with the SCOE Workforce Development Department is ongoing as a means of improving our capacity to provide career readiness and project-based instruction. The LCAP Student Survey showed that 64% of the students have stated that they agree or strongly agree that school effectively provides them with career readiness instruction. As of the end of the third quarter, 53% of students indicated agree or strongly agree that the career readiness workshops provided demonstrate a connection to real life. While our programs are perceived as effective by a good portion of the students, it is the SCOE goal to increase career readiness opportunities. The introduction of work-based learning opportunities and the SCOE construction trades course increased the offerings in this area and options for 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.

Slight differences between Budgeted Expenditures and Estimated Actual Expenditures were due to fluctuating costs. The establishment of similar construction trades programs at Evergreen Academy required considerably more planning and preparation than expected. During 2018-19, an agreement was developed between SCOE and Solano County Probation to fund the course. SCOE supported the start-up costs using CTE funds and purchased a basic inventory of tools and the NCCER curriculum. Probation designated a refitted and appropriate space at Evergreen Academy.

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

Career readiness instruction is very relevant to our students and will continue to be one of our goals. The lower than expected measures of perception among students may indicate the need to update the curriculum and the delivery of instruction. Additionally, Evergreen Academy students will target employment opportunities in collaboration with the Workforce Development Department. Evergreen Academy has a vocational specialist who has extensive experience and will work on providing students with work-based learning opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social-Emotional Support Services in Partnership with Probation

LEA/LCAP Goal

Continue to provide social-emotional learning for all students

Goal 4

Social and emotional support for our students is a critical component of the schoolwide program for 2020-21. The student support specialist meets with the students individually to build emotional learning skills as they are connected to their successful transition out of Evergreen Academy. Clinical counseling services at Evergreen Academy are provided by Probation's contractors.

Identified Need

Social and emotional support for students is provided by Probation at Evergreen Academy. Their services address anger management, conflict resolution, and more intense mental health services, as needed by individual students. Evergreen Academy's instructional program supports students' social and emotional skills within the classroom environment through the implementation of the Positive Behaviors and Supports (PBIS) model. A comparable model is also adopted by Probation as part of their organization of students' activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of parents who on the LCAP Parent Input Survey report that the school provides their child extra help when they are struggling socially or emotionally.	Results for 2018-19 were: 41%.	Expected outcome for 2019-20 is 46%
The percentage of students who on the most recent California Health Kids Survey (CHKS) report that they feel there is a teacher or adult who notices them when they are not there.	Results for 2017-18 were 47%.	Expected outcome for 2019-20 is 52%
The percentage of students who on the most recent CHKS report that they feel safe at school.	Results for 2017-18 were: 42%	Expected outcome for 2019-20 is 47%
The percentage of students who on the most recent CHKS report that there is a teacher or	Results for 2017-18 were: 48%	Expected outcome for 2019-20 is 53%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
adult who really cares about them		
The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs .	Results for 2018-19 were: 37%	Expected outcome for 2019-20 is 42%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The Evergreen Academy team will continue to participate in PBIS implementation. Staff from the Student and Program Support Department will coach the Evergreen Academy staff on classroom management strategies, system of reinforcement, trauma-informed care, restorative practices, and defusing strategies during behavior escalation.

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)
26950	Other 5800: Professional/Consulting Services And Operating Expenditures Contract with Kerri Berkowitz

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Administer the CHKS and the Annual Student Survey to all students at Evergreen Academy every year to collect data for each of the cohorts.

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)

Local Categorical

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

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

All students

Strategy/Activity

Continue to work with the Student and Program Support department to provide professional learning to Evergreen Academy staff. This department can also help Evergreen Academy in providing assistance for our foster and homeless students. Their guidance in this area is critical to the success of these students. The main goal is to develop solid restorative justice and trauma-informed care practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Included in Strategy 1 and 4.

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

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

All students

Strategy/Activity

Increase support for parent engagement by offering events in connection with visiting hours.

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)

LCFF - Supplemental

Included in Goal 1 of GHCS

Annual Review

SPSA Year Reviewed: 2019-20

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 overall implementation of the actions and services supports the articulated goal of promoting social-emotional learning for students. The school has been working on implementing PBIS in collaboration with Solano County Probation. The student support specialist and teachers have helped support students' success by working on social and emotional learning, conflict resolution strategies, and problem-solving. The staff gives students strategies on how to cope with differences they may have with teachers and classmates. The student support specialist also works with students on their transitional goals to return to the comprehensive school.

Evergreen Academy staff members received ongoing professional learning related to trauma-informed care, and support and JCCS schools have continued to implement and improve the PBIS system with a focus on restorative justice principles. On-site training, coaching, and direct services for students were provided to introduce restorative practice principles. The California Healthy Kids Survey (CHKS) yielded important insight into the program. It can be concluded that there is evidence of effectiveness in many areas, particularly in the area of perceived support among parents for their child's social and emotional needs.

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 Solano County Probation Department will continue to fund the student support specialist along with the use of the school's Title I funds. The student support specialist will make more direct connections with the school site counselors and may accompany students on their first day of re-entry at their school of residence. This support will assist students and their families with a smoother transition to the receiving school district.

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	\$103665
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	\$276,546.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$10,345.00
Title I Part D	\$87,539.00
Title IV	\$5,781.00

Subtotal of additional federal funds included for this school: \$103,665.00

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 (\$)
LCFF - Supplemental	\$56,300.00
Other	\$116,581.00

Subtotal of state or local funds included for this school: \$172,881.00

Total of federal, state, and/or local funds for this school: \$276,546.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	56,300.00
Other	116,581.00
Title I	10,345.00
Title I Part D	87,539.00
Title IV	5,781.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	71,838.00
2000-2999: Classified Personnel Salaries	110,240.00
3000-3999: Employee Benefits	67,518.00
5800: Professional/Consulting Services And Operating Expenditures	26,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	27,900.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,300.00
3000-3999: Employee Benefits	LCFF - Supplemental	15,100.00
1000-1999: Certificated Personnel Salaries	Other	30,416.00
2000-2999: Classified Personnel Salaries	Other	36,401.00

3000-3999: Employee Benefits	Other	22,814.00
5800: Professional/Consulting Services And Operating Expenditures	Other	26,950.00
1000-1999: Certificated Personnel Salaries	Title I	9,041.00
3000-3999: Employee Benefits	Title I	1,304.00
2000-2999: Classified Personnel Salaries	Title I Part D	60,539.00
3000-3999: Employee Benefits	Title I Part D	27,000.00
1000-1999: Certificated Personnel Salaries	Title IV	4,481.00
3000-3999: Employee Benefits	Title IV	1,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,126.00
Goal 2	139,847.00
Goal 3	93,623.00
Goal 4	26,950.00

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

Name of Members	Role
Dr. Valerie Garrett	Principal
Robert Wales	Classroom Teacher
Alondra Young	Other School Staff
Davyonte Edwards	Secondary Student
Jayvon James	Secondary Student
Kimiya Taylor	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
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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 September 16, 2020.

Attested:

Principal, Dr. Valerie Garrett on 9-16-2020
SSC Chairperson, Alondra Young on 9-16-2020



School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Golden Hills Community School	48 10488 6089668	September 16, 2020	

Purpose and Description

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

Schoolwide Program

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

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

GHCS is accredited by the Western Association of Schools and Colleges (WASC). The school serves students expelled from their district of residence, referred by a district's Student Attendance Review Board (SARB), or referred by the Solano County Probation Department (Probation). The school's focus is to support both the educational and social-emotional needs of students. Students receive support with completing high school graduation requirements and preparation for college and/or career. Seventy percent of students at GHCS are from low-income families, English learners (ELs), or foster youth. The majority of the student population has substantial credit and skill gaps. Students receive differentiated instruction that includes an academic intervention component designed to provide targeted support and ensure full access to the core curriculum. Many of the students have experienced or are experiencing a significant traumatic event in their lives. Students and their families are assisted through a variety of resources which include access to social-emotional learning, social skills, and self-control strategies. These strategies are utilized within the classroom, at home, and in other social settings. Students engage with the student support specialist who closely monitors their academic progress through their Individual Learning Plans (ILPs) along with providing trauma-informed care. The student support specialist also facilitates Restorative Circles in order to assist students with managing their conflicts in constructive ways. These strategies promote improved communication within the classroom and offer an alternative to suspensions for incidents of inappropriate behaviors. The student support specialist also supports students with re-entry into their school of residence. Receiving school districts work collaboratively with the student support specialist to develop and manage a transition that supports the students and their families. The SPSA is aligned with SCOE's previous Local Control and Accountability Plan (LCAP) which includes specific supports that are focused on increasing student achievement, successful transition to district schools or post-secondary schools and programs, college and career readiness, and improved social-emotional support services. It is now also aligned with SCOE's recently developed Learning Continuity and Attendance Plan (LCP). These goals support the school's commitment to active family and community engagement through the services of the student attendance liaison. Parents have taken an active role in the school's governance and have provided valuable input in the development of the LCAP, the LCP, and the SPSA. Specific goals have also been included that support the capacity of the administrators and other school staff members. Staff members are provided with extensive and ongoing professional learning opportunities throughout the school year. These professional learning opportunities provide staff members with effective instructional strategies that will ensure that all students receive instruction that is standards-based, equity-focused, accessible, and engaging. The goal is to increase student academic achievement levels which are monitored and analyzed through the collection of student assessment data. The plan is monitored throughout the school year and can be modified when needed.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

During the 2019-2020 school year, the following data was collected:

Academic Preparation:

57% of students strongly agree/agree that they receive additional assistance when they are struggling academically.

63% of students strongly agree/agree that technology is used to support their classwork.

80% of students strongly agree/agree that Solano County JCCS prepares them for a successful transition to their next milestone (e.g., the transition to the high school of residence, college, workplace, or other).

64% of students strongly agree/agree that the school involves the students in the development, review, and ongoing monitoring of their Individual Learning Plans (ILPs).

53% of students strongly agree/agree that the school effectively provided career readiness instruction.

45% of students strongly agree/agree that the Career Readiness Workshops provided a connection to the students' real lives.

53% of students strongly agree/agree that Solano County JCCS supports their social-emotional needs.

66% of students strongly agree/agree that they feel their concerns/questions are taken seriously by the staff at their school.

70% of students strongly agree/agree that Solano County JCCS provides them with a good education.

Student Concerns:

1. The school needs to increase its support for students' social-emotional learning.
2. There is a need to increase student involvement in the development of the ILPs.
3. There is a need to increase college and career readiness services for students.

Parent Survey Results:

76% of parents strongly agree/agree that the students receive additional assistance when they are struggling academically.

71% of parents strongly agree/agree that technology is used to support the students' coursework.

76% of parents strongly agree/agree that Solano County JCCS prepares the students for a successful transition to their next milestone (e.g., the transition to the high school of residence, college, workplace, or other).

94% of parents strongly agree/agree that the school involves them in the development, review, and ongoing monitoring of their students' ILPs.

59% of parents strongly agree/agree that the school effectively provided career readiness instruction.

53% of parents strongly agree/agree that the Career Readiness Workshops provided demonstrate a connection to their students' real life.

59% of parents strongly agree/agree that Solano County JCCS supports the students' social-emotional needs.

65% of parents strongly agree/agree that they feel their concerns/questions are taken seriously by the staff at the school.

71% of parents strongly agree/agree that Solano County JCCS provides its students with a good education.

Parent Concerns:

1. Parents would like more opportunities for career and college readiness.
2. Parents would like more support for successful transitions to their student's next milestone.
3. Parents would like extra help for students when they are struggling academically, socially, and/or emotionally.

Based on these results, the school needs to strengthen its transition and career readiness programs, support more involvement of students and parents in developing students' goals and monitoring progress, and establish stronger supports for students' social-emotional learning.

Classroom Observations

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

Classroom observations were conducted weekly to ensure that standard-based and grade-level appropriate learning is taking place. Specific learning components such as student engagement, instructional scaffolding, use of CCSS, and checking for understanding are key elements analyzed during these observations. Additionally, observations include monitoring the implementation of English Language Development (ELD) instruction and ELs' access to the core curriculum.

During the 2019-20 school year, observation data indicated that the Positive Behavior Interventions and Supports (PBIS) model is being implemented at the school. Overall, classroom management continued to improve as the implementation of PBIS practices increases. Teachers were observed using several evidence-based practices, including questioning, monitoring, immediate feedback, front-loading, individual and small group instruction, and comprehension check for understanding strategies. ELs were provided with structured support to access standards, including explicit language and vocabulary instruction, checking for comprehension, providing prior background information, and receiving scaffolding from supplemental instructional staff. Student engagement was supported by the introduction of individual Chromebooks, along with the implementation of the online learning portal, EdGenuity.

During the 2020-2021 school year, due to COVID 19, classroom instruction is conducted via Zoom. Classroom observations are conducted via Zoom daily. When instruction returns to the in-person platform, classroom visits will be conducted daily throughout the instructional day. Daily classroom observations contribute to the school's goal of providing a positive learning environment for all students that supports higher levels of academic achievement.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Curriculum-embedded Assessments

Holt Chapter tests measure proficiency towards meeting the ELA standards. During the 2019-20 school year, the teachers at GHCS administered and collected Renaissance Learning assessments and analyzed the results during Wednesday collaboration meetings. The Renaissance data provided feedback on instruction to determine student progress towards meeting individual goals.

The monthly Renaissance assessments, and other formative assessment tools, provided a more accurate measure of student progress. Renaissance Learning is a web-based standards-aligned assessment and intervention curriculum used to monitor student progress towards mastering ELA and math content standards. Students are assessed monthly to analyze data in ELA and math. In 2019-20, 60% of students who stayed 90 days or more in the school and had pre- and post-test results had a grade equivalent growth of +0.5 and above on the Renaissance Reading assessment. On the same assessment, 60% of students who stayed 90 days or more in the program and had pre- and post-test results had scaled scores of 50 points or more. In math, 57% of students who stayed 90 days or more in the school and had pre and post-test results had a grade equivalent growth of +0.5 and above. Likewise, 43% of students who stayed 90 days or more in the school and had pre and post-test results had scaled scores of 50. These results show an increase from previous years and more accurately represent the students' academic levels and the response to instruction. However, the results still indicate the need to prioritize academic achievement in planning and implementing services. Teachers review individual student progress as well as overall class achievement in each subject area. The data is used to develop instructional objectives and strategies to inform the development of subsequent instruction. This process is repeated monthly. As a result of the use and regular review of Renaissance data, GHCS teachers saw gains in both ELA and math in student performance.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at GHCS are highly qualified and fully credentialed with no misassignments.

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

All GHCS teachers are highly qualified and engage with ongoing professional learning sessions that assist them with providing standards-based instruction. Professional learning sessions are targeted to address the learning standards for students through the SCOE adopted curriculum materials. Teachers receive targeted professional learning focused on integrated ELD instructional strategies, mathematics, ELA, and online instructional resources. Professional learning sessions and coaching are provided by SCOE coaches who specialize in ELA/ELD and math instruction. Coaches support the school staff with the evaluation and adoption of online instructional resources. Classroom teachers and administrators also receive professional learning that is focused on conducting classroom walkthroughs, which are designed to focus on observing classroom instruction with an equity focus.

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

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

Monthly academic assessments are conducted through the Renaissance Learning online platform in both ELA and math. Student data is reviewed and analyzed during teacher collaboration meetings. The meetings are designed to identify the specific instructional strategies that will be utilized within the classroom to support higher levels of student achievement. The collaboration sessions include opportunities for classroom teachers to share instructional practices that have proven to support students with full access to the curriculum.

Classroom teachers and administrators engage with targeted professional learning sessions that are focused on building positive relationships with students and supportive classroom learning environments. The school continues to implement Positive Behavioral Intervention and Supports (PBIS) and restorative practices. During the 2020- 2021 school year, teachers will engage in a series of professional learning sessions that focus on effective PBIS strategies. The training sessions are designed to equip teachers with instructional tools focused on empowering students with positive engagement strategies. Students are afforded the opportunity to gain communication and problem-solving skills that assist with managing their behaviors through the promotion of self-regulation. Professional learning support for staff members will also include coaching on trauma-informed practices. These practices are essential to supporting teachers with strategies that assist them in identifying students who may have experienced trauma and the effective actions to take that assist students in receiving appropriate support. During the 2020-2021 school year, classroom teachers and administrators will continue participation with professional learning focused on the Edgenuity credit recovery program. The schoolwide implementation and use of Edgenuity provide students with increased access to rigorous core content in a broad course of studies and options for completing CSU/UC A-G course requirements.

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

SCOE provides coaching in the area of standards-based instructional strategies for ELA, math, and assessments. Teachers and administrators engage with professional learning sessions focused on the Renaissance Learning assessment platform. These sessions are designed to support testing administration and analysis of student data collected in both ELA and math. Staff members engage in monthly data analysis sessions that are focused on addressing instructional strategies that will support student learning. Observations are conducted to determine the degree of implementation of instructional strategies and provide necessary data to assist with the design of future professional learning sessions. The school provides ongoing opportunities for classroom teachers and administrators to provide feedback concerning the specific instructional support and assistance needed during the training sessions.

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

The staff at GHCS meets monthly to analyze student data and share best instructional practices. Each student has an assigned ILP. These plans serve as an instructional road map to determine the instructional needs and progress of each student. Teachers review these plans during collaboration meetings to monitor student achievement levels, identify areas of need, and plan lessons that target those academic areas of concern. Collaboration time is designed to bring teachers and support staff together to form a team of support for students. The team includes classroom teachers, student wellness specialists, student support specialists, and administrators.

Teaching and Learning

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

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

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

GHCS adheres to the California Department of Education's (CDE) recommended instructional minutes for Alternative Education programs. Class instruction is scheduled from 8:30 a.m. until 1:30 p.m. on Mondays, Tuesdays, Thursdays, and Fridays. Students receive a total of 5 hours of instruction daily except for Wednesday. On Wednesdays, students are released at 12:30 p.m. The total instructional time per week is 24.0 hours. The purpose of the early dismissal on Wednesdays is to allow teachers to engage in curriculum planning collaboration meetings and professional learning sessions. The school's instructional day includes 30 minutes of designated ELD instruction for students identified as English Learners. The total instructional time per week is 24.0 hours. Due to COVID-19, the delivery of instruction for the beginning of the 2020-21 school year has been adjusted to include Distance Learning in a synchronous and asynchronous format.

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

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

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

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

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

All instructional materials are aligned to the State Standards in the areas of math, English, science, and social studies. SCOE is going through the process of adopting a new textbook for ELA/ELD during the 2020-21 school year.

The school's current instructional materials are as follows:

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

Opportunity and Equal Educational Access

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

The instructional program includes intensive academic and emotional support for students who are performing below grade level. Classroom instruction is differentiated to meet the varied academic needs of students. During the 2020-2021 school year, teachers will offer targeted intervention support in small groups after school. During the COVID-19 Distance Learning instructional program, students are engaged in one-on-one instructional support sessions or small group intervention sessions. The instructional support specialist provides additional intervention support services to students. Students who are credit deficient have unlimited access to credit recovery courses and support in all academic areas with teacher supervision through the Edgenuity platform. During the 2020-2021 school year, the school staff will review additional online platforms such as Springboard, which embeds intervention supports within all lessons.

Evidence-based educational practices to raise student achievement

Staff receives extensive training to best serve the needs of all students, including ELs and students with disabilities. Professional learning sessions have targeted several evidence-based strategies, and the administrator continues to monitor implementation and provide coaching to teachers. Evidence-based strategies used by teachers include backward curriculum planning, activating background knowledge, the utilization of visual supports, and the utilization of concept maps and other organizers. Students are introduced to new academic content areas in smaller segments. Teachers also utilize the following instructional strategies: checking for understanding through comprehension lessons, vocabulary development instruction, and writing strategies. Staff members are also engaged in Edgenuity professional learning. Staff members received training at the beginning of the school year and follow up training sessions as needed. The teachers and support staff members will continue to engage in professional learning sessions focused on Positive Behavior Intervention Support (PBIS). During the 2020-2021 school year, teachers will be engaged with a series of PBIS sessions that assist them with supporting students with positive behavior strategies. The PBIS professional learning sessions assist with the promotion of positive communication in the classroom and provides effective strategies to correct student behaviors without suspensions. Teachers will also receive professional learning to support the effective implementation of restorative practices.

Parental Engagement

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

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

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

Parental engagement is encouraged through a variety of stakeholder engagement meetings and seasonal activities. Parents are invited to participate in our School Site Council (SSC) meetings. The SSC is comprised of parents, teachers, non-classroom staff members, and community members. The SSC makes decisions related to the instructional program offered to students, funding for the instructional program, and monitoring overall school operations and meets four times per school year. Parents are also encouraged to participate in parent/teacher conferences and meetings with the student support specialist and the wellness support staff when appropriate. Parent Information Nights are scheduled each semester. Parents also have the opportunity to participate in stakeholder engagement meetings throughout the school year. The school has adopted an engagement plan that includes providing opportunities for parents to engage with the school through activities that foster communication and community. The school provides access to all families by providing school information in English and Spanish. The school has also instituted the use of the Language Line, which provides a live interpreter for families that speak languages other than English. Parents are

able to communicate with classroom teachers, administrators, and other school staff members effectively through professional level interpreting services. The school provides outreach to families in a variety of methods, which include phone calls, text messages, emails, and written notices mailed via the United States Postal Service. The communication efforts contribute to the goal of providing equitable access to the school staff and resources for all students and their families. SCOE supports parents with disabilities by providing accommodations or services necessary to promote full participation with programs or activities for families. The programs or activities include parent meetings, communication with the school personnel, and participation with governance committees such as the SSC. Services include the use of sign-language interpreters and ensuring that documents and websites are compliant with the requirements of the Americans with Disabilities Act.

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

Stakeholder engagement meetings provide qualitative and quantitative data relative to the goals and actions identified by the LCAP and SPSA. The most recent stakeholder meetings were held during the 2019-2020 school year. During the 2020-2021 school year, stakeholder engagement meetings will be held via Zoom until clearance is provided by local and state health officials to restore large group meetings. The quantitative data were presented at the stakeholder engagement meetings are represented through parent-friendly visual displays to make it easier to understand. The staff members responsible for implementing the actions use anecdotal and qualitative data to illustrate the results of the planned activities. The presentations include a review of assessment results relative to student achievement. Parents, staff members, and community members are afforded the opportunity to share their input related to the data presented during these meetings. An additional opportunity for stakeholder engagement relative to the development of the LCAP is the administration of the California Healthy Kids Survey (CHKS). The survey solicits important feedback

from students, staff members, and parents. The surveys are available in English and Spanish. The survey assists the school in collecting data related to the physical and emotional wellness of students. The surveys provide valuable data through the perspectives of each stakeholder group. The survey results are incorporated into the goals and actions identified in the LCAP.

Funding

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

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

- School instructional leader responsible for leading instructional support, guide professional learning, and evaluate program effectiveness.
 - The community liaison promotes parent engagement and outreach by providing resources that encourage parent participation and builds the relationship between home and school.
 - A student wellness specialist responsible for providing individual counseling services for students in need.
 - Support staff for homeless students assists Mc Kinney-Vento eligible students and their families with the resources necessary to assist them with full participation with learning. Students and their families are provided access to community resource providers.
 - Supplemental instructional materials include instructional technology, software, and professional learning in instructional technology to support teachers' ability to engage students and improve educational outcomes.
-
- Title I Part D provided partial or full funding for the following:
 - During the 2019-2020 school year, para-educators provided supplemental interventions for students in need of additional intervention instruction.
 - The instructional support specialist and a credentialed teacher provide supplemental individual and small-group assistance for students in need.
 - The student support specialist is responsible for providing social-emotional learning instruction to students individually and in small groups, transition services, and facilitation of the development and monitoring of individual learning plans.
 - Supplemental instructional materials and instructional technology tools are provided to support academic achievement.
 - The school instructional leader provides instructional support for teachers, professional learning, and program evaluation.
 - A student wellness specialist provides individual counseling to high-risk students.

The SCOE Local Control Funding Formula funds a student support specialist, a college/career readiness coordinator, a vocational specialist, parent and student engagement activities, and instructional materials for the makerspace lab to increase project-based learning activities.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

The stakeholder engagement process was conducted from November 2019 through March 2020. The five stakeholder engagement meetings specifically included students from each of our JCCS instructional programs to provide them the opportunity to be actively engaged in and provide input during the stakeholder engagement process. Program administrators and teachers facilitated these meetings.

At each of the stakeholder engagement meetings, qualitative and quantitative data was presented relative to student outcomes and the outcomes of the goals and actions outlined in the 2018-19 LCAP and school plans. The quantitative data was presented in graph form so that it was easily understandable. The staff implementing the actions used anecdotal and qualitative data to illustrate the results of the efforts in implementing the LCAP and school plan goals and services. The presentations included assessment results relative to student achievement. Based on the information presented, individuals present at the stakeholder engagement meetings had the opportunity to provide input relative to the current goals and actions and the extent to which they felt student needs were being adequately addressed.

In addition to face-to-face stakeholder engagement meetings, JCCS parents and students were invited to provide input into the development of the LCAP and single plans by way of a locally developed survey and the California Healthy Kids Survey. The surveys were available in English and Spanish. Stakeholder engagement meetings were held during the months of November through May.

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.50%	%	2.08%	1		1
African American	42.50%	36.36%	33.33%	17	16	16
Asian	%	%	0%			0
Filipino	%	%	2.08%			1
Hispanic/Latino	37.50%	31.82%	41.67%	15	14	20
Pacific Islander	%	%	2.08%			1
White	10.00%	27.27%	18.75%	4	12	9
Multiple/No Response	7.50%	%	0%	3		0
Total Enrollment				40	44	48

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	3		2
Grade 8	3	10	1
Grade 9	5	3	8
Grade 10	9	7	11
Grade 11	12	5	21
Grade 12	8	19	5
Total Enrollment	40	44	48

Conclusions based on this data:

1. Students of color make up 81% of the total student population.
2. 94% percent of the students are in grades 9-12.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	6	6	1	15.0%	13.6%	2.1%
Fluent English Proficient (FEP)	1	0	0	2.5%	0.0%	0.0%
Reclassified Fluent English Proficient (RFEP)	2	4	13	5.0%	9.1%	27.1%

Conclusions based on this data:

1. The number of ELs enrolled for 2019-2020 was significantly lower than previous years.
2. The number Fluent English Proficient (FEP) students for the 2019-2020 school year was significantly higher than previous years.
3. Students often do not stay in the school long enough to show results, but can receive reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*			*			*					
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	9	*	*	6	*	*	6			66.7
Grade 11	16	18	20	14	15	13	14	15	13	87.5	83.3	65
All Grades	26	33	30	22	28	19	22	28	19	84.6	84.8	63.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*			*			*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2456.	2412.	2400.	0.00	0.00	0.00	14.29	0.00	7.69	21.43	13.33	7.69	64.29	86.67	84.62
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	9.09	3.57	5.26	13.64	7.14	5.26	77.27	89.29	89.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	14.29	0.00	0.00	14.29	20.00	7.69	71.43	80.00	92.31
All Grades	9.09	0.00	0.00	13.64	21.43	5.26	77.27	78.57	94.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	28.57	6.67	23.08	71.43	93.33	76.92
All Grades	0.00	0.00	0.00	22.73	7.14	15.79	77.27	92.86	84.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	57.14	46.67	38.46	42.86	53.33	61.54
All Grades	4.55	0.00	0.00	45.45	32.14	31.58	50.00	67.86	68.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.14	0.00	0.00	28.57	33.33	30.77	64.29	66.67	69.23
All Grades	4.55	0.00	0.00	22.73	25.00	26.32	72.73	75.00	73.68

Conclusions based on this data:

1. Overall results show that 5.26% of students met the SBAC ELA standard. This percentage is higher than previous years.
2. An analysis of the specific areas tested shows that roughly 8% of the students at or near the standard mark in reading. More students performed at or near standard in writing, listening, and research/inquiry. Results show the continued need for intense instruction and supports in all language arts areas.
3. The small sample of students assessed explain in part the wide variation of results over time, although the constant is a large percentage of the students performing below expected proficiency.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*			*			*					
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	9	*	*	6	*	*	6			66.7
Grade 11	16	18	20	13	14	9	13	14	9	81.3	77.8	45
All Grades	26	33	30	21	27	15	21	27	15	80.8	81.8	50

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*			*			*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2463.	2419.	*	0.00	0.00	*	0.00	0.00	*	7.69	7.14	*	92.31	92.86	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	4.76	3.70	0.00	95.24	96.30	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	*	7.69	0.00	*	92.31	100.0	*
All Grades	0.00	0.00	0.00	4.76	0.00	0.00	95.24	100.0	100.0

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	*	15.38	21.43	*	84.62	78.57	*
All Grades	0.00	0.00	0.00	14.29	11.11	6.67	85.71	88.89	93.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	*	69.23	50.00	*	30.77	50.00	*
All Grades	0.00	0.00	0.00	42.86	29.63	13.33	57.14	70.37	86.67

Conclusions based on this data:

1. All of the students tested did not meet the standard. There is a strong correlation between academic performance and the number of students reported as chronically absent.
2. Math needs to be a priority in supporting the development of skills that are associated with college and career readiness.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	NA						0	
Grade 1	NA						0	
Grade 2	NA						0	
Grade 3	NA						0	
Grade 4	NA						0	
Grade 5	NA						0	
Grade 6	NA						0	
Grade 7		1540.5		1541.5		1539	1	2
Grade 8							2	
Grade 9		1537		1552.3		1521	1	3
Grade 10	NA						0	
Grade 11	NA							
Grade 12	NA						0	
All Grades		1538.4		1548		1528.2	4	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	0	0	0	50	100	50	0	0	1	2
9	0	0	0	33	0	67	100	0	1	3
All Grades	25	0		40	50	60	25	0	4	5

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

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

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

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

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

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

Conclusions based on this data:

1. A total of one student was administered and completed the ELPAC assessment. The one student demonstrated overall language skills at level 4, written language skills at level 4, and listening domain was a level 3.
2. Integrated and designated ELD instruction for ELs should focus on the development of academic language especially in connection to reading and writing.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
44	68.2	13.6	2.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	13.6
Foster Youth	1	2.3
Homeless	5	11.4
Socioeconomically Disadvantaged	30	68.2
Students with Disabilities	7	15.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	36.4
Hispanic	14	31.8
Two or More Races	2	4.5
White	12	27.3







Conclusions based on this data:

1. The majority of our students (almost 80 percent) come from low-income families.
2. There were six (6) ELs at the time the student count was collected. By the time ELPAC was administered, there were four (4) ELs.
3. Eighty percent of the students are Hispanic or African American showing a disproportionality in community school placements.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The overall suspension rate for 2018-2019 was 24.4%. This is a decrease of 5.7% from the 2017-2018 school year.
2. The only reportable data due to sample size, is the Suspension Rate.

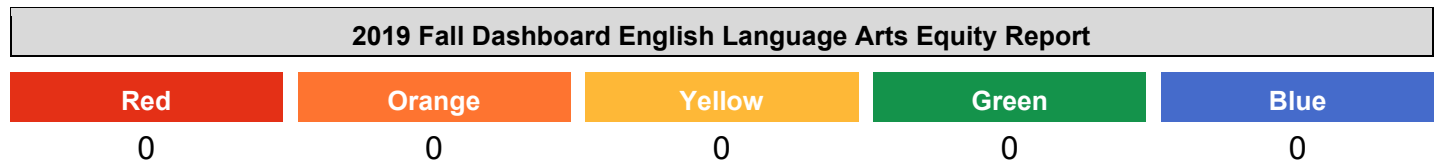
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

1. Schools with fewer than 30 valid test scores will not receive a status-change classification. The school will monitor the academic performances of African American and Hispanic students in this area.

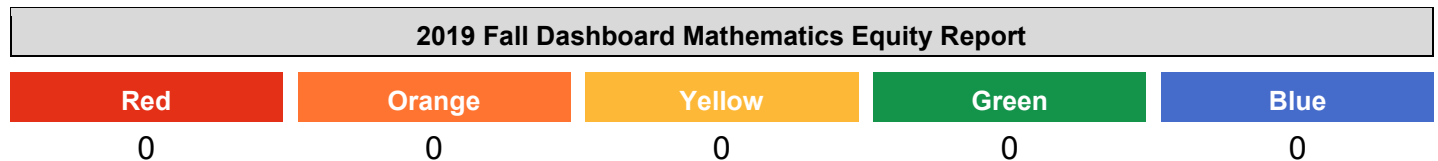
School and Student Performance Data

Academic Performance Mathematics





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





This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

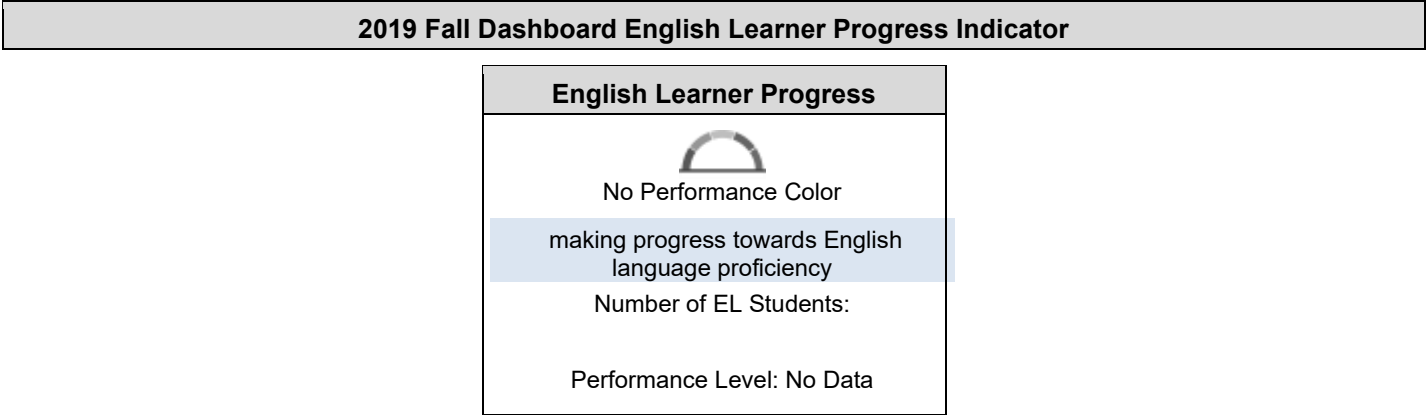
Conclusions based on this data:

1. Schools with fewer than 30 valid test scores will not receive a status-change classification.

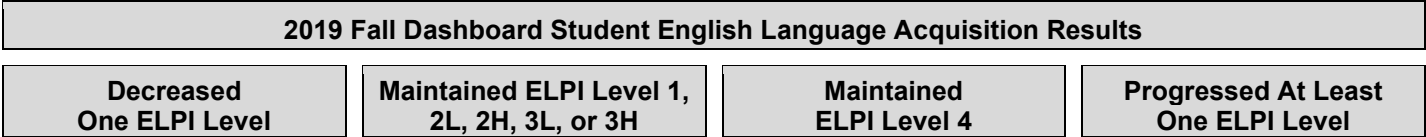
School and Student Performance Data

Academic Performance English Learner Progress

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



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.



Conclusions based on this data:

1. EL students assessed have been enrolled or less than one school year. Prior to this placement they were enrolled in their district residence.
2. These results confirm that the our current ELs have limited English language skills and require support to progress academically and in language acquisition.

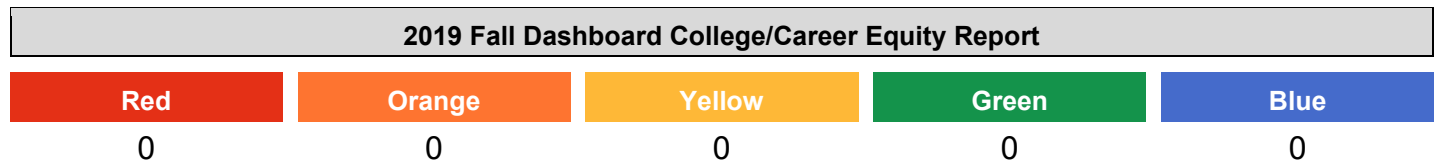
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

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

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	Prepared	Prepared
0 Approaching Prepared	Approaching Prepared	Approaching Prepared
0 Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. The sample of tested students is too small to obtain a color classification on the Dashboard. Overall, students demonstrated limited academic skills in ELA and math affecting the college readiness performer indicator. Currently, the only CTE related experience that is approved is the completion of an entire career pathway available at the comprehensive high schools.

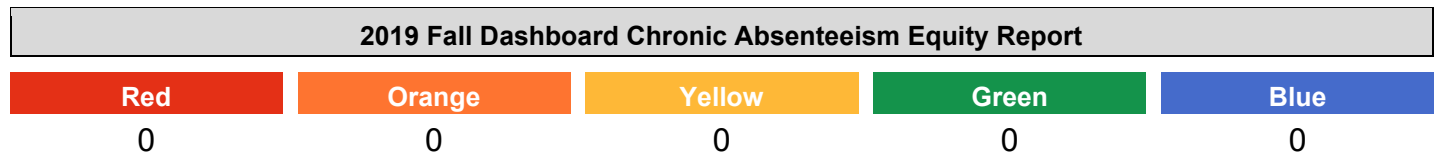
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Chronic absenteeism for GHCS requires continued focus and interventions.
2. While the percentage of students that were chronically absent remained relatively the same, the overall attendance rate increased. The number of students with chronic absenteeism remains high,.

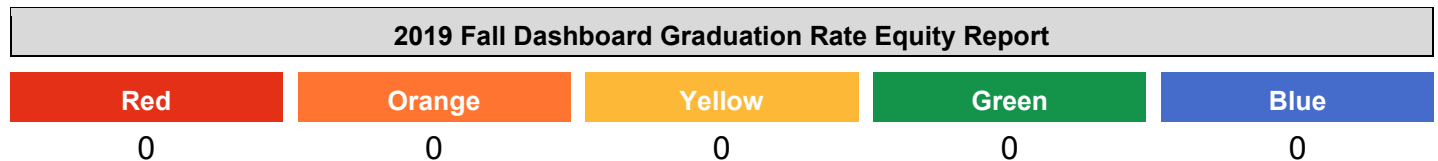
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
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Conclusions based on this data:

- Cells containing fewer than 11 students are not assigned a dashboard color. No data were reported on the dashboard in this area.
- During the 2018-2019, a total of 26 students graduated from GHCS.

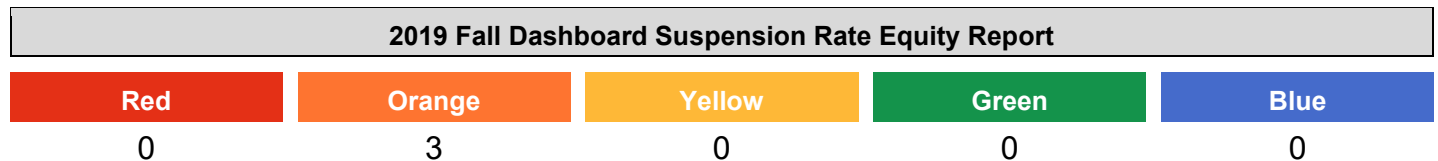
School and Student Performance Data

Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	24.4	18.8

Conclusions based on this data:

1. The overall percentage of suspensions decreased by more than 5 percent and requires continued focus and intervention.
2. The suspension rate among African American and Hispanic students has decreased by more than 5.
3. Small sample sizes are a barrier to drawing conclusions concerning the data. Students with at least one suspension were Homeless students. African American and Hispanic students will continue to be a student group that we carefully monitor and provide additional intervention resources.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Instructional Program for the Golden Hills Community School (GHCS)

LEA/LCAP Goal

Improve the instructional program and educational outcomes for students.

Goal 1

Improve the instructional outcomes for students.

Identified Need

The academic skills of the students continue to be an area of focus in both English Language Arts (ELA) and math based on the California Assessment of Student Performance and Progress (CAASPP) and local assessments. Most students in the Juvenile Court and Community Schools (JCCS) programs are credit deficient and demonstrate academic skills below grade level. There is a continued need for credit recovery and academic support to help students close possible skills and knowledge gaps. There is also a need to provide engaging instruction, and increasing the use of instructional technology. Similar needs are identified among English learners (ELs), students with exceptional needs, students from low-income families, and foster students. This goal and the action and services capture the need for continuous improvement in these areas and address each of the specific needs. Due to COVID-19, we do not have data for the 2019-2020 school year due to the California Department of Education's decision to cancel standardized testing which included the CAASPP assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of Common Core State Standards (CCSS); Implementation of CCSS Professional Learning Workshops; Implementation of ELA, math, and NGSS standards.	Implementation of CCSS was supported by ongoing professional learning and coaching. Implementation of ELA, math, standards: systematic observations demonstrated 100% implementation. Instructional materials were found to be aligned to the CCSS.	100% implementation and alignment
Programs and services enable ELs to access core and ELD standards: 100%	Systematic observations indicated that ELs were able to access the core curriculum	100% implementation to support access.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	across subjects through appropriate support.	
ELA Smarter Balanced Assessment percent Met/Exceeded the standard	2018-19 outcome was 5.26%.	7% of the students will receive a score indicating standard met
Math Smarter Balanced Assessment percent Met/Exceeded the standard	2018-19 outcome was 0%.	3% of the students will receive a score indicating standard met
Percentage of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in ELA as measured by the Renaissance Learning STAR Reading Assessment: increase of 5% points from baseline	2018-19 baseline was 45%.	50% of the students will demonstrate a 0.5 grade equivalent increase
Percentage of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in math as measured by the Renaissance Learning STAR Math Assessment:	2018-19 baseline was 50%.	55% of the students will show a 0.5 or greater positive Grade Equivalent Growth in math as measured by the Renaissance Learning STAR Math Assessment:
The % of all students at GHCS for 90 days or more demonstrating a 50 point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment: Community School	2018-19 baseline was 45%.	50% of students will demonstrate a 50 point or greater scaled score increase in ELA
The % of all students at GHCS for 90 days or more demonstrating a 50 point or greater scaled score increase in math, as measured by monthly Renaissance Learning STAR Math Assessment: Community School	2018-19 baseline was 70%.	71% of students will demonstrate a 50 point or greater scaled score increase in math
Establish a makerspace room to support project-based learning as measured by the average number of projects completed by students.	2019 - 20 is first full year of implementation.	Baseline being established in 2019-20

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students who on the LCAP Student Survey report that they receive extra help when they are struggling academically.	Baseline for 2018-19 was 46%.	50% of students will report on the LCAP Student Survey that they receive extra help when they are struggling academically.
Percentage of parents who on the LCAP Survey agree that their child receives academic support when they are struggling academically.	Baseline for 2018-19 was 41%.	46% of parents will report on the LCAP Survey that they agree their child receives academic support when they are struggling.
The percentage of ELs who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC).	Baseline data for 2018-19 unavailable.	TBD
ELs reclassification rate.	Baseline for 2018-19 was 0%. Not Met	25% of the ELs will be reclassified.
Facilities Maintained in Good Repair: Williams Visit facility in compliance based on Facilities Inspection Tool. Rate of Teachers Appropriately Assigned and Fully Credentialed. Instructional materials available to all students in class and at home.	Facilities were maintained in good repair at 100%, teachers were appropriately assigned and fully credentialed at 100%, and 100% of the students had instructional materials available in class and at home.	Maintain 100% compliance
Classroom Learning Walkthroughs	Walkthroughs were completed at least monthly. Instructional strategies and the implementation of integrated and designated ELD was observed.	Instructional strategies and the implementation of integrated and designated ELD as observed during monthly classroom walkthroughs using the identified tool.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase the implementation of the Universal Design for Learning (UDL) model by providing more intense professional learning for all GHCS staff, including teachers and administrators. UDL supports teachers' ability to differentiate instruction to engage all students with special attention to writing and math skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Continue the implementation of CCSS for ELA, ELD, math, social science, and science through targeted professional development, demonstrations, assessments, access to online resources and coaching.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4481	Title IV 1000-1999: Certificated Personnel Salaries Director, Innovative Programs & Student Success
1300	Title IV 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners (ELs)

Strategy/Activity

Improve instruction by providing teachers and administrators instructional coaching support for working effectively with ELs. Teachers will identify the specific language development standards that will support students with academic proficiency across all content areas within the core content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund

The Educational Services program manager will support this action.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners (ELs)

Strategy/Activity

Provide ELD instruction integrated with core subjects and separately at a designated time. Teachers will receive professional learning that includes specific strategies that can be utilized in order to support ELs in all content areas. During the 2020-2021 school year, instructional materials will be reviewed for possible adoption for the 2021-2022 school year that includes a robust ELD component.

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)

General Fund

The Educational Services program manager will support this action.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve instruction and engagement among students by increasing the use of instructional technology and the use of Google apps at GHCS.

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)

9041

1304

Source(s)

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

Title I
3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will be observed to evaluate the effectiveness of instructional strategies and the level of fidelity in implementing them.

Strategy/Activity

Improve instruction by systematically monitoring classroom activities and providing coaching using classroom data. Walkthrough observation instruments have been developed and are providing meaningful data for reflection and continuous improvement.

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)

The program administrator will engage with walkthrough observation cycles.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve instruction by increasing the implementation of Project-Based Learning in connection to the existing makerspace lab.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will continue to receive support in instructional strategies that have been proven successful with ELs and with at-risk students. Effective practices include vocabulary development, visual representation, questioning strategies, use of high engagement activities, summarizing, cooperative learning, and academic conferencing. Continue to develop instructional strategies to create access to the curriculum for all ELs, i.e. Specially Designed Academic Instruction in English (SDAIE). Supported by our Educational Services Department program manager.

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)

General Fund

The Educational Services program manager will support this action.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Teachers will support students in small groups and individually with academic interventions designed to support students' demonstrating limited proficiency with standards. SCOE will provide intensive professional learning and coaching for teachers to develop their skills in providing supplemental academic support to the students not performing at grade level.

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)

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Source(s)

General Fund

The Educational Services program manager will support this action.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Ensure that all students with disabilities are provided instruction that allows access to the standards and that instruction is differentiated to meet individual needs as identified in their IEPs. The implementation of UDL strategies will be essential to supporting students with disabilities. Services for these students include pull-out and push-in support from specialized staff.

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)

18314
7600

Source(s)

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

Other
3000-3999: Employee Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

The primary target for these activities are unduplicated students, especially economically disadvantaged (the large majority of the population), and ELs. The rest of the students will benefit as a stronger trust is established between the school and families.

Strategy/Activity

The School Site Council will review data on student achievement and provide input on program improvement through program monitoring during the 2020-2021 school year. Parents will participate in presentations that assist with understanding the Common Core State Standards, standardized assessments, and the resources available to them to support their children outside of the classroom. Presentations on these topics will be conducted at Parent Information Nights and School Site Council meetings. Parents will also receive information that supports the understanding of specific skills that their children will need in order to achieve college and career readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF - Supplemental

Parent Engagement - multiple goals/activities

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Specific support will be targeted unduplicated students.

Strategy/Activity

Translation services will be provided for families whose first language is other than English. The utilization of translation services assists with promoting access and the participation of families. Translation services are utilized for school-wide meetings, IEP Meetings, conferences, and other school functions that are open to families. The issue of communicating technical information to families transcends differences in native languages. Educational language can often be an obstacle to communicating with our families and our goal is to communicate in understandable and meaningful terms so that parents have enough information to be able to participate in decision-making. The school will use interpreters in providing language translation to Spanish-speaking families and Language Line for other languages.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental

Included in Goal 1/Activity 12

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

We will continue to fund an administrative position which provides instructional coaching to teachers, program management and evaluation, data collection and analysis and coordination of professional learning sessions for instructional staff members in order to increase the academic achievement levels for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund
	The Educational Services program manager will support this action.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Strategies and services were implemented as planned and with overall fidelity. Professional learning was provided once a month and teachers were especially responsive to individual coaching in ELA and math evidence-based strategies. The teacher also received training in UDL to plan instruction that addresses a range of skills. The staff has continued the implementation of the CCSS and received professional learning to support implementation. Training and coaching in the areas of common core standards and academic conferencing have been provided. Edgenuity is used by all students at GHCS to make up credits and access elective classes. PBL is beginning to be implemented with the use of the new makerspace lab. Additionally, there has been an improvement in student outcomes related to formative assessment (Renaissance).

Professional learning includes partnering with outside consultants and SCOE coaches to provide professional learning activities to improve our instructional practices and programs. The math coach from STEMulate Learning met with teachers 90 minutes per week coaching and co-teaching. Teachers received individual coaching and support around lesson planning, pedagogy, student engagement, formative and summative assessments, and content knowledge. Coaching includes classroom observations with data-focused debriefs and individual meeting times to discuss classroom strategies and problems of practice.

In supporting Goal 1, the SCOE math and ELA coaches specifically addressed the need for improved academic achievement and full implementation of CCSS. The coaches have supported this goal by providing the following services:

- Provided professional learning targeting effective instruction and UDL to improve instructional differentiation
- Provided instructional coaching support for teachers and administrator in the areas of project-based learning, instructional technology, and ELs instruction
- Provided feedback on the implementation of instructional strategies through walkthroughs involving teachers and administrators to deepen the implementation of evidence-based strategies.

During 2019-20, GHCS fully implemented designated-time for ELD instruction in addition to ELD integrated into core subject instruction.

During the 2019-2020 school year, SCOE transitioned to Edgenuity online learning portal for our online credit recovery and elective courses. The school will continue the practice of surveying parents as to their perception of the overall quality of our instructional program. This combined with other quantitative and qualitative measures is used to inform our practices.

Chromebooks have been provided to all GHCS students. Training and adoption of technology have created new opportunities for student engagement. Professional learning has supported positive student outcomes on the Renaissance formative assessment measures. During the 2019-2020 school year, SCOE transitioned to the Edgenuity online learning portal for credit recovery and elective courses. Credit recovery has not been as strong as expected but remains an area of priority for our program. Additionally, Google apps have been implemented which supports online instruction. Teachers will continue robust professional learning for implementation in these areas. The combined actions and services have also supported graduation for 14 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.

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

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

During 2019-20, GHCS administrators continued to support teachers to evaluate their standard-based instructional practices, ELD instruction, adopt Google apps for the classroom, and implement UDL strategies. In addition, separate training to support students' social-emotional well being were provided. For the 2020-2021 school year, the goal is to maintain the same actions to give time for new professional knowledge and practices to be fully implemented and to better support staff in implementing new strategies, such as the intense need for the use of technology. There is a continuing emphasis on the provision of academic support provided to students who encounter difficulties by deepening the implementation of a well-developed UDL 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 Subject

Transition from GHCS to the school of residence

LEA/LCAP Goal

Increase the educational transition services being provided to students.

Goal 2

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

Identified Need

In order to reduce the barriers impacting pupils transitioning from community schools back to the schools in their community, students require transition planning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students who report on the LCAP Student Survey that the school prepares them for a successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other)	Baseline for 2018-19 was 59%.	Expected outcome for 2019-20 is 64%
The percentage of students who report on the LCAP Student Survey that the school involves them in the development, review, and ongoing monitoring of the ILP.	Baseline for 2018-19 was 39%	Expected outcome for 2019-20 is 45%
The percentage of parents who report on the LCAP Parent Input survey that the school prepares their student to their next milestone.	Baseline for 2018-19 was 24%	Expected outcome for 2019-20 is 30%
The percentage of parents who report that the school involves them in the development of their student's ILP.	Baseline for 2018-19 was 36%	Expected outcome for 2019-20 is 40%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

The student support specialist will meet regularly with students as they are ready to leave the program and will collaborate with the receiving school to support the transition. Additionally, the student support specialist will ensure immediate enrollment of pupils transferring from the community school and the immediate transfer of applicable records.

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)
97334	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Supports Strategy/Activity 1-4
42395	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Support student involvement in developing and monitoring their ILPs. Students will meet with their teacher and the student support specialist monthly to review and update their progress in their ILPs. Students will become familiar with their data including achievement, attendance, completion requirements, responsible behavior, terms of their rehabilitation plan, and other requirements for transitioning back to their home school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Strategy/Activity 1 for Amounts

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Continue to involve parents in the intake and exit process to ensure smooth transitions for students and minimize loss of academic learning time. Provide consultation to parents to help them support the reentry of their child into the comprehensive high school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Strategy/Activity 1 for Amounts

Annual Review

SPSA Year Reviewed: 2019-20

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 provision of transition services is at the core of our model for JCCS programs. Systemic barriers to transition were addressed during the regularly scheduled Student Services meetings, attended by representatives from all the sending districts. The student support specialists have case-managed students' progress in completing their ILPs and prepared district staff for the students' reentry. We tracked the number of days between release from our programs and enrollment in the home school for all students. Teachers and student support specialists have been meeting with the student weekly to review and revise the student's ILP as appropriate.

Survey results regarding student and parent perceptions of some aspects of GHCS did not meet expected levels indicating that more efforts are needed in these areas. Particularly significant is the low percentage of students and parents who feel they are involved in the development of their ILPs, which is an extremely important process that leads to student and school success.

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

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

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

This goal is important and needs to continue in the 2020/2021 school year. The actions related to the student support specialist will remain. There is a need to increase the engagement of students and parents in the instructional planning for each student by working inclusively with the student and parents. The student support specialist will work with parents to support their participation in ILP planning and provide them with appropriate resources as needed. Home visits will be offered to parents to increase opportunities for parental engagement as appropriate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

Increase Career Readiness Services for all students

Goal 3

Increase career readiness opportunities for students.

Identified Need

Concurrent to supporting options for college, the goal is based on the need to provide students in the community school career readiness instruction and opportunities to access employment options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of all students staying 90 days or longer will explore career options using California Career Zone, Road Trip Nation and Junior Achievement.	2018-19 baseline was 100%	100% of students will attend
The percentage of students staying 90 days or longer who obtain the Work-Ready! certification	No students received certification	The certification requirements needs to be adjusted to the community program to allow for occasional absences. New design to be piloted in 2019-20
The number of students staying 90 days or longer will participate in financial literacy workshops.	2018-19 baseline was 100%	100% of the students will participate
The percentage of students who report that the school effectively provides them with career readiness instruction.	2018-19 baseline was 49%	Expected outcome for 2019-20 is 54%.
The percentage of students who strongly agree or agree that the career readiness instruction demonstrates a connection to the students' real life.	2018-19 baseline was 41%	Expected outcome for 2019-20 is 46%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Students will explore career options through participation in CTE classes. These will be held weekly during the 2020-21 school year.

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)
20900	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0.35 FTE Assistant Director, College and Career Readiness to assist with CTE content and activities; Supports Strategy/Activity 1-8
4450	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.10 Program Manager, Workforce Development to assist with CTE content and activities; Supports Strategy/Activity 1-8
26310	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.80 Vocational Specialist to assist with CTE content and activities; Supports Strategy/Activity 1-8
22050	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Provide Work-Ready! instruction for a modified Work-Ready! Certification.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See Strategy/Activity 1 for amounts.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Provide instruction for the Safe Food Handling Certification.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See Strategy/Activity 1 for amounts.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Vocational specialist to implement all activities related to identified actions and services and create opportunities for work experience.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See Strategy/Activity 1 for amounts.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

In partnership with Solano Community College, offer to students the opportunity to visit the campus, connect with counselors, and enroll in online classes with the assistance of our teachers and student support specialist.

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)

See Strategy/Activity 1 for amounts.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

In collaboration with Probation, establish an introduction to the construction trade course at the community school (to mirror the same program at JDF) taught by a CTE certified teacher based on the NCCER curriculum and use a consulting company to set up stations, train the teacher, and provide a master coach.

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)

See Strategy/Activity 1 for amounts.

30416

Other
1000-1999: Certificated Personnel Salaries
0.50 Career Technical Education Instructor

6907

Other
3000-3999: Employee Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

SCOE will support GHCS's students with work-based learning experiences.

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)

See Strategy/Activity 1 for amounts.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

The SCOE Workforce Development Department will explore the possibility to develop a mental health services pathway in connection to our newly established wellness centers.

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)

See Strategy/Activity 1 for amounts.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Career exploration instruction is provided to students in JCCS programs. California Career Zone, Road Trip Nation, and Junior Achievement remained fully implemented. Students also received financial literacy instruction including budgeting, credit, and savings and investments through weekly workshops and activities. All students received "Preparing for the Workplace" themed and technology-integrated instruction. "Preparing for the Workplace" themed instruction prepares students to meet deadlines, adapting to change, goal setting, digital citizenship, and internet safety. Work-Ready Certification (WRC) and Food Handler Certification requirement for perfect attendance have limited certification for our GHCS students. A modified requirement is being considered for 2020-21. Students at GHCS receive instruction on the WRC core skills but have not earned official certification. Consultation with the SCOE Workforce Development Department is ongoing as a means of improving the capacity to provide career readiness and project-based instruction. Over one-third of the students attended trades fairs, field trips, had guest speakers, and attended a job fair at Solano Community College. The LCAP Student Survey showed that 46% of the students have stated that they agree or strongly agree that school effectively provides them with career readiness instruction. As of the end of the third quarter, 42% of students indicated agree or strongly agree that the career readiness workshops provided demonstrate a connection to real life. The goal is to increase and improve college and career readiness services which will be evaluated by improved survey result rates. The introduction of work-based learning opportunities and the course on construction trades will greatly increase.

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

Slight differences between Budgeted Expenditures and Estimated Actual Expenditures were due to fluctuating costs. The establishment of similar construction trades programs at the Juvenile Detention Facility (JDF) and at GHCS required considerably more planning and preparation than expected. During 2018-19 an agreement was developed between SCOE and Solano County Probation to fund the course. SCOE supported the start-up costs using CTE funds and purchased a basic inventory of tools and the NCCER curriculum. Probation designated a refitted and appropriate space at JDF.

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

Career readiness instruction is very relevant to our students and will continue to be one of our goals. The lower than expected measures of perception among students may indicate the need to update the curriculum and the delivery of instruction. Additionally, GHCS students will target employment opportunities in collaboration with the Workforce Development Department. GHCS has a vocational specialist who has extensive experience and will work on providing students at GHCS with work-based learning opportunities. GHCS staff will work with SCOE mental health staff who provide services in the school Wellness Center.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social-Emotional Support Services

LEA/LCAP Goal

Increase social-emotional support services provided to students.

Goal 4

Increase social-emotional support services provided to students.

Identified Need

Social and emotional support for students is a critical component of the schoolwide program for 2020-21. There is a need to provide students with services that promote social-emotional well-being and positive behavior. Many of the students have experienced trauma in their lives and are coping with considerable stress base on mental health screening data and anecdotal data. The trauma history of the student and the history of negative previous school outcomes impacts attendance the motivation. Additionally, the previous California Healthy Kids Survey (CHKS) data also identified the need for mental health and social-emotional services.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average daily attendance rate	2018-19 baseline is 66%	Expected outcome for 2019-20 is 70%
The chronic absenteeism rate	2018-19 baseline is 66.3%	Expected outcome for 2019-20 is 60%
The suspension rate	2018-19 baseline is 24.4%	Expected outcome for 2019-20 is 20%
The percentage of students who on the most recent CHKS report that they feel there is a teacher or adult who notices them when they are not there.	Results for 2017-18 were 69%.	Expected outcome for 2019-20 is 73%
The percentage of students who on the most recent CHKS report that they feel safe at school.	Results for 2017-18 were: 33%	Expected outcome for 2019-20 is 38%
The percentage of students who on the most recent CHKS	Results for 2017-18 were: 44%	Expected outcome for 2019-20 is 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
report that there is a teacher or adult who really cares about them		
The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs.	Results for 2018-19 were: 37%	Expected outcome for 2019-20 is 42%
The percentage of parents who on the LCAP Parent Input Survey report that the school provides their child extra help when they are struggling socially or emotionally	Results for 2019-20 were: 41%.	Expected outcome for 2019-20 is 46%
The percentage of students who on the CHKS responded "Safe" or "Very safe" when asked "How safe do you feel when you are at school?"	Results for 2017-18 were 54%	Expected outcome for 2019-20 is 59%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

GHCS will continue to participate in PBIS concentrating on Tier II interventions for selected students, as appropriate. The Student and Program Support team will coach staff on classroom management strategies, system of reinforcement, and defusing strategies during behavior escalation.

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)

26950

Source(s)

Other
5800: Professional/Consulting Services And
Operating Expenditures
Contract with Kerri Berkowitz

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Administer the CHKS and the Annual Student Survey to all students at GHCS every year to collect data for each of the cohorts.

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)

Local Categorical

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

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

All students for preventive activities. Students who are chronically absent for more intensive activities.

Strategy/Activity

Established a tiered approach to supporting attendance:

- Add prevention strategies to the School Attendance Review Board (SARB) process
- Acknowledge all student with 80% attendance and improved attendance
- Communicate with parents about the importance of attendance
- Establish community partners to support attendance
- Conduct home visits as prevention to chronic absenteeism
- Identify and address the root causes of poor attendance
- Convene Student Success Team

All identified activities are supported by a site probation officer.

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)

45,000

General Fund
5800: Professional/Consulting Services And
Operating Expenditures

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

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

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

Strategy/Activity

- Increase support for parent engagement
- Increase events of interest to families
- Quarterly newsletter

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)

LCFF - Supplemental

Included in Goal 1, Activity 12

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students who needs more intensive counseling

Strategy/Activity

Increase individual counseling services by using an additional 0.3 FTE wellness specialist from the Student and Program Support Department.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

55000

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Student support specialist dedicated to
counseling students at GHCS.

26000

LCFF - Supplemental
3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The student support specialist, program administrator, and director will meet weekly to view discipline referrals and develop plans to minimize suspensions thus increasing students' attendance and availability for instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See Goal 2 Strategy/Activity 1-4

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students, especially those who have behavioral difficulties

Strategy/Activity

Continue to work with the Student and Program Support Department to provide professional learning to GHCS staff. This department can also help GHCS in providing assistance for our foster and homeless students. Their guidance in this area is critical to the success of these students. The main goal is to develop solid restorative justice practices in lieu of suspensions.

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)

Included in Strategy 4 and 5.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Providing after school activities for students and families to include socializing activities, trainings, and receive/provide input. The goal is to increase a sense of community at the school. Offer parent project program classes to parents and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Included in Strategy 4 and 5.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide coaching to teachers and support services to students with a focus on trauma-informed care and restorative practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Included in Strategy 1 and 5.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Train and teach support staff in mental health first aid.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Included in Strategy 5.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Actions in this area revolved around the position of the student support specialist working individually and in small groups with students to support social-emotional learning, anger management, and social skill development. The student support specialist and staff adopted healing approaches in response to the childhood trauma experienced by the students. The social-emotional support team also visited homes of truant students and students with social, emotional, or mental health needs. To improve attendance at GHCS, focused attention is placed on an effective absenteeism tracking system for both in-class and distance learning students. The goal remains prevention and early intervention. The student support specialist provided counseling services to students focused on identifying existing barriers. This has been particularly important for low-income students and ELs who tend to have fewer resources to support their achievement when missing school. The GHCS staff have received ongoing professional learning related to trauma-informed care PBIS system implementation and restorative justice principles as an alternative to suspension. On-site training, coaching, and direct services for students were provided to introduce restorative practice principles. The school also held team meetings with parents and referred students and families to the SARB as needed.

Daily attendance increased, although chronic absenteeism continues to be a focus area. The suspension rate dropped significantly. The CHKS yielded positive results. The percentage of the students who reported they feel there is a teacher or adult who notices them when they are not there was 69%. Also, the percentage of students who reported that there is a teacher or adult who really cares about them significantly increased over baseline. The percentage of students who reported that they feel like they are a part of their school increased to 53%. There is evidence of effectiveness in many areas, together with areas that showed a need to improve, particularly in the area of perceived support among students for their social and emotional needs.

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 funding of the student support specialist will continue as an essential element of our program. We need to increase connections with students in order to increase student perceptions of belonging to the school. In addition, counseling services will be more structured to include Tier I and Tier II provided by the student support specialist and Tier III provided by a student wellness specialist appropriately licensed by the California Department of Behavioral Sciences.

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	\$51909
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$450,752.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$10,345.00
Title IV	\$5,781.00

Subtotal of additional federal funds included for this school: \$16,126.00

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 (\$)
General Fund	\$45,000.00
LCFF - Supplemental	\$299,439.00
Other	\$90,187.00

Subtotal of state or local funds included for this school: \$434,626.00

Total of federal, state, and/or local funds for this school: \$450,752.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
General Fund	45,000.00
LCFF - Supplemental	299,439.00
Other	90,187.00
Title I	10,345.00
Title IV	5,781.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
1000-1999: Certificated Personnel Salaries	83,152.00
2000-2999: Classified Personnel Salaries	183,094.00
3000-3999: Employee Benefits	107,556.00
5800: Professional/Consulting Services And Operating Expenditures	71,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	General Fund	45,000.00
	LCFF - Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,900.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	183,094.00

3000-3999: Employee Benefits	LCFF - Supplemental	90,445.00
1000-1999: Certificated Personnel Salaries	Other	48,730.00
3000-3999: Employee Benefits	Other	14,507.00
5800: Professional/Consulting Services And Operating Expenditures	Other	26,950.00
1000-1999: Certificated Personnel Salaries	Title I	9,041.00
3000-3999: Employee Benefits	Title I	1,304.00
1000-1999: Certificated Personnel Salaries	Title IV	4,481.00
3000-3999: Employee Benefits	Title IV	1,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,040.00
Goal 2	139,729.00
Goal 3	111,033.00
Goal 4	152,950.00

School Site Council Membership

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

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

Name of Members	Role
Dr. Valerie Garrett	Principal
Stephen Wong	Classroom Teacher
Joshua Davis	Classroom Teacher
Barbara Bartolomucci	Other School Staff
Kim Justin	Parent or Community Member
Marisol Maldonado	Parent or Community Member
Anthony Hunter	Secondary Student
Oscar Maldonado	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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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 September 15, 2020.

Attested:

Principal, Dr. Valerie Garrett on 9-16-20

SSC Chairperson, Stephen Wong on 9-16-20
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CONFLICT OF INTEREST

As set forth in Government Code section 87200, each employee and elected or appointed official designated in Appendix B, Conflict of Interest Code, is required to file an annual Form 700 Statement of Economic Interests disclosing his/her investments, interests in real property, and income received during the immediately preceding 12 months. The Form 700 and any applicable Schedules must be filed electronically using the online eDisclosure system, or in original paper format, with the authorized Solano County Office of Education (SCOE) filing officer, no later than the filing date determined by the SCOE filing officer. A copy of each filer's Form 700 will be retained by the agency.

In addition to filing an annual Form 700, pursuant to Government Code Section 87202 each designated employee and Board of Education Trustee will also file a Form 700 within 30 days of assuming or leaving office. (See Appendix B)

Penalties as provided by law may result from willful violation of applicable Government Code provisions including the enforcement of personal, out-of-pocket fees levied upon late filers for every day after the deadline until the Statement is filed. (Government Code §91000 –91013)

SOLANO COUNTY BOARD OF EDUCATION
(Policy 9270)

CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations, section 18730) that contains the terms of a standard conflict of interest code, which may be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.

Therefore, the terms of 2 California Code of Regulations section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Exhibits designating positions and establishing disclosure categories, shall constitute the Conflict of Interest Code of the Solano County Board of Education ("Board").

Individuals in designated positions shall file their statements of economic interests electronically using the online eDisclosure system or in original paper format with the agency's filing officer who will make the statements available for public inspection and reproduction. (Government Code section 81008) Upon receipt of an original paper Form 700 filed by an individual in a designated position, the agency shall make and retain a copy and forward the original to the Solano County Elections Department, Attention: Statement of Economic Interests Filing Officer. The County Elections Department directly receives all Form 700s filed electronically.

I. Adoption

In compliance with the Political Reform Act of 1974, California Government Code section 81000, et sec., the Solano County Board of Education hereby adopts this Conflict of Interest Code, which shall apply to all Board Members and individuals in designated positions of the Office of the Solano County Superintendent of Schools, as specifically required by California Government Code section 87300.

II. Individuals in Designated Positions

Employees of the Office of the Solano County Superintendent of Schools, as well as County Board Members, who hold positions which involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, shall be in designated positions. All persons who hold the positions specifically enumerated in Exhibit A are in designated positions.

III. Disclosure Statement – Filing

Each individual in a designated position, including County Board Members, shall file his or her statement of disclosing investments, interests in real property and income required to be reported under the category or categories to which the employee's position is assigned in Exhibit A.

EXHIBIT A

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all applicable categories defined in Exhibit B.

<u>Designated Positions</u>	<u>Assigned Disclosure Category</u>
Members of the County Board of Education	1
County Superintendent of Schools	1
Deputy Superintendent	1
Associate Superintendent	1
Assistant Superintendent	1
Executive Director	1
Senior Director	1
Director	1
Business Information Systems Support Coordinator	2
Network Coordinator	2
Transportation Manager	2
Duplicating Services Manager	2
Chief Assistant to the County Superintendent	2
Site Principal	2
Program Administrator, Special Education	2, 4
Assistant Director, Behavioral Support Services, SELPA	2, 4
Assistant Director, Special Education	2, 4
Assistant Director, College and Career Readiness	2, 4
Program Administrator, Educational Options	2, 4

- II. Persons occupying positions as consultant are persons who provide a range of duties under contract including information, advice, recommendation, or counsel. The County Superintendent of Schools shall make a written determination as to what disclosure, if any, is required by any particular consultant on a case-by-case basis.

Such determination shall include a description of the consultant's limited scope of duties and, based upon that description, a statement of the extent of disclosure requirements. The County Superintendent of Schools' determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code.

EXHIBIT B

Disclosure Categories

Category 1: Full Disclosure

A designated position in this category must report all:

- interests in real property in the State of California,
- investments,
- business positions,
- sources of income, including gifts, loans, and travel payments

Category 2: General Contracting Disclosure

A designated position in this category that contracts for the entire agency must report:

- All investments, business positions, and income, including gifts, loans, and travel payments, from sources that provide leased facilities, goods, equipment, vehicles, machinery, or services, including training or consulting services, of the type utilized by the Solano County Office of Education.

A designated position in this category that has contracting authority for a specific department must report:

- All investments, business positions, and income, including gifts, loans, and travel payments, from sources that provide leased facilities, goods, equipment, vehicles, machinery, or services, including training or consulting services, of the type utilized by the employee's department or area of authority.

Category 3: Regulatory, Permit, or Licensing Agency Disclosure

A designated position in this category that licenses occupations as well as approves classes or curricula to obtain or maintain an occupational license must report:

- All investments, business positions, and income, including gifts, loans, and travel payments, from sources that either contract to provide education or training required by the Solano County Office of Education to qualify for or maintain a license, or entities that provide education or training services which courses or curricula are approved by the Solano County Office of Education.

Category 4: Grant/Service Providers/Agencies that Oversee Programs Disclosure

A designated position in this category that awards monies or grants to organizations or individuals must report:

- All investments, business positions, and income, including gifts, loans, and travel payments, or income from a nonprofit organization, if the source is of the type to receive grants or other monies from or through the Solano County Office of Education.

A designated position in this category that approves programs for rehabilitative services must report:

- All investments, business positions, and income, including gifts, loans, and travel payments, or income from a nonprofit organization, if the source is of the type to offer or provide consulting, rehabilitative, or education services concerning the prevention, treatment, or rehabilitation of individuals with various disabilities.



Lozano Smith

ATTORNEYS AT LAW

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MEMORANDUM

DATE: November 10, 2020

TO: President Cohen-Thompson
Solano County Board of Education Trustees

FROM: Megan E. Macy
Courtney de Groof

RE: Charter School Policy – First Reading

Attached please find the Charter School Policy, presented to the Solano County Board of Education (“County Board”) for a first reading pursuant to County Board Policy 9310.

During the County Board workshop on September 29, 2020, the County Board directed our office to prepare a new charter school policy in light of the recent changes in the law, including, but not limited to, Assembly Bill 1505. The following policy reflects the various changes in the law affecting charter schools.

The County Board’s current charter school policy is contained within Policy 9000.31 – *Functions Concerning Services Provided by the County Superintendent of Schools*. County Board Policy 9000.31 addresses various services that the County Superintendent provides, and it is not exclusively related to charter schools. Per our recommendation during the September 29 charter school workshop, we have prepared this policy as a stand-alone policy, which should be assigned a new policy number separate from Policy 9000.31, if adopted. If the new charter school policy is adopted as a stand-alone policy, we recommend that the County Board take action to adopt a revised version of Policy 9000.31 that does not include the current charter school language.

We look forward to presenting the following Charter School Policy at the November 18, 2020 County Board meeting.

SOLANO COUNTY BOARD OF EDUCATION
CHARTER SCHOOL POLICY:
FIRST READING

I. INTRODUCTION

The Solano County Board of Education (“County Board”) recognizes that charter schools are an integral part of the California education system. In considering any petition to establish a charter school within its jurisdiction, the County Board shall give thoughtful consideration to the ability of the charter school to provide students with a high-quality education that enables them to achieve their fullest potential. The County Board believes that charters should be granted to petitioners who demonstrate strong potential for establishing and operating a high quality charter school over the lifetime of the charter.

The Solano County Superintendent of Schools (“County Superintendent”) performs the administrative function of reviewing charter petitions and making recommendations to the County Board, in addition to the monitoring and oversight of County Board-approved charter petitions.

This policy sets forth the County Board’s process for considering new petitions, renewal petitions, material revisions, and appeals. Additionally, this policy sets forth the County Board’s process for the monitoring and oversight of County Board-approved charter schools.

II. NEW CHARTER PETITIONS

A. Types of New Charter Petitions

There are three types of new charter school petitions that a petitioner may submit to the County Board: (1) Direct County Charter, (2) Countywide Charter, and (3) Appeal Charter.

1. **Direct County Charter:** A petitioner may submit a petition *directly* to the County Board to establish a charter program that will serve students who would otherwise receive direct education and related services from the Solano County Office of Education (“SCOE”), including but not limited to, students that have been expelled and students on probation or parole. (Ed. Code, § 47605.5.)
2. **Countywide Charter:** A petitioner may submit a petition *directly* to the County Board to establish a charter program that will serve as a countywide charter, to provide instructional services that are not generally provided by SCOE, benefiting a student population that cannot be served as well by a charter school that operates in only one school district in the county. (Ed. Code, § 47605.6.)
3. **Appeal Charter:** A petitioner may submit a petition for the establishment of a new charter school to the County Board that was denied by the governing board of a school district. (Ed. Code, § 47605(k).)

This section describes the standards and criteria applicable to the review of a Direct County Charter and Countywide Charter. The standards and criteria applicable to the review of an Appeal Charter are set forth in Section IV – *Appeals to the County Board* of this policy.

SOLANO COUNTY BOARD OF EDUCATION
CHARTER SCHOOL POLICY:
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B. Timelines and Procedures

1. Submission

Petitioners are encouraged to submit a new petition no later than October 1 prior to the school year in which the charter school proposes to commence operations. Petitioners must submit a complete charter petition to SCOE, including a signed certification that the petitioner deems the petition to be complete. The petition must also include each of the requirements described in Section D – *Content of New Charter Petitions*, below. Petitioners must submit at least fifteen (15) paper copies and one electronic copy of the complete petition application. A new petition is deemed received and the statutory timelines are triggered on the day the petitioner submits a petition to the County Superintendent in the manner described above.

Countywide Petition: Prior to submitting a new petition to the County Board, a petitioner must provide each of the school districts in which the charter proposes to operate at least 30 days’ notice of the petitioner’s intent to operate a countywide charter school.

2. Public Hearing to Consider Support for Petition

No later than 60 calendar days after receiving a new petition that complies with all the requirements set forth in the Act and applicable policy, the County Board shall hold a public hearing on the provisions of the petition to consider the level of support for the petition by teachers and other employees of SCOE, and parents or guardians. (Ed. Code, § 47605(b).) The Secretary of the County Board or designee shall notify the petitioner of the date and time of the hearing.

Countywide Petition: The County Board shall also consider the level of support from teachers and parents or guardians countywide, and from the school districts where the petitioner proposes to place school facilities. (Ed. Code, § 47605.6(b).)

3. Final Staff Recommendations to County Board and Publication of Recommendations

The County Superintendent will evaluate whether the charter school has met the charter petition criteria specified in the Charter Schools Act (“Act”). The County Superintendent, in consultation with SCOE staff, will make a recommendation to the County Board regarding the petition. At least 15 calendar days before the public hearing at which the County Board will grant or deny the charter, the County Board shall make public all staff recommendations, including the recommended findings, regarding the petition. (Ed. Code, §§ 47605(b), 47605.6(b).)

4. Public Hearing and County Board Action to Grant or Deny

Following the first public hearing before the County Board, and no later than 90 calendar days after receiving the petition, the County Board shall hold a public meeting at which it will either grant or deny the new petition. (Ed. Code, §§ 47605(b), 47605.6(b).) This date may be extended by an additional 30 calendar days if both parties agree to the extension. (Ed. Code, §§ 47605(b),

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47605.6(b).) The Secretary of the County Board or designee shall notify the petitioner of the date and time of the hearing.

During the public hearing, petitioners shall be afforded equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Ed. Code, §§ 47605(b), 47605.6(b).)

C. Criteria for New Charter Petitions

The County Board shall deny a new petition if it finds one or more of the following:

- 1) The petition presents an unsound educational program for the students to be enrolled in the charter school.
- 2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- 3) The petition does not contain the number of signatures required by statute.
- 4) The petition does not contain an affirmation of each of the conditions described in Education Code section 47605.6, subdivision (e) [Countywide Charter] or section 47605, subdivision (e) [Direct County Charter]. (See also, Section D 2. of this Policy, below.)
- 5) The petition does not contain reasonably comprehensive descriptions of each of the elements in Education Code section 47605.6, subdivision (b), subsection (5) [Countywide Charter] or section 47605, subdivision (c), subsection (5) [Direct County Charter].
- 6) The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the charter school's employees for purposes of collective bargaining pursuant to Government Code sections 3540 through 3549.3.
- 7) Any other basis that the County Board finds justifies the denial of the petition. (Ed. Code, § 47605.6(b)(7).)

(Ed. Code, §§ 47605, 47605.5, 47605.6(b).

D. Content of New Charter Petitions

1. Signatures

A petition for the establishment of a new charter school must be signed by either of the following: (Ed. Code, § 47605(a).)

- 1) A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation;
or
- 2) A number of teachers equivalent to at least one-half of the total number of teachers that the charter school estimates will be employed at the school during its first year of operation.

SOLANO COUNTY BOARD OF EDUCATION
CHARTER SCHOOL POLICY:
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The petition shall include a prominent statement that each signature on the petition means that the parent or guardian is meaningfully interested in having their child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school.

2. Required Affirmations

A new charter petition must include affirmations that the charter school will:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- Not charge tuition.
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code.
- Except as provided in Education Code section 47605, subdivision (e), subsection (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under the Act shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school.
- Admit all pupils who wish to attend the charter school.
- Except for existing pupils of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the charter school's capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the County of Solano.
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the County Superintendent of the school district of the pupil's last known address within 30 calendar days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
- Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the school's educational programs.

(Ed. Code, §§ 47605(e), 47605.6(e).)

3. Required Elements

A new petition must contain a reasonably comprehensive description of each of the following sixteen (16) elements:

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CHARTER SCHOOL POLICY:
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- 1) The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.
- 2) The measurable student outcomes identified for use by the charter school. Student outcomes means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program, including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code section 52066 that apply for the grade levels served by the charter school.
- 3) The method by which student progress in meeting the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
- 4) The governance structure of the charter school including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.
- 5) The qualifications to be met by individuals to be employed by the charter school.
- 6) The procedures that the charter school will follow to ensure the health and safety of students and staff, including the following requirements:
 - a. Each charter school employee shall furnish the school with a criminal record summary as described in Education Code section 44237.
 - b. The charter school shall develop a school safety plan which includes the topics listed in Education Code section 32282 subdivision (a), subsection (2)(A)-(J).
 - c. The charter school’s safety plan shall be reviewed and updated by March 1 each year.
- 7) The means by which the charter school will achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, that is reflective of the general population residing within SCOE’s territorial jurisdiction.
- 8) Admission policies and procedures.
- 9) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the County Board’s satisfaction.
- 10) The procedures by which students can be suspended or expelled for disciplinary reasons or otherwise involuntarily removed for any reason, including an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements as specified in Education Code 47605 and requirements pertaining to the provision of homework assignments to suspended students as specified in Education Code section 47606.2.

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- 11) The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
- 12) The public school attendance alternatives for students who choose to not attend the charter school.
- 13) A description of the rights of any SCOE employee upon leaving SCOE employment to work in the charter school and of any rights of return to SCOE after employment at the charter school.
- 14) The procedures to be followed by the charter school and the County Board to resolve disputes relating to charter provisions.
- 15) A declaration as to whether or not the charter school will be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code sections 3540 through 3549.3.
- 16) The procedures to be used if the charter school closes.

4. Additional Requirements

A new petition shall include information regarding the proposed operation and potential effects of the school including, but not limited to:

- 1) The facilities to be used by the charter school, including where the charter school intends to locate. A charter petition submitted directly to the County Board may only establish charter school operations within the geographical boundaries of the County Board's jurisdiction.
- 2) The manner in which administrative services of the charter school are to be provided.
- 3) Potential civil liability effects, if any, upon the charter school, the County Board, and SCOE.
- 4) Financial statements that include a proposed first-year operational budget, including start-up costs, cash-flow, and financial projections for the first three years of operation.
- 5) If the charter school is to be operated by or as a nonprofit public benefit corporation, the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. The County Board shall deny any charter petition that proposes to operate a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

(Ed. Code, §§ 47605(h) & 47605.6(h).)

III. RENEWAL PETITIONS

A charter school approaching the end of its charter term must have demonstrated that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Act.

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SOLANO COUNTY BOARD OF EDUCATION
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A. Timelines and Procedures

1. Submission

Charter schools must submit a renewal petition no later than December 31 of the school year prior to the last school year of the charter term or earlier date established by a memorandum of understanding. Renewal petitions must be submitted to the County Superintendent in the same manner as a new petition.

A charter school that, concurrently with a renewal, proposes a material revision to the approved charter, must submit a request for material revision pursuant to the material revisions process outlined in this policy, separate from the renewal petition. (Ed. Code, § 47607(a)(3).) If the County Board receives a request for a material revision at the same time as a renewal petition, the County Board will take action to either grant or deny the material revision and the renewal petition separately.

2. Public Hearing Before the Board

No later than 60 calendar days after receiving a renewal petition that complies with all the requirements set forth in the law and policy, the County Board shall hold a public hearing on the provisions of the renewal petition. (Ed. Code, §§ 47605(b), 47605.6(b).) The Secretary of the County Board or designee shall notify the petitioner of the date and time of the hearing.

3. Final Staff Recommendations to Board and Publication of Recommendations

The County Superintendent will evaluate whether the charter school has met the renewal criteria specified in the Act and applicable policy. The County Superintendent, in consultation with SCOE staff, will make a recommendation to the County Board regarding the renewal petition. At least 15 calendar days before the public hearing at which the County Board will grant or deny the renewal petition, the County Board shall make public all staff recommendations, including the recommended findings, regarding the petition. (Ed. Code, §§ 47605(b), 47605.6(b).)

4. Public Hearing and Board Action to Grant or Deny Renewal

No later than 90 calendar days after receiving a renewal petition that complies with all the requirements set forth in the Act and applicable policy, the County Board shall hold a public meeting at which it will either grant or deny the new petition. (Ed. Code, §§ 47605(b), 47605.6(b).) The parties may agree to extend the deadline by an additional 30 calendar days. (Ed. Code, §§ 47605(b), 47605.6(b).) The Secretary of the County Board or designee shall notify the petitioner of the date and time of the hearing.

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B. Criteria for Renewal and Grounds for Nonrenewal

Renewals are governed by the same standards and criteria as a new petition. (Ed. Code, § 47607(b).) In addition to the standards and criteria applicable to a new petition, the Act sets forth additional renewal criteria. (Ed. Code, §§ 47607, 7607.2.) At renewal, charter schools are designated as either high, middle, or low performing based on the charter schools' performance on the California School Dashboard. (Ed. Code, §§ 47607, 47607.2.) High performing charter schools may be renewed for a 5-7 year term; middle performing charter schools may be renewed for a 5 year term; and low performing charter schools are generally not renewed, but, if certain requirements are satisfied, a low performing charter school may be renewed for a 2 year term.

1. High, Middle, or Low Performing Determination

a. High Performing Schools (5-7 Year Renewal Term)

A charter school may qualify for renewal under the high performing renewal criteria pursuant to Education Code section 47607, subdivision (a), if either of the following criteria apply for the two consecutive years immediately preceding renewal:

- 1) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Education Code Section 52064.5 for which it receives performance levels; or
- 2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups¹ performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

If the two consecutive years immediately preceding the renewal decision include the 2019–2020 school year, the County Board shall consider criteria numbers 1 and 2 above for two of the three years immediately preceding renewal. (Ed. Code, § 47607(c)(2)(B).)

To qualify for renewal under criteria number 1, the charter school must have schoolwide performance levels on at least two measurements of academic performance per year in each of the two years immediately preceding renewal. (Ed. Code, § 47607(c)(5).)

To qualify for renewal under criteria #2, the charter school must have performance levels on at least two measurements of academic performance for at least two numerically significant subgroups. (Ed. Code, § 47607(c)(5).)

Charter schools satisfying the high performing renewal criteria may be renewed for a term of five to seven years. (Ed. Code, § 47607(c)(2)(E).) The determination of whether a high performing

¹ “Subgroup” means numerically significant pupil subgroups as defined in paragraph (1) of subdivision (a) of Section 52052.

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charter school will be renewed for a five year, six year, or seven year term will depend on specific factors related to the charter school's operation and performance during the term of the charter.

A charter school satisfying the high performing renewal criteria is only required to update the charter to include a reasonably comprehensive description of any new requirements enacted into law after the charter was originally granted or last renewed as necessary to reflect the current program offered by the charter school. (Ed. Code, § 47607(c)(2)(F).)

b. Middle Performing Schools (5 Year Renewal Term)

For all charter schools that do not meet the high performing or low performing criteria, the County Board shall consider the charter school under the middle performing criteria. (Ed. Code, § 47607.2(b)(1).) Charter schools satisfying the middle performing criteria may be renewed for a five year term. (Ed. Code, § 47607.2(b)(7).)

Pursuant to Education Code section 47607.2, subdivision (b), the County Board shall consider the following:

- 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- 2) The County Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
- 3) Until January 1, 2026, the County Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
 - a. The charter 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.

Beginning January 1, 2026, the County Board shall only consider numbers 1 and 2, above.

The County Board may deny a renewal petition satisfying the middle performing criteria pursuant to section 47607.2, subdivision (b), upon making each of the following written factual findings:

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

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c. Low Performing Schools (Denial with Option for 2 Year Renewal Term)

A low performing school shall not be renewed unless the County Board makes certain findings specified in the Act. (Ed. Code, § 47607.2(a)(1).) A charter school is considered a low performing school if it satisfies either of the following:

- 1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels; or
- 2) For all measurements of academic performance, the charter school has 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 performance levels that are lower than the state average.

If the two consecutive years immediately preceding the renewal decision include the 2019–2020 school year, the County Board shall consider criteria numbers 1 and 2 above for two of the three years immediately preceding renewal. (Ed. Code, § 47607.2(c)(2)(B).)

However, the County Board may renew a low performing charter school only if it makes both of the following written factual findings:

- 1) The charter school is taking meaningful steps to address the underlying cause(s) of low performing, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school; and
- 2) Until June 30, 2025, the Board shall consider whether there is clear and convincing data, demonstrated by verified data, showing either of the following:
 - a. The charter 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.

“Verified data” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The County Board shall only consider verified data adopted by the State Board of Education (“SBE”) pursuant to Education Code section 47607.2, subdivision (c).

A charter school renewed under this section may only be renewed for a two year term. (Ed. Code, § 47607.2(a)(5).)

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d. Dashboard Alternative School Status

A charter school that is eligible for the California School Dashboard Alternative School Status shall not be subject to any of the above criteria. Instead, the County Board shall consider, in addition to the charter school's performance on the state and local indicators included in the California School Dashboard, the charter school's performance on alternative metrics applicable to the charter school based on the student population served. The County Board shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 calendar days of this meeting. The County Board may deny a charter renewal only upon making written findings, and setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of students. (Ed. Code, § 47607(c)(7).)

2. Grounds for Non-Renewal

Regardless of whether a charter school is designated as high, middle, or low performing, the County Board will also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the County Board shall consider whether the charter school has substantial fiscal or governance issues as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Specifically, the County Board may deny renewal of any charter petition upon a finding that either:

- 1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:
 - a. Substantial fiscal issues; or
 - b. Substantial governance issues.
- 2) The charter school is not serving the pupils who wish to attend, based upon identified evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school.

(Ed. Code, § 47607(d).)

Prior to a nonrenewal determination pursuant to number 1 or 2 noted above, the County Board shall provide the charter school with at least 30 calendar days' notice of the alleged violation and provide the charter school with a reasonable opportunity to remedy the violation, including providing an opportunity for the charter school to present a proposed corrective plan. (Ed. Code, § 47607(e).) After providing notice of the alleged violation and reasonable opportunity to remedy the violation, the County Board may deny a renewal petition if it finds that either:

- 1) The corrective action proposed by the charter school has been unsuccessful; or

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- 2) The violations are sufficiently severe or pervasive as to render a corrective action plan unviable.

IV. APPEALS TO THE COUNTY BOARD

A. Appeals of New and Renewal Petitions

If the governing board of a school district within SCOE's territory denies a petition for the establishment of a new charter school or a renewal petition (collectively referred to in this section as "Appeal Petition"), the petitioner may elect to submit the Appeal Petition to the County Board. (Ed. Code, §§ 47605(k), 47607.5(a).)

1. Submission Timelines

The petitioner must submit the Appeal Petition to the County Board no later than 30 calendar days after the school district board's denial action. (Ed. Code, § 47605(k)(1)(A)(i).) If a petitioner fails to submit an Appeal Petition within the 30 calendar day period, the County Board will not review or take action on the Appeal Petition.

Petitioners must submit as part of the Appeal Petition, an exact copy of the original petition that the school district denied, including signatures, budgets, and other attachments originally submitted to the school district. Petitioners shall provide the County Board with fifteen (15) paper copies and one electronic copy of the required documents. At the same time the petitioner submits the Appeal Petition to the County Board, the petitioner shall also provide a copy of the Appeal Petition to the school district that denied the original petition.

2. Remand Procedures

The Appeal Petition shall not contain new or different material terms. (Ed. Code, § 47605(k)(1)(A)(i).) This does not apply to revisions to the Appeal Petition, which the County Board specifically requests or authorizes during the pendency of the review of the Appeal Petition. "Material terms" means the signatures, affirmations, disclosures, documents, and descriptions described in Education Code section 47605(a), (b), (c), and (h), but shall not include minor administrative updates to the petition or related documents due to changes in circumstances based on the passage of time related to fiscal affairs, facilities arrangements, or state law, or to reflect the County Board as the chartering authority. (Ed. Code, § 47605(k)(1)(A)(iii).)

If the Appeal Petition contains new or different material terms, the County Board shall immediately remand the Appeal Petition to the governing board of the school district for reconsideration, which shall grant or deny the Appeal Petition within 30 calendar days. (Ed. Code, § 47605(k)(1)(A)(i).) If the governing board of the school district denies an Appeal Petition after reconsideration, the petitioner may elect to resubmit the Appeal Petition for the establishment of a charter school to the County Board. (Ed. Code, § 47605(k)(1)(A)(i).)

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3. Public Hearing to Consider Support for Appeal Petition

No later than 60 calendar days after receiving an Appeal Petition that complies with all the requirements set forth in the Act and applicable policy, the County Board shall hold a public hearing on the provisions of the Appeal Petition to consider the level of support for the charter school by teachers, parents, and guardians. (Ed. Code, § 47605(b).)

4. Final Staff Recommendations to Board and Publication of Recommendations

The County Superintendent will evaluate whether the charter school has met the criteria specified in the Act and applicable policy. The County Superintendent, in consultation with SCOE staff, will make a recommendation to the County Board regarding the Appeal Petition. At least 15 calendar days before the public hearing at which the County Board will grant or deny the Appeal Petition, the County Board shall make public all staff recommendations, including the recommended findings, regarding the petition. (Ed. Code, §§ 47605(b).)

5. Public Hearing and Board Action to Grant or Deny Appeal Petition

No later than 90 calendar days after receiving an Appeal Petition, the County Board shall hold a public hearing at which it will either grant or deny the Appeal Petition. (Ed. Code, §§ 47605(b).) The parties may agree to extend this deadline by an additional 30 calendar days. (Ed. Code, §§ 47605(b).) Upon receipt of the Appeal Petition, the Secretary of the County Board or designee shall notify the petitioner of the date and time of the hearings.

Prior to the County Board's approval of an Appeal Petition, the County Board and petitioner shall execute an operational memorandum of understanding.

6. Standard of Review

The County Board shall review the Appeal Petition pursuant to Education Code section 47605, subdivisions (b) and (c). The County Board shall review an Appeal Petition de novo, except that if the school district denied the original petition pursuant to paragraph (8) of subdivision (c), the County Board shall also review the school district's findings pursuant to paragraph (8) of subdivision (c). The County Board may only deny an Appeal Petition upon making one or more of the following findings:

- 1) The charter school presents an unsound educational program for the students to be enrolled in the charter school.
- 2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605.6(c)(3).)
- 3) The petition does not contain the number of signatures required by Education Code § 47605(a). (Ed. Code, § 47605.6(c)(3).)
- 4) The petition does not contain an affirmation of each of the conditions described in Education Code section 47605.6(e).

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- 5) The petition does not contain reasonably comprehensive descriptions of each of the elements in Education Code section 47605.6, paragraph (5) of subdivision (c).
- 6) The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code 3540-3549.3.
- 7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.
 - a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
 - b. Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
- 8) The school district is not positioned to absorb the fiscal impact of the proposed charter school.

If the County Board approves an Appeal Petition on appeal, it shall become the chartering authority.

B. Appeals of Charter Revocation

If a school district revokes a charter, the charter school may appeal the revocation to the County Board. The charter school must submit the appeal to the County Board not later than 30 calendar days after the school district board's action to revoke the charter.

The County Board may reverse the revocation decision if it determines that the findings under Education Code section 47607, subdivision (k) are not supported by substantial evidence. If the County Board reverses the revocation, the school district may appeal the reversal to the SBE.

If the County Board does not issue a decision on appeal of a revocation within 90 calendar days of receipt of the appeal, or the County Board upholds the revocation, the charter school may appeal the revocation to the SBE.

V. MATERIAL REVISIONS

After a charter school receives approval of its petition, any subsequent change to the terms of a charter deemed to be a material revision may not be implemented without County Board approval. A material revision is a change to the content of an approved charter that substantively affects the process or manner in which the charter school operates. A material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure.

If a charter school wishes to make a change to its current charter, it should contact the County Superintendent or designee to discuss the proposed change. The County Superintendent or

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designee will work with the charter school to determine whether the proposed change constitutes a material revision requiring County Board approval.

A material revision does not include minor administrative updates to the petition or related documents due to changes to reflect the County Board of Education as the chartering authority, or other changes of a technical nature. The County Superintendent may handle any changes to a charter deemed administratively non-material.

The County Board will review a material revision pursuant to the standards and criteria set forth in Education Code section 47605 including, but not limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code, § 47607(b).)

A charter school that, concurrently with a renewal, proposes a material revision to the approved charter, must submit a request for material revision pursuant to the material revisions process outlined in this section separate from the renewal petition. If the County Board receives a request for a material revision at the same time as a renewal petition, the County Board will take action to either grant or deny the material revision and the renewal petition separately.

VI. REVOCATION

A. Grounds for Revocation

The County Board expects each of its authorized charter schools to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law, any operations memorandum of understanding, and the terms of its charter.

Pursuant to Education Code section 47607, subdivision (f), the County Board may revoke a charter if it finds, through a showing of substantial evidence, that the charter school has done any of the following:

- 1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- 2) Failed to meet or pursue any of the pupil outcomes identified in the charter.
- 3) Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- 4) Violated any provision of law.

The County Board may immediately revoke a charter when it determines, in writing, that a charter school has committed a violation under Education Code section 47607 that constitutes a severe and imminent threat to the health or safety of students. In this case, the County Board shall approve and deliver to the charter school's governing body and the California Department of Education

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(“CDE”) a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety. (5 CCR § 11968.5.3(a).)

The County Board shall also consider revoking the charter of any charter school for which the California Collaborative for Educational Excellence (“CCEE”) has provided advice and assistance pursuant to Education Code section 47607.3 if the CCEE has issued either of the following findings:

- 1) The charter school has failed or is unable to implement the recommendations of CCEE; or
- 2) The inadequate performance of the charter school, as based on California School Dashboard, is so persistent or acute as to require revocation of the charter. (Ed. Code, § 47607.3(d).)

B. Timelines and Procedures

If the County Board is considering revoking a charter, it shall take action to approve and deliver a Notice of Violation to the charter school’s governing body. (Ed. Code, § 47607(g).) The Notice of Violation shall identify:

- 1) The alleged violation(s);
- 2) All evidence relied upon by the County Board in determining that the charter school committed the alleged violation(s); and
- 3) The period of time that the County Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified alleged violation(s). (5 CCR §§ 11965.)

At least 72 hours prior to any meeting at which the County Board will consider issuing a Notice of Violation, the County Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR § 11968.5.2)

By the end of the remedy period identified in the Notice of Violation, the charter school’s governing body may submit to the County Board a detailed written response and supporting evidence addressing each identified violation including, as applicable, a refutation, remedial action taken, or proposed remedial action. (5 CCR § 11968.5.2)

At the conclusion of the remedy period specified in the Notice of Violation, the County Board shall evaluate any response and supporting evidence provided by the charter school’s governing body and shall take one of the following actions:

- 1) Discontinue revocation of the charter and provide timely written notice of such action to the charter school’s governing body; or

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- 2) Continue revocation of the charter, by issuing a Notice of Intent to Revoke to the charter school's governing body within 60 calendar days of the conclusion of the remedy period, if there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the County Board's satisfaction. (5 CCR § 11968.5.2)

If the County Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the Notice of Intent to Revoke, which shall be no later than 30 calendar days after providing the notice.

Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the County Board and the charter school, the County Board shall issue a final decision on the revocation of the charter. (Ed. Code, § 47607(h); 5 CCR § 11968.5.2.) Within 10 calendar days of the final decision, the County Board shall provide a copy of the decision to the CDE. (Ed. Code, § 47604.32; 5 CCR § 11968.5.2)

C. Appeal of Revocation

If a school district within SCOE's jurisdiction revokes a charter, the charter school may appeal the revocation to the County Board within 30 calendar days of the school district's final decision. (Ed. Code, § 47607(i)(2).)

If the County Board revokes a charter, the charter school may appeal the revocation to the SBE within 30 calendar days of the County Board's final decision. (Ed. Code, § 47607(j)(2).)

A charter school may continue to operate during the pendency of an appeal if the revocation decision is based solely on the County Board or school district finding that the charter school either:

- 1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter; or
- 2) Failed to meet or pursue any of the pupil outcomes identified in the charter, unless the County Board determines that the violation constitutes a severe or imminent threat to the health or safety of pupils.

D. School Closure

If a charter school ceases operation due to revocation, the charter school shall implement the school closure procedures specified in the charter.

VII. OVERSIGHT

The County Board of Education recognizes its ongoing responsibility to oversee that any charter school authorized by the County Board is successfully fulfilling the terms of its charter and is

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providing a high-quality educational program for students enrolled in the charter school. The County Superintendent performs the administrative function of monitoring and oversight of County Board-approved charters.

The County Board is responsible for providing oversight of County Board-authorized charter schools and the entities managing those charter schools. The County Superintendent is responsible for performing such oversight. However, first and foremost, each charter school's governing body is responsible for the governance and operations of its charter school. The governing board of a charter school has an ongoing responsibility to oversee its own schools, ensuring that their schools are successfully fulfilling the terms of their charter, are fiscally sound, and complying with applicable laws, regulations, court orders, while also providing a high-quality educational program for students enrolled in the charter school. An important aspect of successful charter school governance and operations is staying abreast of all legislative changes affecting charter schools, and charter schools are expected to make any necessary changes to their policies and practices to reflect current law.

The Charter Schools Act requires chartering authorities to conduct the following oversight activities:

1. Identify at least one staff member as a contact person for the charter school. (Ed. Code, § 47604.32(a)(1).)
2. Visit each charter school at least annually. (Ed. Code, § 47604.32(a)(2).)
3. Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the local control and accountability plan and annual update to the local control and accountability plan required pursuant to Education Code section 47606.5. (Ed. Code, § 47604.32(a)(3).)
4. Monitor the fiscal condition of each charter school under its authority. (Ed. Code, § 47604.32(a)(4).)
5. Provide timely notification to the California Department of Education if any of the following circumstances occur or will occur with regard to a charter school:
 - A renewal if the charter is granted or denied.
 - The charter is revoked.
 - The charter school will cease operation for any reason. (Ed. Code, § 47604.32(a)(5)(A)-(C).)

Pursuant to Education Code section 47613, the County Board is entitled to receive appropriate oversight fees from a charter school as specified by statute.

A. Annual Visit

The County Superintendent or designee shall conduct at least one annual visit to facilitate the County Board's oversight of the charter school, including achievement of measurable student outcomes, fiscal condition, and compliance with law, the terms of its charter and all memoranda of understanding. The County Superintendent may determine whether follow up site visits are necessary to confirm resolution of concerns.

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B. Fiscal Operations

The County Board, through the County Superintendent, shall monitor the fiscal condition of charter schools based on any financial information obtained from the charter school including, but not limited to, the charter school's preliminary budget; an annual update, aligned to the template adopted by the SBE, of school goals, actions, and related expenditures; first and second interim financial reports; and final unaudited report for the full prior year. (Ed. Code, §§ 47604.32, 47604.33, 47606.5)

C. Academic Performance

The County Board, through the County Superintendent, shall monitor the academic performance of the charter school based on the SBE's accountability system and including, but not limited to, the annual Local Control and Accountability Plan ("LCAP") update, information from the annual visit, consistency with the charter petition, and any requirements of the memorandum of understanding.

D. Charter School Operations

The County Board, through the County Superintendent, shall monitor the charter school's operation and compliance with terms of its charter; any memorandum of understanding; the state and federal constitutions; applicable federal laws; state laws that apply to governmental agencies in general; and other legal requirements that are expressly applicable to charter schools, including, but not limited to, the following areas:

- 1) Governance: Compliance with Ralph M. Brown Act (Govt. Code, §§ 54950-54963), California Public Records Act (Government Code 6250-6270), conflict of interest laws (Govt. Code, §§ 1090-1099), and Political Reform Act (Govt. Code, §§ 81000-91014), including the adoption of a conflict of interest code pursuant to Government Code section 87300. (Ed. Code, § 47604.1.)
- 2) Operations: Charter schools may not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code, § 47604.)
- 3) Admission/Enrollment: Charter schools shall be nonsectarian in their programs, admission policies, employment practices, and all other operations and shall admit all pupils who wish to attend (Ed. Code, §§ 47605, 47605.6.)
- 4) Nondiscrimination: Charter schools shall not discriminate against any student on the basis of the characteristics listed in Education Code section 220; discourage a student from enrolling or seeking to enroll in the charter school, nor encourage a current student from disenrolling, for any reason including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a

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student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. (Ed. Code, §§ 47605, 47605.6.)

- 5) Tuition and Fees: Charter schools shall not charge tuition nor charge fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools. (Ed. Code, § 47605, 47605.6.)
- 6) LCAP: Charter schools shall adopt an LCAP and update the plan by July 1 each year, after holding a public hearing, consulting with specified stakeholders, and using the template adopted by the SBE. As part of the LCAP adoption and annual update to the LCAP, the governing body of the charter school shall separately adopt a local control funding formula budget overview for parents/guardians, based on the template developed by the SBE. (Ed. Code, §§ 47604.33, 47606.5, 52064, 52064.1)
- 7) Curriculum and Instruction: Charter schools shall offer at least the number of instructional minutes required by law for the grade levels provided by the charter school and meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools. (Ed. Code, §§ 47605.6, 47612.5, 60605.)
- 8) Special Education: Charter schools shall comply with all applicable requirements of state and federal law regarding the provision of special education services. (Ed. Code, §§56000 et. seq., Individual with Disabilities Education Act 20 U.S.C. Chapter 33.)
- 9) Student Expression: Charter schools shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code, § 48907, 48950.)
- 10) Teacher Credentialing and Fingerprinting: Charter school teachers shall hold the certificate, permit, or other document issued by the Commission on Teacher Credentialing required for the teacher's certificated assignment. (Ed. Code, § 47605, 47605.6.)
- 11) Parent/Guardian Involvement: Charter schools shall, on a regular basis, consult with parents/guardians and teachers regarding the charter school's educational programs, and shall notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. (Ed. Code, § 47605, 47605.6.)
- 12) Nutrition: Charter schools shall provide each eligible student with one nutritionally adequate free or reduced-price meal during each school day, except as provided for a charter school that offers nonclassroom-based instruction. (Ed. Code, § 47613.5.)
- 13) Student Conduct/Discipline: Charter schools shall prohibit seclusion and behavioral

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restraint of students as a means of discipline, and only use such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response. (Ed. Code, §§ 49005-49006.4) Additionally, charter schools shall neither recommend for expulsion a student in grades K-12 nor suspend a student in grades K-8 for disrupting school activities or otherwise willfully defying the authority of school personnel in the performance of their duties. (Ed. Code, §§ 48901.1.)

14) Facilities: Charter school facilities must adhere to the program accessibility requirements of federal law, including the Americans with Disabilities Act and Section 504. In addition, all charter school facilities must comply with the geographic location, site limitations, and related requirements set forth in the Charter Schools Act, including Education Code sections 47605.1, 47602, and 47605.

15) Accountability: Charter schools shall annually adopt a school accountability report card. (Ed. Code, § 47612; California Constitution, Article 16, Section 8.5.)

VIII. HEARING PROCEDURES

This section outlines the hearing procedures for any hearing conducted pursuant to this policy.

The President of the County Board or a designee shall preside over the hearing, which shall be conducted in open session. The President or designee shall regulate the order of presentation and the time limits for presentation. Ordinarily, the order and limits of presentations will be as follows:

- 1) Call to order by the President/designee.
- 2) Introduction of agenda item.
- 3) Appropriate remarks by the County Board's legal counsel (if any).
- 4) Separate presentation by petitioners and SCOE staff (generally 10 minutes per side or as determined by the President at the hearing).
 - a. For an Appeal Petition, the denying school district may also present.
- 5) Public comment or presentation by members of the public including the representatives of petitioners or the district that denied the original petition (generally 3 minutes per person or as determined by the President at the hearing).
- 6) During and after any of the above presentations, members of the County Board, or appointed counsel, may direct questions to any persons who appeared before the County Board.
- 7) At the conclusion of the presentations and the questioning by the County Board members or appointed counsel, the President or designee will declare the hearing at an end. If, during such deliberations, any member of the County Board wishes to ask additional questions of any person who appeared before the County Board, the President or designee may reopen the hearing for that purpose and both petitioners and opponents will be given an opportunity to present additional information in response to the County Board member's inquiry.

SOLANO COUNTY BOARD OF EDUCATION
CHARTER SCHOOL POLICY:
FIRST READING

A record of oral proceedings before the County Board shall be preserved.