

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dr. Bob Forinash Community Day School/Mission Valley/El Camino	42-69229-0132738	October 11, 2022	October 25, 2022

School Profile

Dr. Bob Forinash Community Day School was established in 2015 by the governing board of Lompoc Unified School District. Dr. Bob Forinash Community Day School is a referral-only school and affords an alternative educational option specifically designed for students in grades 7-12 who have either been expelled from their home school or referred by a district-level referral process. The purpose of the school's curriculum and support strategies is to teach students how to make appropriate decisions about academic effort, personal behavior, offer students additional resources to gain life skills including access to counseling, and to integrate a rehabilitation plan into the student's individualized learning plan. Students are expected to achieve a 90% attendance rate and strengthen their academic and personal skills in order for them to return to their traditional school and be successful.

Purpose and Description

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

Schoolwide Program

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

Bob Forinash Community Day School will use evidence-based interventions, strategies, and activities to ensure our at promise students needs are met and that our students are being prepared to transition to a traditional educational setting with the tools, confidence, and motivation required for academic and social success. We strive to ensure our students leave Bob Forinash Community Day School with a personal understanding of their ability to succeed. The required needs assessment

was delayed due to the COVID-19 pandemic, however, we will be conducting the needs assessment survey in English and Spanish in 2021-2022 and adjusted the plan accordingly. The results of the survey can be found in the section headed Comprehensive Needs Assessment Components. We have developed all levels of the PBIS tiers. We will continue the implementation of PBIS through activities and professional development provided by the district.

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).

Surveys for 2021-2022 school year were designed by teachers and administrator and distributed to families. Teachers completed a campus safety survey which informed administration and the district of family and staff concerns. All surveys were done online, with students and families being offered hard copies if needed. Surveys were written in English and Spanish. According to parents/caregivers, our course offerings are often too rigorous for our student population. Students feel as if our offerings are easy enough, but that we lack diversity in our classes (ie. we have no CTE courses and very few electives). Teachers feel they are often unable to actually teach due to the apathetic nature of many of our students. Our at-risk students come to us far behind academically, sometimes by several grade levels, and our curriculum can be difficult for many. The survey indicates that we need to have more one-on-one time for students, which requires aides who are able to work with our population.

Classroom Observations

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

Informal classroom observations are conducted by the administrator several times a week, and formal classroom observations are conducted in accordance to the LUSD teacher contract. Students at BFCDS have long histories of disengagement from academic endeavors and social norms. Many of our students have suffered long-term trauma, some are affiliated with gang activity, and most have been incarcerated at least once. Traditional textbook and lecture-centered education do not interest them. We have a unique opportunity to offer more engaging learning opportunities through computer-assisted and hands-on education. The classroom observations have identified several strategies that teachers are using in an attempt to engage student interest in a variety of current events and projects designed to meet both academic and social needs.

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)

BFCDS students are assessed in several ways in order to give students with learning gaps an opportunity for success. The high school teachers use short quizzes that are modified for individual learning styles to assess student comprehension in history, math, science, and English. Students are encouraged to complete the NWEA assessments and the district has moved to using practice and interim CAASPP tests online as benchmarks as an additional assessment tool. Most of our students are far below grade level and require intense scaffolding if they are to rise to grade level, or close to it.

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

Our student population is transient and we often lack historical data when students enroll. We use work samples, student/teacher conferences, and student comfort levels to begin instruction modification. As students become comfortable, teachers reassess student progress and adapt instruction to fit the individual's needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff meet several times a week to discuss student behaviors and academic progress. Formal meetings are held once each week to discuss curriculum effectiveness, student behaviors, school policies, and future changes for the site. Book studies pertinent to our at promise student population are conducted on a regular basis. Administration encourages all teachers to seek outside opportunities for professional development in areas of interest and focused on our unique demographics.

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

We have three fully-credentialed teachers and one short-term staff permit. All teachers are encouraged to seek out and attend professional development activities that are pertinent to our at promise student population.

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

Staff development is focused on student needs and education of staff regarding trauma informed instruction and care. Our students are often defiant and reactive. The majority of our students have not been tested for academic or social/emotional needs, nor have they received adequate interventions prior to being sent to CDS. Our staff has conducted, and will continue to conduct, book studies and seek out other professional development opportunities that enable them to provide a safe and secure environment for a hostile and sometimes violent student population. We also hope to meet weekly with FSA and CADA counselors who work with our students, and will continue with our Restorative Approaches practice to ensure our individual and group needs are met.

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

The site administrator and credentialed teachers provide ongoing instructional coaching for one another. All teachers are encouraged to seek and attend content-rich professional development in their areas of expertise. Content experts and instructional coaches are available through the district if needed. Our CADA and FSA counselors work closely with all staff to ensure consistent and pertinent strategies for self care for teachers.

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

We are a small school with two middle school teachers, a special education teacher, and two fully-credentialed high school teachers. Our collaboration is ongoing and frequent. Several times a year, the district brings content and grade level teachers from all schools together to collaborate on the needs of individual content areas and grade level requirements.

Teaching and Learning

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

Due to the unique student population and the gaps in individual student academic abilities, we use a variety of materials to allow student access to grade level content at a variety of reading levels. Students who are more capable use APEX, a rigorous online program that is aligned to state and district grade level standards. Students with large gaps in their education may be given content rich material that is presented in a way that will allow access to the content while scaffolding other areas of need.

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

Our middle school and high school classes exceed the recommended instructional minutes for both reading/language arts and mathematics. Our students are often far below grade level in these subjects and require as many additional minutes of instruction as we can provide. We have seen moderate improvement with the addition of these added minutes. Our students are far below grade level and are embarrassed to let other students know they are behind, that is difficult for us to get concrete evidence of the impact of our attempts. However, with the relationships our staff has with our students, we can see the confidence of our students grow, and their willingness to try new things is evident.

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

With a maximum number of 10 students per classroom, we have the flexibility in our schedule to provide a sufficient number of intervention courses to support each student.

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

Our students have high quality standards-based instructional materials that are aligned to state and district standards and designed to support all learning styles. We use APEX with students who can respond to the rigor of the programs. For others, we must provide many levels of scaffolding and smaller grouping.

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 have been adopted by the district and are aligned to state and district standards. Intervention materials for all students are high quality and standards-aligned.

Opportunity and Equal Educational Access

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

With our small class sizes, our students are given individual instruction and intervention opportunities on a daily basis. We have one special education/classroom teacher who works one on one with our far below grade level students. All classroom teachers work with students individually or in small groups as needed to support all students toward the attainment of grade level standards.

Evidence-based educational practices to raise student achievement

Many of the educational practices used at BFCDS focus on the social-emotional aspect of learning. Our students are reluctant, traumatized, and have moderate to severe emotional/behavioral issues. We attempt to provide safety and security first, and to build relationships with students that will allow them to try activities in which they have historically been unsuccessful.

Parental Engagement

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

Many of our students are displaced, live in single parent situations, or have parents who do not speak English, all of which inhibit parental engagement in daily school work. However, we do enjoy a large percentage of parents and care-givers who are actively involved in many activities and assemblies that are hosted by the school. Our school district provides staff training and appropriate materials that enable staff to assist under-achieving students, socially and academically. Administration and staff have attempted to elicit support from community members with little response. As our program gains recognition, we hope our community will begin to support our students at a higher level.

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)

Our School Site Council is active in the planning, implementation, and evaluation of all school programs. Our SSC consists of our administrator, two parents, two classroom teachers, one site secretary, our safety liaison, our outreach consultant, and three students.

Funding

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

The services provided include counseling and activities Provided by CADA, FSA, YOR and Casa Pacifica that support student well-being. However, we are in need of daily, professionally trained counselors to work with our student population if they are to be successful in the future.

Fiscal support (EPC)

All funding for the operation of the school come from LCAP

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In partnership with district administration, Bob Forinash Community Day School certificated and classified staff, parents and members of the School Site Council were all consulted in the planning process for this update in September, 2022. Due to our small size, we do not have a separate ELAC. With Covid restrictions improving, we are now getting more involvement with our stakeholders. Our School Site Council worked with staff and students to develop broad ideas for our SPSA goals. They reviewed the SPSA data at each meeting and discussed goals and actions within goals to determine if the existing actions will increase/decrease data as indicated in the Site Council minutes of September, 2022:

Resource Inequities

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

Our unique student population is the most at-risk youth in our school district and requires daily social-emotional support if they are to leave Bob Forinash Community Day School with the tools required for a productive and successful future. One hundred percent of our students have histories of discipline, academic, and social behaviors that cannot be addressed with the resources currently available to them due to a lack of budget for the counseling and safety support needed, both for our students and for our staff. Our funding is based on per pupil number, which is small, rather than student needs. We have four teachers for six grade levels that are secondary courses and highly demanding. Our needs assessment survey indicated that we do not have enough materials or staff to provide meaningful electives or CCI pathways. Due to the anger and behavioral issues many students have, staff and students have indicated a high level of concern regarding safety. The lack of adequate staffing makes even the most basic of activities, such as bathroom breaks, difficult to monitor. Through no fault of the current staff, students often have to wait up to 30 minutes, occasionally more, for an escort to the restroom. Through the additional CSI monies provided to Forinash in 2019-2020, we implemented PBIS, social/emotional curriculum, a restorative justice process, additional counseling services and added electives to increase student attendance. The extra staff that came on campus for those counseling and elective courses were able to step in when our students needed the restroom, but that need has been removed during funding. Due to the removal of the CSI monies, we are once again putting our staff and students at risk. We all have safety concerns, and when an event occurs, it is often followed by additional events. In these cases, our safety liaison and administrator are unavailable should students become agitated. We now have FSA counseling services returning to campus on a part-time basis, but our students deserve someone they can meet with daily if needed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	14.29%	8.3%	26.67%	3	2	4
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	71.43%	79.2%	60.00%	15	19	9
Pacific Islander	0%	%	%	0		
White	9.52%	12.5%	6.67%	2	3	1
Multiple/No Response	4.76%	%	6.67%	1		1
	Total Enrollment			21	24	15

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7		1	
Grade 8	5	3	
Grade 9	9	3	7
Grade 10	3	9	2
Grade 11	3	2	4
Grade 12	1	6	2
Total Enrollment	21	24	15

Conclusions based on this data:

1. Due to the transient nature of our student population, comprehensive, long-term data is not available.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	5	3	0	23.8%	12.50%	0.0%
Fluent English Proficient (FEP)	2	4	6	9.5%	16.70%	40.0%
Reclassified Fluent English Proficient (RFEP)	1	0		16.7%	0.0%	

Conclusions based on this data:

1. Data is difficult to track due to transient nature of our student population.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	5	*	6	4	0	6	4	0	6	80		100.0
Grade 8	6	*	*	6	0	*	6	0	*	100		
Grade 11	*	*	*	*	0	0	*	0	0			
All Grades	14	6	11	13	0	9	13	0	9	92.9	0.0	81.8

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*		*	*		*	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*			*			*			*			*		
All Grades	N/A	N/A	N/A	0.00		*	7.69		*	7.69		*	84.62		*

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
All Grades	0.00		*	7.69		*	92.31		*

2019-20 Data:

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

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
All Grades	0.00		*	15.38		*	84.62		*

2019-20 Data:

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

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
All Grades	0.00		*	30.77		*	69.23		*

2019-20 Data:

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

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
All Grades	0.00		*	23.08		*	76.92		*

2019-20 Data:

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

Conclusions based on this data:

1. The student population is too transient to receive accurate state data; local data was used to determine data

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	5	*	6	4	0	6	4	0	6	80		100.0
Grade 8	6	*	*	6	0	*	6	0	*	100		
Grade 11	*	*	*	*	0	0	*	0	0			
All Grades	14	6	11	13	0	9	13	0	8	92.9	0.0	81.8

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*		*	*		*	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*			*			*			*			*		
All Grades	N/A	N/A	N/A	0.00		*	0.00		*	7.69		*	92.31		*

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
All Grades		0.00		*	0.00		*	100.0	*

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
All Grades	0.00		*	30.77		*	69.23		*

2019-20 Data:

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
All Grades	0.00		*	15.38		*	84.62		*

2019-20 Data:

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

Conclusions based on this data:

1. The student population is too transient to collect meaningful data. Data here was gathered from local database

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			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
7	*		*	*		*	*		*	*		*	
9	*		*	*		*	*		*	*		*	
10	*	*		*	*		*	*		*	*		
All Grades											6	*	*

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*		*	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*		*	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*		*	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Conclusions based on this data:

1. Based on the transient population and low number of students no data could be collected.
2. Pupil records not available due to transient population

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
15	86.7	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	6.7
Total Number of Students enrolled in Dr. Bob Forinash Community Day School/Mission Valley/El Camino.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.		Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth	1	6.7
Homeless	4	26.7
Socioeconomically Disadvantaged	13	86.7
Students with Disabilities	11	73.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	26.7
American Indian		
Asian		
Filipino		
Hispanic	9	60.0
Two or More Races	1	6.7
Pacific Islander		
White	1	6.7

Conclusions based on this data:

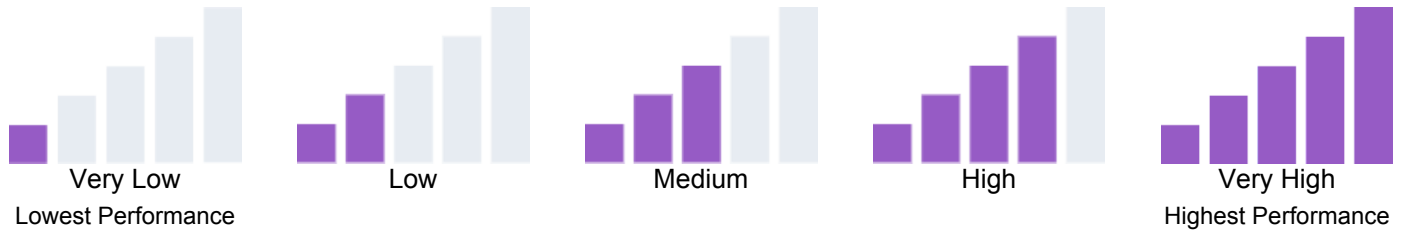
1. Due to the transient nature of our student population, data regarding student groups changes often.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	Graduation Rate No Performance Level	Suspension Rate High
Mathematics No Performance Level	Chronic Absenteeism No Performance Level	
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

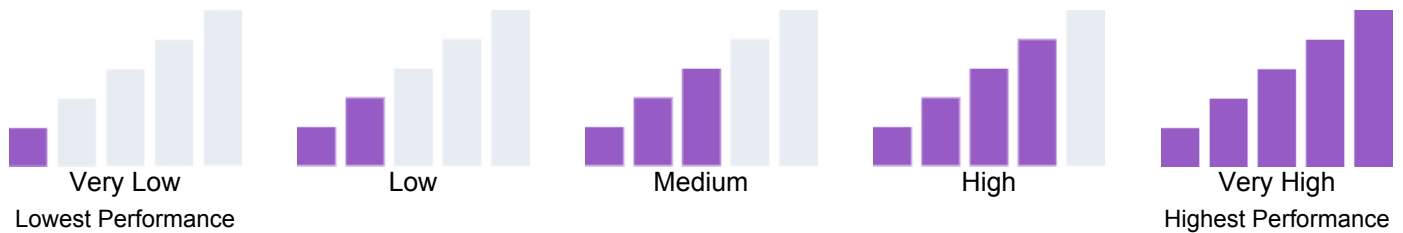
1. Due to the low number of students enrolled at any given time, we do not have enough data to complete this section.
2. Due to transient nature of our student population, data is not available

School and Student Performance Data

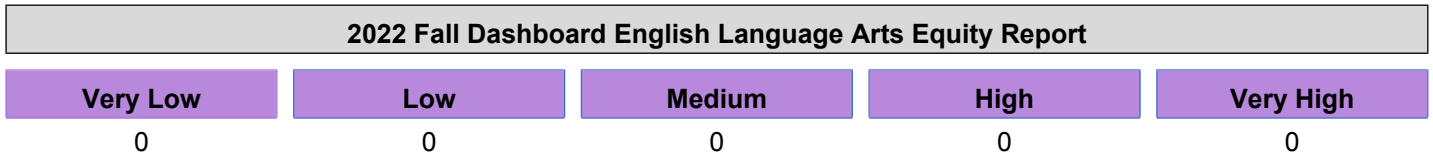
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

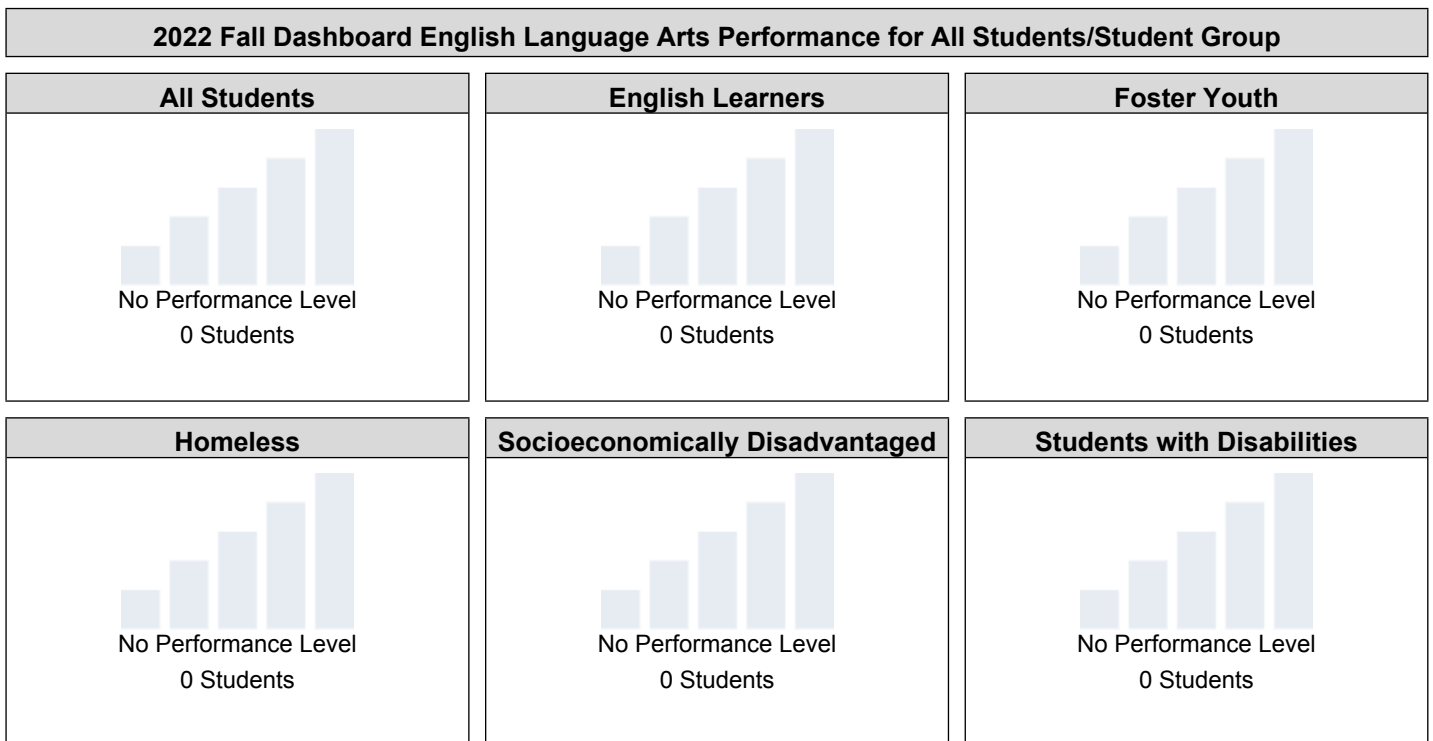
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



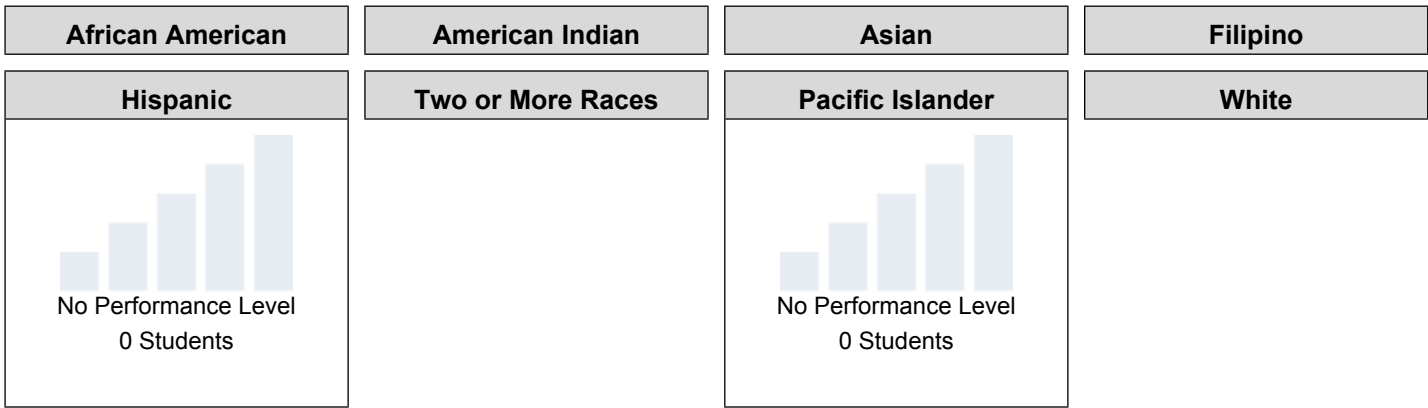
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students		0 Students

Conclusions based on this data:

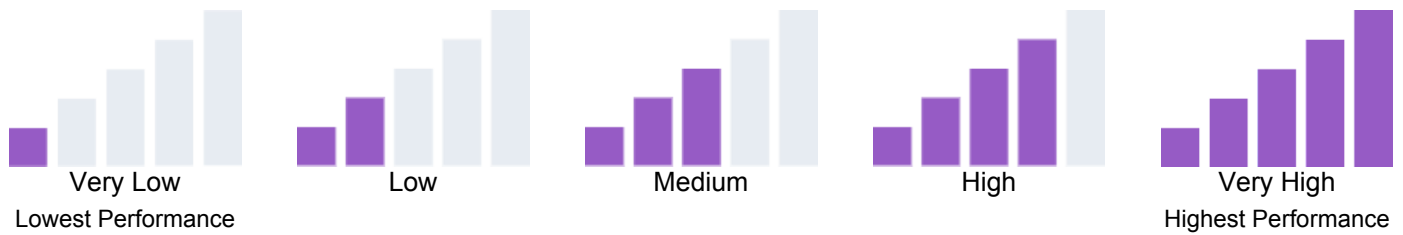
1. Due to the transient nature of our student population, this data is not available
2. Due to the low number of students, data not available

School and Student Performance Data

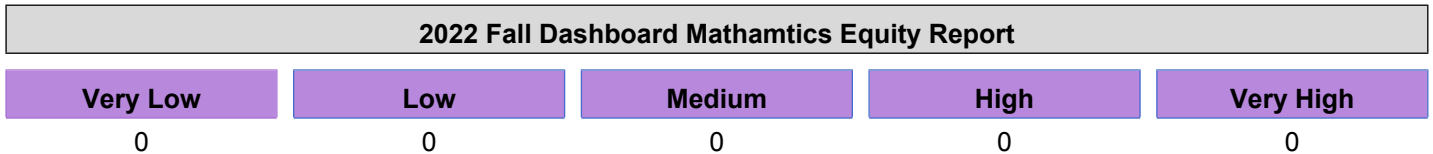
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

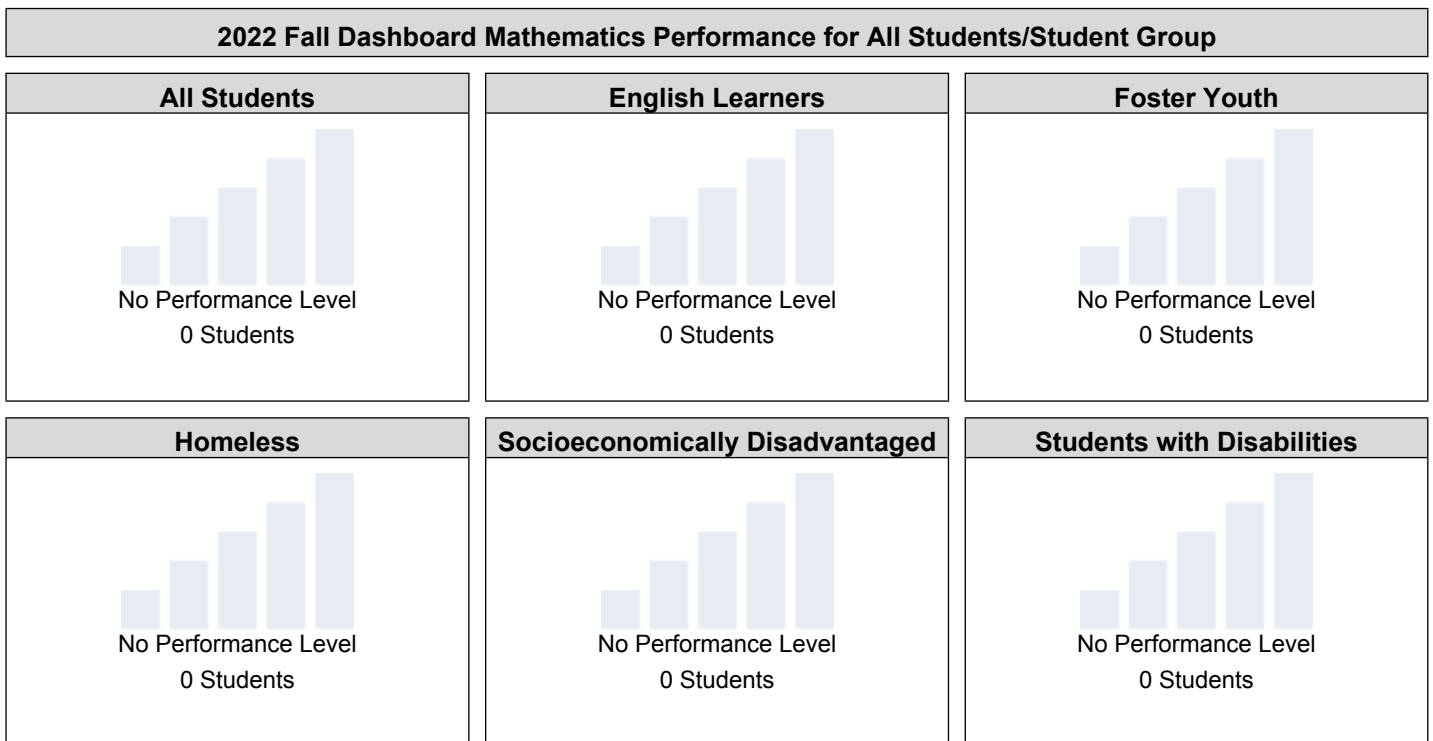
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



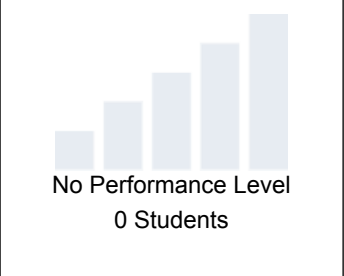
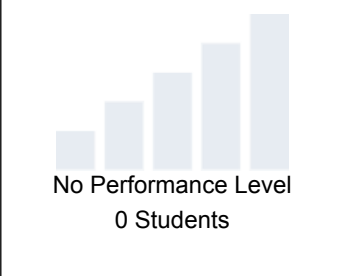
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Level 0 Students</p>		 <p>No Performance Level 0 Students</p>	

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students		0 Students

Conclusions based on this data:

1. Due to the transient nature of our student population, this data is not available
2. Due to the low number of students, data is not available

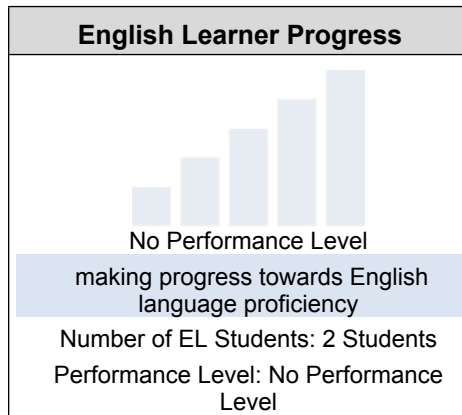
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Due to the transient nature of our student population, we are unable to determine data .

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

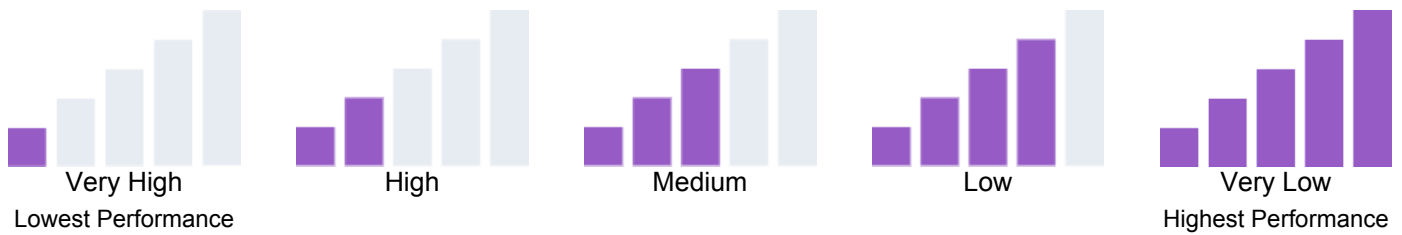
1. Due to the transient nature of our student population, this data is not available.

School and Student Performance Data

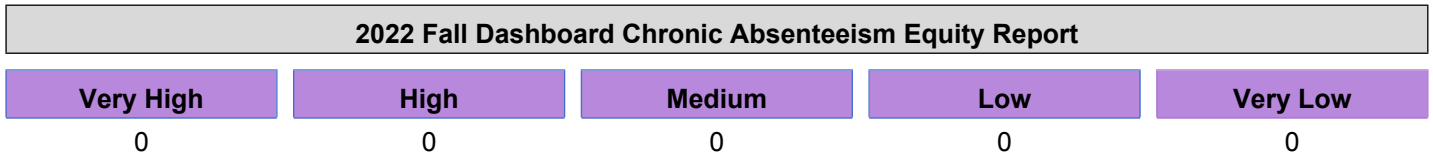
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

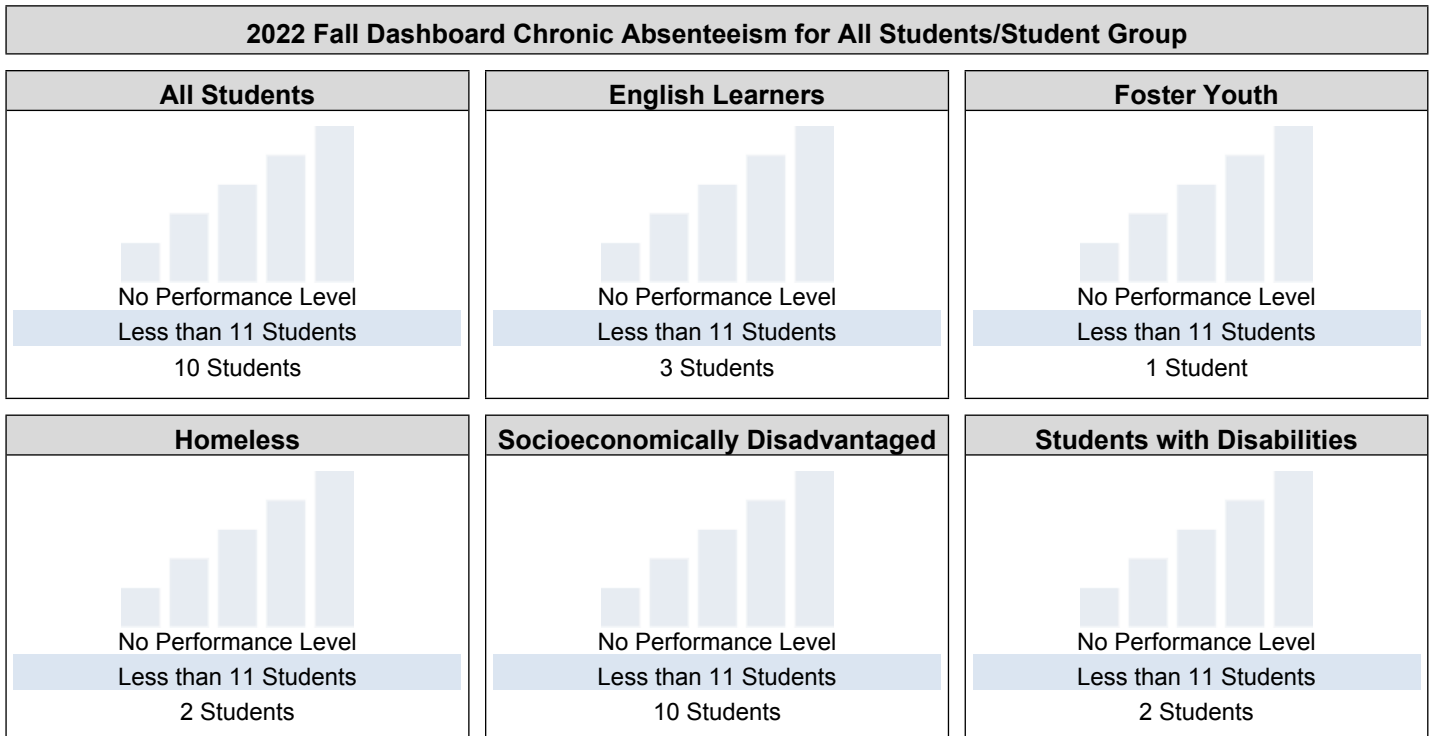
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



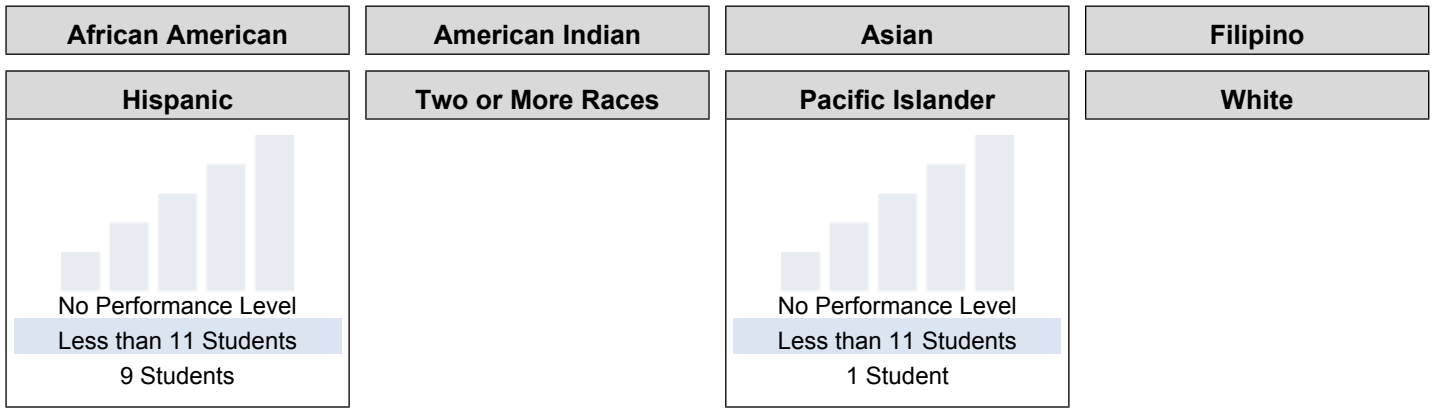
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



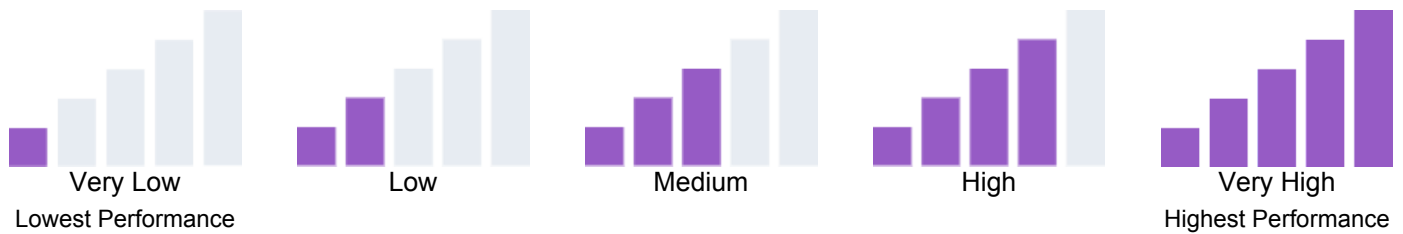
Conclusions based on this data:

1. Due to the transient nature of our student population, we are unable to determine data changes over a period of time.

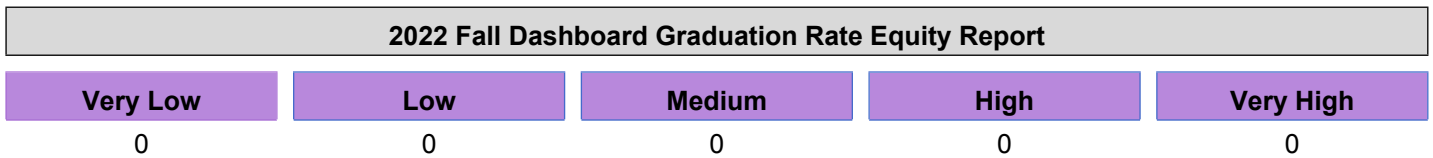
School and Student Performance Data

Academic Engagement Graduation Rate

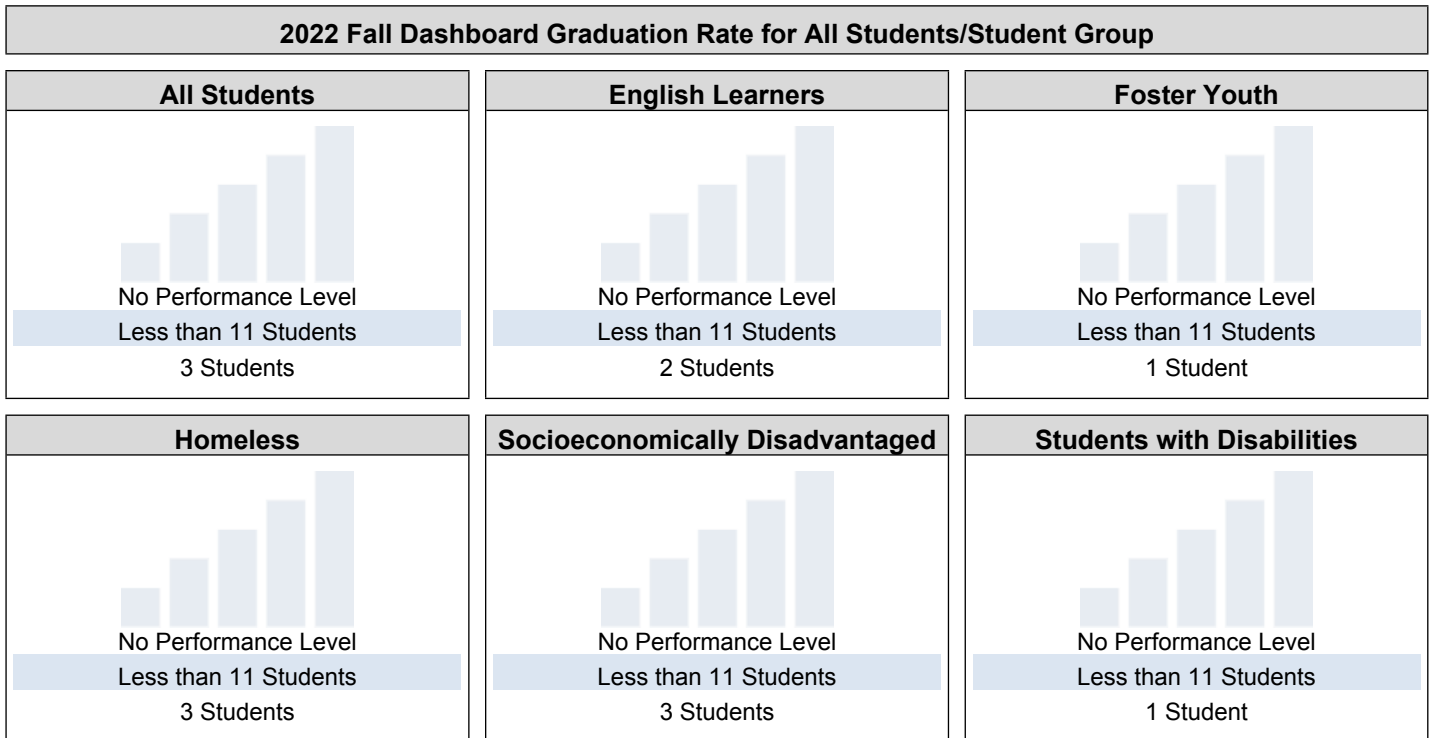
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



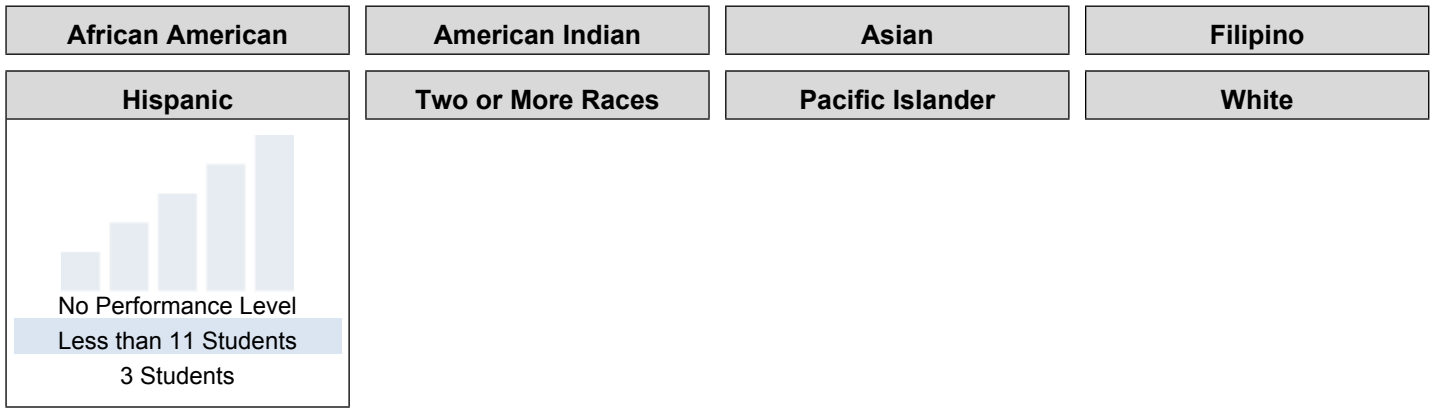
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

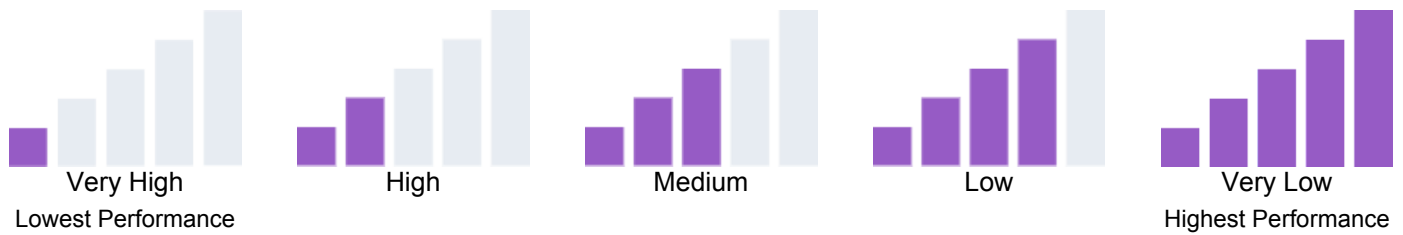
1. Students do not graduate from Bob Forinash Community Day School as we are not WASC accredited. Students transfer to another high school in the district for graduation.
2. Due to the transient nature of our student population, tracking graduation rate data of those who leave is not possible

School and Student Performance Data

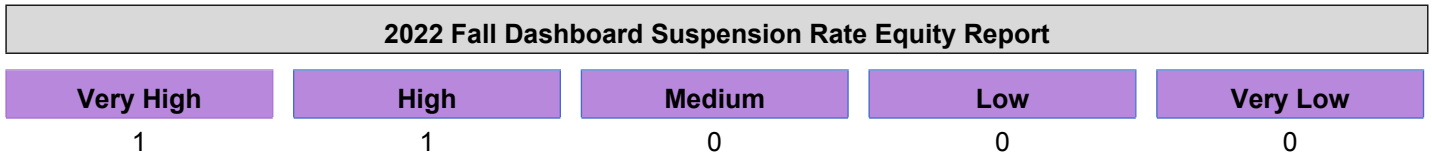
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

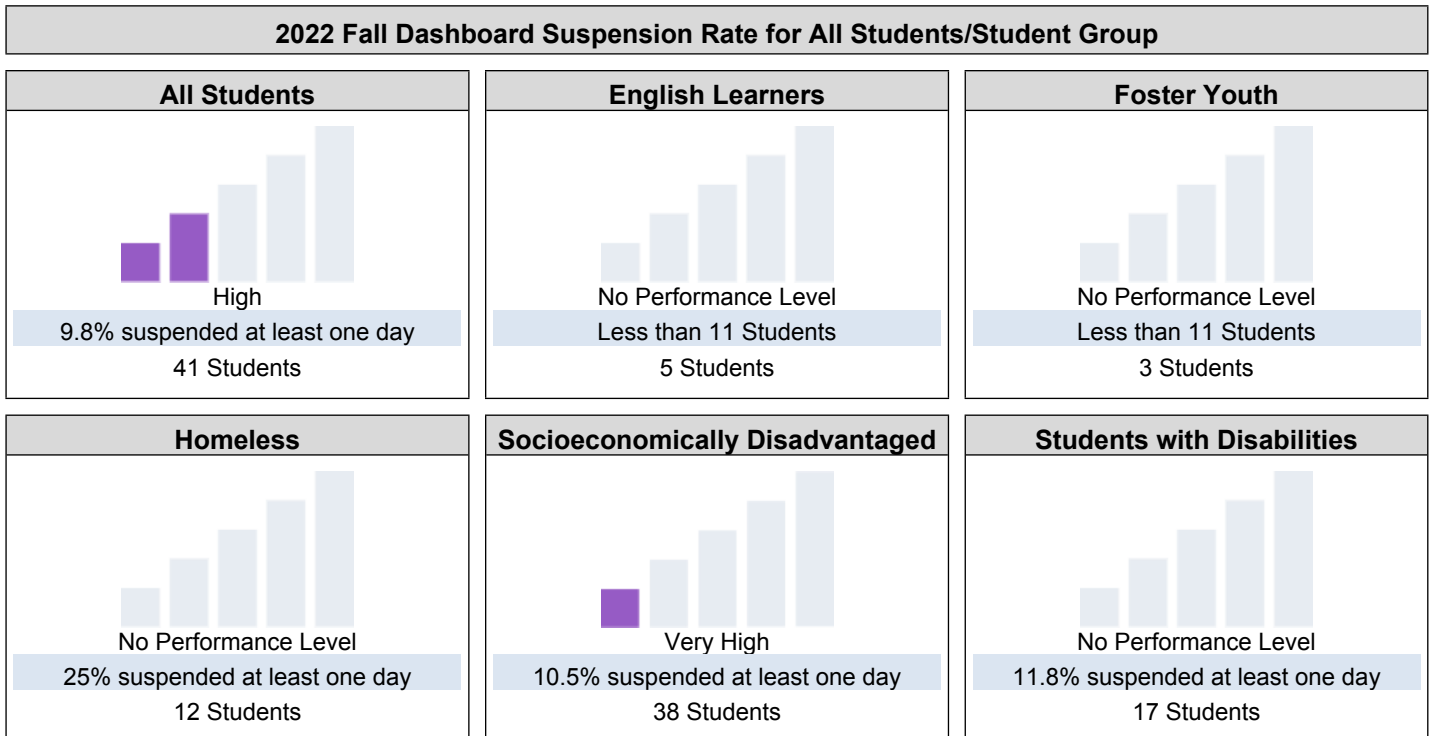
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



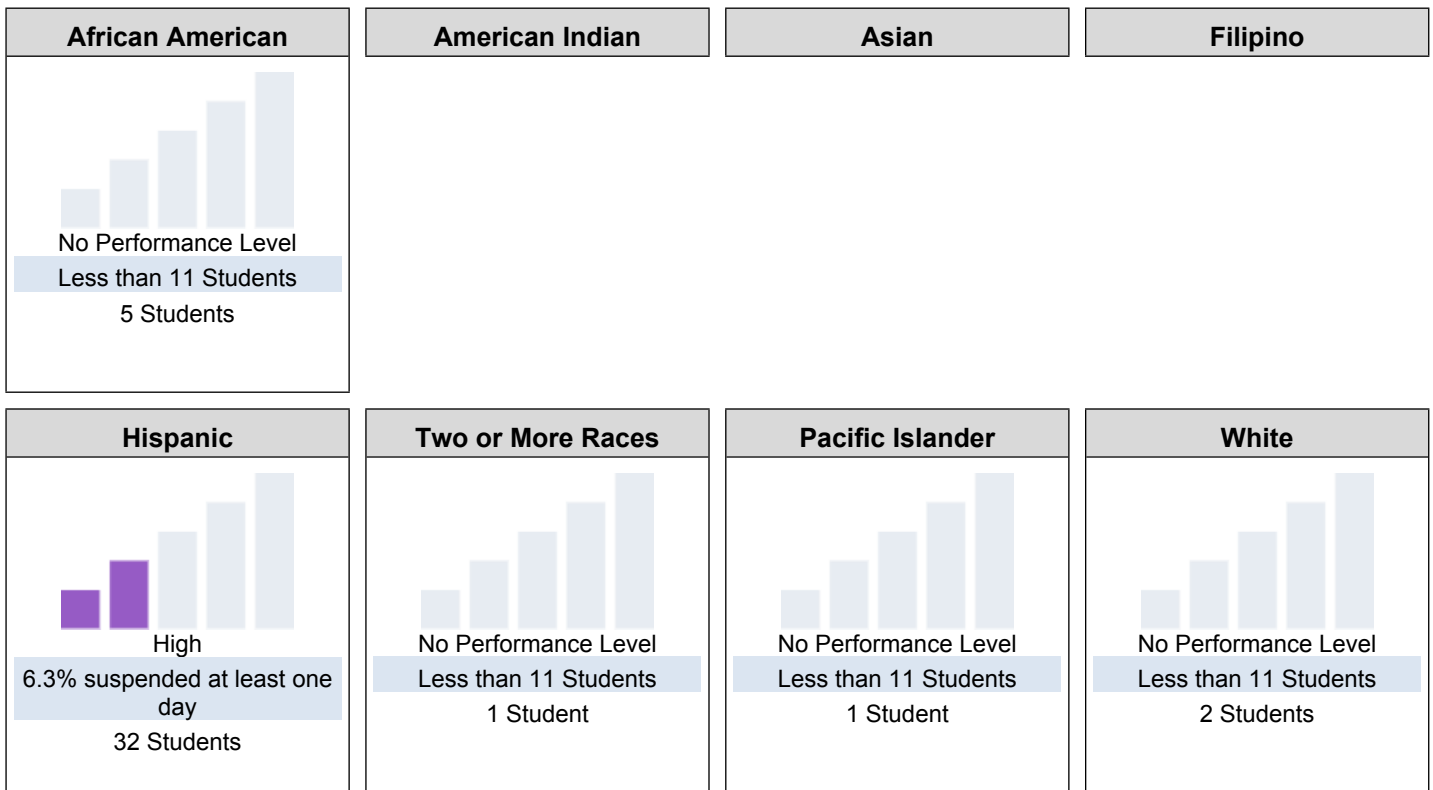
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Improvements were largely due to services purchased through CSI monies (CADA, FSA, Restorative Justice Facilitator and Art. Further growth in areas determined by social emotional health will be extremely difficult without these professional services.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards, as evidenced by assessment data corresponding to programs that have been implemented; reduce discrepancies of achievement among subgroups.

Goal 1

Throughout the school year, staff will provide high quality and educational opportunities that will challenge students and maximize their academic success. Local and state testing data will indicate a 10% growth in student academic gains by the end of the school year, and students will have the tools necessary to earn approximately three credits per week with grades 70% or above. Metrics will include LSAP, CAASPP interim assessments, NWEA testing, and credits earned. Staff will be monitored using formal and informal observations and evaluation which will reflect their activities that are designed to maximize student success. Students will be provided opportunities to visit colleges, museums, and other activities designed to pique their interest in the outside world and to show them exciting future possibilities. For our ELL students, we provide 30 extra minutes of language and reading activities daily.

Identified Need

Students often enter our program far below grade level and credit deficient. The majority have not been tested for academic or social-emotional intervention needs, nor have they been afforded any type of interventions on campus (SSTs, in house counseling, etc) prior to being sent to BFCDS. They require extrinsic motivation and a high level of support to attempt any academic activity, and require group and individual support due to the lack of same throughout their previous school performances, some dating back to first or second grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Standards Alignment Project Unit assessments	Baseline data unavailable; program just beginning	Growth by 10%
Math Standards Alignment Project Unit assessments	Baseline data unavailable; program just beginning	Growth by 10%
APEX online coursework	2021-2022 data shows students earning an average of 3 credits/week	Students will earn approximately 2 credits per week
Attendance		Attendance will increase by 5%

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)

Provide opportunities for all students, including individual student groups, to meet state academic standards

Strategy/Activity

Teachers will aid and monitor student use of online intervention, assignments, and assessments (APEX (district-funded)) as well as district-approved core curriculum textbooks and supplies, such as My Perspectives, in an effort to bring individual students to grade level by the time they complete their contract. Due to our at-risk student population, each student works at their individual ability level and requires a variety of implementation strategies to scaffold learning if they are to reach grade level ability. We have to spend an inordinate amount of time searching for educational materials that will support our population, usually at the 3rd grade level, that are not obviously for 3rd grade students (illustrations, wording, etc.)

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.

808

LCFF Supp/Con

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Provide opportunities for all students, including individual student groups, to meet state academic standards

Strategy/Activity

Purchase support materials in math and science that will support student academic success while using district-approved core curriculum.

Proposed Expenditures for this Strategy/Activity

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

600

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Provide opportunities for all students, including individual student groups, to meet state academic standards

Strategy/Activity

Celebrate educational successes with student families; provide incentives to maximize the PBIS 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.

700	LCFF Supp/Con
66	Title I Part A: Parent Involvement
	None Specified
	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide opportunities for students to explore activities, hobbies, and educational possibilities via field trips, college visits, sports events

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.

900	Title I
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The Bob Forinash Community Day school uses a variety of educational avenues. Our high school students used APEX for 65% of their academic core classes and district curriculum for the rest, depending on individual student needs and abilities. For the 2021-2022 school year, we continued to use the adopted core curriculum and texts, supplemented with APEX for credit recovery at the high school level, but noticed that many students were unable to utilize the program due to its rigor. We now have to create individualized student learning plans using the district-adopted texts and curriculum, customized to each student's ability and attempt to scaffold them to the grade level they need to be at so they can fulfill contract requirements to return to their home school. Teachers use a mixture of Edpuzzle via Google Classroom, grade-level texts, and lower-level texts to scaffold student learning

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

While we had planned on 90% APEX courses at grade level, we deviated for most of our at risk students who were far below grade level and unable to grasp the rigor of APEX. These students were offered a variety of educational supports intended to scaffold their learning. Edpuzzle, Google Classroom, and outside sources intended for scaffolding are implemented in the middle school classrooms

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.

We plan to continue using APEX to supplement for all core academic courses in grades 9-12. Elective courses will be either APEX or an alternative method depending on teacher and student collaboration. Middle school will continue using Edpuzzle and Google Classroom as primary sources due to the difference in individual student needs and the success of the program. Electives that are exciting enough to motivate students are often too dangerous for us to offer without the extra adult presence to assist in monitoring student safety.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Promote effective communication among students, staff, community, and stakeholders.

Goal 2

Teachers and support personnel will strive to increase student attendance and provide continuity to the educational process using engaging district-approved curriculum, assessments, and online support programs such as APEX.

Identified Need

In order to serve our at risk students, we have identified the need to use a variety of strategies to reach out to all stakeholders, including those who require Spanish translation, behavioral health services, and social emotional support for individual family needs. Our students come to us with a variety of behaviors that have historically prevented them from being successful, many who have had the same behaviors and issues since early in their educational career without interventions, and having more than a year of online education is still taking its toll. We must meet each child at their academic and social emotional levels and create an individual learning plan to support growth in all areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase in family/caregiver attendance at on site school events, conferences, and Site Council meetings as evidenced by sign in sheets	Baseline was determined by sign in sheets from 2019-2020 events and meetings and updated data from 2020-2021. This data has been difficult to obtain due to COVID-19 and its continuing effects on attendance	5% increase in attendance at school events, conferences, and Site Council meetings as evidenced by virtual sign in sheets
Increase in communication with Spanish-speaking parents/caregivers as evidenced by campus outreach consultant's call/visit logs	Baseline was determined by data collected during 2019-2020 school year and updated by data from 2020-2021. This data has been difficult to obtain due to COVID-19 and its continuing effects on in person visits	10% increase in home visits and calls to Spanish-speaking parents/caregivers
increase the number of home visits to check on absent students, increase communication lines with parents, and to ensure continuity between school and home	Baseline was determined by the number and the success rate of home visits in prior years	Expected outcome is an ncrease of parental involvement as well as an increase of student attendance by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Provide opportunities for all students, including individual student groups, to meet state academic standards

Strategy/Activity

Use technology, home visits, and phone calls to communicate information regarding school activities to parents and caregivers.

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.

700

Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During the 2021-2022 school year, we hosted a few awards ceremonies. We were still under restraints due to the ongoing COVID-10 pandemic effects.

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

It was much more difficult for all schools to bring students and parents back into our regular routine after the COVID-19 closures. Many schools were still reporting cases and parents were afraid to participate in any activities outside of the normal school day.

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.

We will continue to nurture our strong connection to the community and with parents by planning several more events for the 2022-2023 school year, planning events to attract our older students and their parents. The difficulty for us stems from the fact that we have to have four separate activities due to age and gang affiliation. We must keep certain groups away from one another, even with parents present. With our Outreach Consultant and Safety Liaison, we will conduct

several home visits per week in an effort to gain home support toward higher attendance rates and credit/grade acquisition. In 2021-2022, our Outreach Consultant and Safety Liaison made many home visits to help gain the support we need for our students' success.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

Goal 3

All staff will participate in weekly staff development and collaboration activities designed to develop competency and leadership skills that will enhance student academic success, student social emotional health, positive behavior, and attendance, through the use of PBIS strategies, Restorative Justice, and SEL professional development.. Metrics used will be sign in sheets indicating a 5% increase in staff participation; teacher observations and evaluations indicating a 10% increase in the use of strategies designed to promote positive behaviors and academic success, surveys indicating a 5% increase of overall satisfaction with communication; and data from student attendance indicating a 10% gain, and a 5% drop in suspensions.

Identified Need

Staff and administration must develop a variety of activities and strategies to encourage continuous communication among all stakeholders. Our students come to us with a variety of social/emotional issues and histories of behavioral and academic failures and their behaviors can affect staff in many ways. Through book studies, PBIS, and professional development, all staff will learn strategies that will provide support for each other and students' social emotional health

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Online Student survey	Compare data in surveys taken at the beginning and end of school year.	5% increase in the level of indicated satisfaction with academic and social-emotional support
Online Staff Survey	Compare data in surveys taken at the beginning and end of school year.	Increase in the level of indicated satisfaction with communication and participation by 5%
Online Parent Survey	Compare data in surveys taken at the beginning and end of school year.	Increase in the level of indicated satisfaction with communication and participation by 5%
Online School Climate Survey	Increase in the level of indicated satisfaction with communication and participation by 5%	5% increase in the level of indicated satisfaction with academic and social-emotional support
Staff meetings and PD sign in sheets	Growth in staff member attendance at professional	5% increase in participation and attendance by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	development activities and staff meetings.	

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)

Provide opportunities for all students, including individual student groups, to meet state academic standards

Strategy/Activity

Provide assistance with truancy reduction, suspension reduction, and increase attendance through counseling, home visits, and enhanced academic support. Provide additional social/emotional support via increased hours for contracted counselors through FSA and CADA. While our Restorative Justice activities have continued, we lack the ongoing training and mediation support due to his death.

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.

1000	LCFF Supp/Con
733	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Staff and administration created an atmosphere of success and safety where students want to come to school, do well, and decrease classroom disruptions. We continue to implement Restorative Justice practices and social-emotional support for all. Due to issues stemming from COVID-19, obtaining services is still difficult.

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

We had planned to focus on staff development and training throughout the 2021-2022 year so we could be proactive rather than reactive regarding positive behaviors, attendance issues, and

academic roadblocks. Due to a lack of funding and the difficulty of finding professional development that will be relevant to our student population, we work together to find pertinent activities on our own

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.

We have contracted with area behavioral health organizations such as CADA, YOR, Casa Pacifica, and FSA to continue our current contract. Due to the transient nature of our students and the clinical workers associated with CADA and FSA, as well as the lack of funding, it is next to impossible for us to provide the students and staff the support we need. We will continue to provide all staff with additional training to enable us to fully implement a viable social emotional curriculum and restorative justice practices that can be implemented on a daily basis. Our unique population would benefit from more intense one on one counseling as well as group counseling and family counseling opportunities.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$5,507.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	2933.00	0.00
LCFF Supp/Con	2508.00	0.00
Title I Part A: Parent Involvement	66.00	0.00
None Specified	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supp/Con	2,508.00
Title I	2,933.00
Title I Part A: Parent Involvement	66.00

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
- 3 Other School Staff
- 1 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Eric Trigueiro	Principal
Tracie Baughn	Classroom Teacher
Rachel Becerra	Other School Staff
Jesus Barajas	Secondary Student
Patricia Velasquez	Parent or Community Member
Michael Shirley	Secondary Student
Tyler Lujan	Secondary Student
Nettie Ferreyra	Other School Staff
Samantha Kerley	Other School Staff

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

Other: School Site Council

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 10/11/2022.

Attested:



Principal, Eric Trigueiro on 10/11/2022

SSC Chairperson, Patricia Velazquez on 10/11/2021