

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Robert Elliott Alternative Education Center

50711755034913
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 12, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

The mission of Elliott Alternative Education Center is to provide an education that addresses the unique academic and social-emotional needs of our at-risk students. Our vision is to provide a rigorous district-mandated curriculum based on approved course outlines and teaching strategies and materials, and to assess student learning continuously using federal, state, district, and site-specific methods. It is also our vision to cultivate a supportive school atmosphere based on our district's Safe Schools Policy and discipline policy, and to provide support for all stakeholders as needs arise in the school community.

School Description:

Elliott Alternative Education Center is a continuation high school located in Central Modesto. Elliott serves students from seven comprehensive high schools in Modesto City Schools. Current Spring 2023 enrollment is 504 students. Total enrollment in the 2022-23 school year was 601 students, but 97 students graduated early. The maximum enrollment for Elliott is approximately 600 students. Enrollment fluctuates frequently based on the number of referrals from the comprehensive site, students enrolling from outside communities, and early graduates. Because Elliott students are referred from the comprehensive high schools, they come from a wide variety of backgrounds and neighborhoods. The ethnic make-up of Elliott is Hispanic (74%), Caucasian (15%), Two or More Races (6%), African American (3%), Asian (1%), Hawaiian/Pacific Islander (0%), and American Indian (0%). In addition, Elliott currently serves English Learners (21%), Students with Disabilities (7.5%), Socio-Economic Disadvantaged Students (78.5%), and Foster Students (2.5%).

Programs at Elliott include Modesto Technical School (in coordination with Modesto Junior College), Modesto Engineering Industrial and Technical arts program (in coordination with Modesto Junior College), a 5th Year Senior Program, Academic Language Development (ALD) classes, English Learner (EL) services, Special Education and Resource classes, and three CTE classes. Community input through LCFF/LCAP has enabled Elliott to hire a part-time Attendance Liaison who has been specifically assigned to assist with increasing the attendance of the at-risk students served. We were also able to hire a full time Mental Health Clinician.

Migrant Education/Title I Part C instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to out-of-school youth and secondary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by a Support Services Liaison that is housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools District attendance area. The migrant parents assist the district and region in evaluating migrant services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

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
- ☒ Comprehensive Support and Improvement

The purpose of the plan is to increase student achievement according to the CAASPP in both ELA and Math and decrease the number of students who are considered chronically absent or suspended. In addition, the need to identify and address the social/emotional needs of students enrolled in alternative ed programs.

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by a properly constituted SSC.

Resource Inequities

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

The following resource inequities were identified as a result of a needs assessment:

- 1) Social emotional support for students and PD for staff on strategies to work with and support students . This will be addressed with increased support from a Mental Health Clinician.
- 2) Students that have suffered trauma need increased support from staff, this will be addressed with providing more Professional development to staff.
- 3) The alternative education system lacked an evaluation of effectiveness, this has been conducted and is being evaluated.

Section 3 Educational Partners 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 2022-23 SPSA Annual Review and Update

Robert Elliott Alternative Education Center's SSC, ELAC, Site Leadership team, and teachers participated in the evaluation process of the 2022-23 SPSA which included the analysis of quantitative and qualitative data to determine effectiveness within each goal, and activities to continue, discontinue, and revise. This occurred during SSC, ELAC, Site Leadership, and staff meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners: SSC, ELAC, School Leadership Team, and site teachers reviewed the evaluation of the 2022-23 SPSA and discussed how to move forward with the 2023-24 SPSA. This process included providing all educational partners with the previous SPSA. This process occurred at January- May 2023 at SSC, ELAC, Leadership, and staff meetings.

All educational partners were involved in the development of the CSI plan to address graduation rate for students.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 ELA teachers continued to meet with the district ELA coaches to do "data dives". They analyzed the benchmark results and focused on performance standards that needed improvement and came up with strategies to reteach the standards effectively. The ELA department also moved over on the "Know Thy Impact" rubric for PLC's. A new teacher in the department observed a veteran teacher's classroom. In their PLC, the ELA department effectively analyzed data, taught standards using shared lessons, and analyzed the results. The results of the benchmarks and Study Sync assessments were used to determine which targets and standards to focus on. The ELA department collaborated to make appropriate adjustments to the delivery of the Study Sync curriculum, based on benchmark results. The ELA department chair participated in a 5 part series about Grading Reform and PLCs, and shared strategies with the department. The site administration frequently visited classrooms and provided instructional feedback to teachers.

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 were also unable to offer 1:1 ELA tutoring, due to not being able to offer an after school bus.

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

No changes.

IDENTIFIED NEED (Data Analysis)

ELA

Based on Benchmark/ Curriculum Embedded Assessments we identified that 70-89% of All students are in need of support / intervention in the area of: Writing

To address this the school can:

Offer professional development on writing strategies.

ELA PD

Based on Observations we identified the following area of need in professional development PLC release time

To address this the school can:
Provide the ELA department with release time to collaborate and align teaching strategies.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

N/A

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Increase by 5% the number of students meeting or exceeding standard (Preliminary Data was used - No level given on CA Data Dashboard due to limited number of students enrolled in October in CalPADS).

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 9.5%	Goal 14.5%
English Learners (EL)	Actual 0%	Goal 5%
Students with Disabilities (SWD)	Actual 0%	Goal 5%
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)					
	Professional Development	Class Visits and Observations	Substitute Teacher	Title 1 Professional Development	1000
			Conference Travel and Registration	Title 1 Professional Development	5000
	ELA Collaboration	Benchmarks, Study Sync assessments, Interim assessments	Release time/extra hours for collaboration	CSI Funds	800
	Data Talks 1:1 with Administration				
	PLC Training	PLC meeting agendas, notes, and observations			
	Provide teachers with ELA tools to support instruction	Class Visits, Observation Data	Instructional Materials and Supplies	Title 1 Supplies and Services	1000
	ELA Instructional District Coaches Collaboration, Data Dives	Class Visits, Observation Data			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Academic Language Development (ALD) Class	Pre/Post Study Synch Assessment Results			
	TCII Translator Support	ELPAC Results			
		Benchmarks			
		CAASPP Results			
		Class Visits, Observation Data			
Students with Disabilities (SWD)	SDC/LH mainstreaming into core and elective classes	Class Visits, Observation Data			
	Regular Classroom visits and coaching	Review of SDC/LH student progress towards graduation progress			
	Department Collaboration				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 math department participated in collaboration during PLC time and discussed ways to get students to pass math. They analyzed the benchmark data and modified instruction according to results. The sole math teacher in the department continued to work on these math standards alone. A focus was put on helping students with Ds and Fs to pass. The new term system that was implemented two years ago helped students to earn math credits, as they were able to start over every 4 weeks. The math instructors analyzed his own grading practices to make them more equitable for all. We added Math for the Trades last year and it was a very successful class that the students enjoyed.

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 did not offer math 1:1 tutoring due to no bus availability after school.

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 are going to have a co-teaching model for Algebra. A new teacher will be hired to co-teach with the Algebra instructor. The instructors will attend PD about co-teaching at the county office of education.

IDENTIFIED NEED (Data Analysis)

MATH

Based on CAASPP we identified that 90-100% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Look at target standards on the CAASPP and focus on teaching them more thoroughly. This can be done in the PLC meetings.

MATH PD

Based on Observations we identified the following area of need in professional development PLC Release Time

To address this the school can:
Provide extra collaboration time for the math department.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

Zero percent of students scored proficient on the CAASPP test. This showed that we need to look at targets to focus on during our PLC meetings.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Increase by 5% the number of students meeting or exceeding standards

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 0%	Goal 5%
English Learners (EL)	Actual 0%	Goal 5%
Students with Disabilities (SWD)	Actual 0%	Goal 5%
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Professional Development	Class visits and observations	Substitute Teacher	Title 1 Professional Development	500
			Conference Travel and Registration	Title 1 Professional Development	1500
			Materials/Supplies	Title 1 Supplies and Services	295
	Math Department Collaboration	Benchmarks	Curriculum Development Rate/Collaboration	CSI Funds	1000
	Provide teachers with tools to support teaching math	PLC Agendas, Visits, Observations	Supplies	Title 1 Supplies and Services	1000
English Learners (EL)	Academic Language Development (ALD) Class	Meeting agendas			
	ELD Professional Development	Call logs			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	TCII Translator - Regular Communication with parents of EL students and parents via phone calls				
Students with Disabilities (SWD)	SDC/LH mainstreaming into core classes	Class visits/observation data			
	SPED department meetings	Review of SDC/LH student progress toward graduation requirements			
	Instructional coaching by administration				
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 schoolwide attendance rate for 2022-23 decreased, despite increasing the attendance liaison's hours from 3 to 6 hours. We continue to recognize students for perfect attendance weekly. Teachers make phone calls home when students are missing, as well as office staff. Home visits are made by the attendance liaison. We have kept students on the rosters longer than 20 days, in an attempt to keep them in school. This may have attributed to the decrease in attendance rate.

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

None

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 attendance liaison will attend more training.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

Create ways to entice students to come to school.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development Engagement Strategies

To address this the school can:

Provide professional development around student engagement strategies.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

We need to create more reasons for students to want to come to school.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase student attendance rate by .5% and decrease chronic absenteeism rate by 1%.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 66.20%	Goal 67.18%	Actual 80.36%	Goal 79.36%
English Learners (EL)	Actual 72.73%	Goal 73.23%	Actual 75.2%	Goal 74.2%
Students with Disabilities (SWD)	Actual 62.81%	Goal 63.31%	Actual 88.64%	Goal 87.64%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Student Attendance Review Team (SART) meets with parents/guardians to resolve issues leading to chronic absenteeism	SART Team notes and logs	Student Incentives	Title 1 Supplies and Services	100
	Student Attendance Incentives	Perfect Attendance Awards			
	Attendance Liaison home visits to connect with families	Improved Attendance Awards	Classified Substitute	Title 1 Classified	1500
	Substitutes for Attendance Liaison				
	Professional Development - Student Engagement and Trauma Response	Review Chronic Absenteeism Report	Conference Registration and Travel	Title 1 Professional Development	6000
			Certificated Substitutes	Title 1 Professional Development	1000
English Learners (EL)	Typist Clerk II Translator calls families of EL students who are struggling with attendance	Call logs			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Special Education case managers monitor attendance and call families to resolve attendance issues	Review of chronic absenteeism at Special Education department meetings			
	Special Education Department meetings	Call logs			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 suspension rate decreased by 2.71%. PBIS incentives were given out each week. We increased the student activities on campus by adding a leadership class and Friday activities at lunch. The student support team was very instrumental in addressing the social/emotional needs of our students. We housed two student assistant specialists, an alcohol and drug counselor, and a mental health clinician. They met with students both individually, and in groups. The intervention center was redesigned to be a more inviting and welcoming space. The team held Wellness Wednesday events every other week, which focused on different topics for social/emotional health. We implemented the SOAR class, which is an orientation class for new students. It helped to introduce the students to the campus, make them feel welcome, and go over expectations and how the campus operates. They Why Try curriculum is taught in this course, with a focus on social/emotional health.

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

N/A

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.

Staff will attend a Trauma-Informed conference to address the needs of students who have experienced trauma.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Suspension we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:
Implement Why Try strategies,.

PBIS PD

Based on PLC input we identified the following area of need in professional development De-escalation

To address this the school can:
Provide trainings on de-escalation techniques

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

The suspension rate increased in the students with disabilities group.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 6.92%	Goal 6.62%
English Learners (EL)	Actual 7.67%	Goal 7.37%
Students with Disabilities (SWD)	Actual 15%	Goal 14.7%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	Recognition and Incentives for students who exhibit positive behavior.	Suspension Rate	Student Incentives	Title 1 Supplies and Services	200
	Increase school spirit with student activities and spirit wear	PBIS Logs			
	Implement Why Try Strategies Schoolwide	Student activities photos			
	Student Assistant Specialist - Wellness Wednesdays	Class Observations			
	Professional Development - Student Engagement	Sign-in sheets and Agendas	Conferences	Title 1 Professional Development	10000
	Trauma-Informed Conference	Suspension Rate	Subs for Teacher Release	CSI Funds	1500
English Learners (EL)	Increase school activities - CADA Conference	Conference Notes	Conferences	Title 1 Professional Development	6607
English Learners (EL)	EL Discipline Reports Reviewed Monthly	Suspension rate and discipline reports			
		Call logs			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	TCII Translator contact with EL parents regarding social/emotional and discipline				
Students with Disabilities (SWD)	Discipline reports for SWD reviewed monthly in SPED department	Suspension rate and discipline reports			
	Frequent class visits	Class visit logs			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

A new term system was implemented in 2021-22, which replaced the quarter grading system. The new term system consists of nine terms, with each term being four weeks long. Students have an opportunity to earn 1.5 credits in each class, for a total of 9 credits per term. In addition, each student was placed in a credit recovery class for an opportunity to earn additional credits. This replaced the old quarter system, where credits were earned based on attendance and participation. Winter and Spring Intersessions were also offered for an additional credit recovery option, as well as extended summer school (after school classes). Teachers were presented with alternative grading scales to make grading more equitable, and several teachers implemented the new grading scales in 2021-22. This all continued in 2022-23. We added four E200 classes as well. E200 is a self-contained class in which students work on credit recovery all day, using the APEX curriculum. This class has been successful for students that are far behind in credits or have social anxiety and are troubled by moving from class to class.

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

N/A

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 were trained in Why Try during the 2021-22 school year. In 2022-23, the students were introduced to the Why Try curriculum in the four week SOAR Orientation class.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on CTE Pathway Completion we identified that 90-100% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:

add advanced CTE sections in Construction, Art, and Health Careers.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development Access to specific PD

To address this the school can:
focus on equity in grading.

Additionally we analyzed specific data to indicate the following need(s):

Teachers will use strategies to assure that English Learners' needs are met academically.

Discuss the areas of strength and need based on data analysis:

N/A

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 The number of students with 2 or more at-risk indicators will decrease by 1 percent.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)					
	Creative Leadership Solutions PLC	PLC Observations, Grade Reports	Consultant Contract	CSI Funds	74485
	Contract - Consultant for PLC/Grading Equity	Sign-In Sheets	Site Leadership Team Daily Rate	CSI Funds	3801
	Site Leadership Teams Training	Social Emotional Surveys	Site Leadership Team Benefits	CSI Funds	898
	Teacher Collaboration		Curriculum/Collaboration	CSI Funds	600
	Why Try Consultant		Benefits for Teacher Hourly	CSI Funds	566
			Site-based Consultant Contract	CSI Funds	4000
	Field Trips for career exploration and after graduation planning	Field Trip Lists	Field Trip Admissions	Title 1 Supplies and Services	2000
			Field Trip Transportation	Title 1 Supplies and Services	4600
	Field Trips to allow our students more exposure to arts and science in our surrounding communities				
	Why Try Sitewide Implementation				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Explore deficits in academic equity and increase awareness with site leadership team	Graduation Rate	Principal Stipend	CSI Funds	10,000
	Get school out of CSI	Conference Notes	Benefits for Principal Stipend	CSI Funds	2360
	Attend CCEA Plus Conference to improve grad rate, social/emotional needs, and equity at Elliott	Meeting Notes	Conference/Travel	CSI Funds	10,000
	Supplies for CTE and other Academic Classrooms to support graduation rate		Supplies	CSI Funds	11931
	Staff Book Studies		Books	CSI Funds	2000
	Teacher Release for Conferences and Collaboration		Subs for Teacher Release	CSI Funds	12000
	Student Transportation home from 8th Period		Benefits for subs	CSI Funds	3186
	Indirect Costs - CSI		Transportation After School	CSI Funds	30000
			Indirect Costs	CSI Funds	6348
			Supplies	Title 1 Supplies and Services	2556
English Learners (EL)	TCII Translator makes daily calls to families of EL students for support	Call logs	Classified Hours	CSI Funds	2100
	EL Student Tutoring	EL Student Grades/Credits	Benefits for Classified	CSI Funds	776
	Substitute for Bilingual Para		Subs for Classified	Title 1 Classified	1500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Case managers meet regularly with students to monitor graduation progress	Contact logs			
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

It has been historically difficult to get parent involvement at Elliott. In 2022-23, there were several families that came to Back-to-School night. We served food and gave away prizes, and more families participated. Open House only had 2 families attend.

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 did not offer parent trainings.

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.

Trainings will be offered for parents of English Learners in the evenings. The parent ambassador will offer trainings to parents and hold second cup of coffee meetings. Our community partners will offer incentives for students to attend Back to School Night and Open House.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: navigating school

To address this the school can:
offer parent training as part of the new SOAR class, and with the parent ambassador.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach we identified the following area of need in professional development CIPD Support

To address this the school can:
ask for training on increasing parent involvement.

Additionally we analyzed specific data to indicate the following need(s):

Only 2 or 3 parents showed up to our Open House and Back to School nights. This is an area of need for parent involvement.

Discuss the areas of strength and need based on data analysis:

We will offer opportunities for parents to be involved. This will be organized by our parent ambassador.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Parent Involvement will increase by 20%.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Increase parent attendance at Back to School Night and Open House	Sign-in sheets			
	Offer parent training about alternative education and what is offered at Elliott	Meeting agendas and sign-in sheets	Refreshments/Supplies for parent trainings and meetings	Title 1 Parent Involvement	500
	Coffee with the Principal				
	Parent Ambassador trainings and meetings	Meeting agendas and sign-in sheets	Flyers and printed materials	Title 1 Parent Involvement	75
	Student Award Ceremonies		Extra Help - Classified	Title 1 Parent Involvement	300
English Learners (EL)	Training in the evenings for parents of English Learners	Meeting agendas and sign-in sheets	Teacher presentation and/or Curriculum Development	Title 1 Parent Involvement	600

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Offer parent training about graduation and credits	Meeting agendas, sign-in sheets			
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Support for EL Students				Aligned to ELA and Math goal, monitored by benchmark and grading data
	Bilingual Instructional Paraprofessional 5 hour	Title 1 Positions	39517	
Increase Attendance with Home visits				Aligned to Attendance goal, monitored by attendance reports and home visit logs
	Attendance Liaison 3 hour	Title 1 Positions	27157	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	66674	0.00
Title 1 Professional Development	31607	0.00
Title 1 Parent Involvement	1475	0.00
Title 1 Certificated		
Title 1 Classified	3000	0.00
Title 1 Supplies and Services	11751	0.00
CSI Funds	178351	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$114,507
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$114,507
Total Federal Funds Provided to the School from the LEA for CSI	\$178351
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$292,858.00
Grand total budgeted including carryover from Section 11	\$292,858

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Robert Elliott Alternative Education Center

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Esmeralda Navarro Term: 2022-2024 XParent Community Member	1. Name: Sarah Cox Principal
2. Name: Georgina Pedroza Term: 2022-2024 XParent Community Member	2. Name: Craig Bernardi Term: 2022-24 Teacher
3. Name: Carmina Gonzalez Lopez Term: 2022-2024 XParent Community Member	3. Name: Carrie Bettencourt Term: 2022-24 Teacher
4. Name: Robert Valdovinos Term: 2022-23 Student	4. Name: Russell Bianchi Term: 2022-24 Teacher
5. Name: Skyler Cunningham Term: 2022-23 Student	5. Name: Jamie Bianchi Term: 2022-24 Teacher
6. Name: Jason Reyes Term: 2022-23 Student	6. Name: Gloria Rosales Term: 2022-24 Other School Staff

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Cynthia Langgle	English Language Advisory Council (ELAC)
Kristen O'Brien	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/12/2023 03:00 pm

Attested:

Karen Kline	SSC Chairperson
Derrick James Thompson	SSC Vice Chairperson
Kolette Minnis	SSC Secretary