NEVADA COUNTY BOARD OF EDUCATION
Regular Meeting
Wednesday, May 16, 2018
2:00 p.m. Budget Workshop
3:00 p.m. Board of Education Meeting

Nevada County Superintendent of Schools
Board Room
380 Crown Point Circle, Grass Valley, CA 95945

AGENDA

1. Meeting called to order
2. Establish quorum
3. Budget workshop
4. Salute to the flag
5. Adoption of the Agenda
6. Open public forum – Recognition of members of the audience wishing to address an agenda item may do so at this time or at the time the agenda item is heard. After being recognized by the Board president, please identify yourself. A member of the public may at this time make brief comments regarding items not on the agenda, although no action may be taken.
7. Close public forum
8. Open Public Hearing
   A. A Public Hearing will be held by the Nevada County Board of Education to approve a Waiver Request of the California Department of Education. Nevada County Superintendent of Schools District is requesting a one-time extension of the deadline for Per Pupil Apportionment Reimbursement for CAASPP testing 2016-17 Apportionment Information Report for per pupil reimbursement.
   (page 1)
9. Close Public Hearing
10. Approval of the Consent Agenda
    These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion, unless a Board member or citizen requests that an item be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items.
    A. Approval of minutes of the Regular meeting of April 18, 2018 (page 2)
11. Staff Reports
    A. Alternative Education, Lisa Sanford
    B. Educational Services, Shar Johns

5/16/18 Board Agenda
i. LCAP Review

C. Business Services, Darlene Waddle

D. SELPA/Special Education, Eli Gallup

12. Superintendent’s Report
   A. Charter Schools Update
   B. South County Safety Forum
   C. C & I Director Update
   D. Grand Jury Report – Safety and Security at Nevada County Schools (page 5)

13. Action Items
   A. Shall the Nevada County Board of Education approve the Single Plan for Student Achievement (SPSA) for the Nevada County Superintendent of Schools Combined Alternative Educational Programs? (page 23)
   B. Shall the Nevada County Board of Education approve Resolution 18-02, Notice of Election and Specifications of the Election Order for election to be held on November 6, 2018? (Roll Call Vote) (page 127)
   C. Shall the Nevada County Board of Education approve the Notice of Board Member Election to be held on November 6, 2018? (page 128)
   D. Shall the Nevada County Board of Education approve a Waiver Request to be submitted to the California Department of Education requesting a one-time extension of the deadline for the 2016-17 Per Pupil Apportionment Reimbursement for CAASPP testing? (page 129)
   E. Shall the Nevada County Board of Education approve rescheduling the November Board meeting from November 14 to November 7, 2018?
   F. Shall the Nevada County Board of Education approve the Nevada County Plan for Providing Educational Services to Expelled Students? (page 131)

14. Information/Discussion Items
   A. Bitney Prep High School – WASC Official Commission Notification (page 140)

15. Board Reports
   A. SARB, Heino Nicolai
   B. Legislative, Shelly Sexton
   C. Charter Liaison, Wendy Baker
   D. Individual Board Reports

16. Correspondence
   A. Teacher of the Year – NCSOS District: Mickey Vuksinich, Nevada County Special Education at Seven Hills School (page 178)
   B. Third Quarter Williams Review Report FY 2017-18 (page 179)
   C. EPIC de Cesar Chavez – WASC Official Commission Notification (page 181)

17. Adjournment
Next Meeting Date: June 13, 2018, 3:00 PM, 380 Crown Point Circle, Grass Valley

This agenda was posted at least 72 hours in advance of the meeting at the Nevada County Superintendent of Schools office, 380 Crown Point Circle, Grass Valley; 112 Nevada City Highway, Nevada City; and 400 Hoover, Nevada City.

Posted: 5-11-2018
Date

Notice: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Nevada County Superintendent of Schools office – located at 380 Crown Point Circle, Grass Valley, CA. For more information, please call 530.478.6400.

Notice: In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, contact the Nevada County Superintendent of Schools office at 530.478.6400 ext. 2003 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate your needs. [G.C. §54953.2, §54954.2(a)(1); Americans with Disabilities Act of 1990, §202 (42 U.S.C. §12132)]
NOTICE OF PUBLIC HEARING

WAIVER REQUEST TO CDE
EXTENSION OF DEADLINE FOR
TESTING APPORTIONMENT REIMBURSEMENT

PURPOSE: This public hearing is being held to approve a Waiver Request of the California Department of Education. Nevada County Superintendent of Schools is requesting a one-time extension of the deadline for submitting its CAASPP testing 2016-17 Apportionment Information Report for per pupil reimbursement.

DATE: Wednesday, May 16, 2018

TIME: 3:00 p.m.

LOCATION: Nevada County Superintendent of Schools office
Board Room
380 Crown Point Circle
Grass Valley CA 95945

Posted this 4th day of May, 2018

Scott W. Lay
Nevada County Superintendent of Schools

Posted at the following locations: NCSOS, 380 Crown Point Circle, Grass Valley; TKM, 400 Hoover Lane, Nevada City; and Earle Jamieson Educational Options, 112 Nevada City Hwy., Nevada City.
NEVADA COUNTY BOARD OF EDUCATION
Regular Meeting
Wednesday, April 18, 2018
3:00 p.m.
Nevada County Superintendent of Schools
Board Room
380 Crown Point Circle, Grass Valley, CA 95945

MINUTES

1. Meeting called to order by Board President Meek.
2. Established quorum
   Wendy Baker - present
   Shelly Sexton - present
   Larry Meek - present
   Ashley Neumann - present
   Heino Nicolai - present

3. Salute to the flag

4. Adoption of the Agenda
   On a motion by Sexton and seconded by Nicolai, the Nevada County Board of Education adopted the April 18, 2018 Agenda; all in favor; motion passed unanimously.

5. Opened public forum – Recognition of members of the audience wishing to address the Board – no comments.

6. Closed public forum

7. Approval of the Consent Agenda
   These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion, unless a Board member or citizen requests that an item be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items.
   A. Approval of minutes of the Regular meeting of March 14, 2018 (page 1)
   B. During the third quarter of 2018 January-March, there were no complaints filed to be reported, pursuant to Williams Uniform Complaint Procedures (E.C. 1240(H): Board Policy 1312.3 – Uniform Complaint Procedures) (page 4)

On a motion by Sexton and seconded by Neumann, the consent agenda was approved as presented; all in favor; motion passed unanimously.

8. Staff Reports
   A. Alternative Education, Lisa Sanford
      Sanford provided a handout detailing population and attendance. EJ is still at capacity; have not needed to turn away any expelled students; however, there is still no room for
SARB students. Staff will meet on April 23 for Suicide Prevention Training, CAASPP/CAST prep and PBIS. Sierra Harvest and EJ students partnered and built planter boxes and plants are already growing.

B. Educational Services, Shar Johns

Steam Expo was a great success with between 1,500 to 2,000 people attending. Great feedback was received. Two students are moving onto the state competition.

The Countywide Plan for Provision of Educational Services to Expelled Students is being updated. The triennial plan will come to the Nevada County Board of Education in May for consideration of approval, followed by submission to the CDE in June.

Johns provided a 30-page handout detailing the NCSOS draft LCAP Annual Update; and walked the Board through the document.

C. Business Services, Darlene Waddle

Both the districts and the county office are working on budgets and LCAP’s. The Bill Back Model discussion continues.

D. SELPA / Special Education, Eli Gallup

Gallup and Waddle continue to work closely with the districts on refining the Bill Back Funding Model. Essentially, money is received from the state and locally decided on how to distribute. We are looking at how to package charging districts for better transparency.

Special Education classroom sites have been identified. Union Hill will host the classrooms.

Sacramento Bee newspaper interviewed Gallup on best practices and inclusion. The article should run in June.

9. Superintendent’s Report

A. Charter School updates

YRC has hired an outside consultant, George Hoffecker, the original YRC director. Board is meeting today with the evaluation of the current director on the agenda.

TRHSC agreed to a final settlement with Jaynie Aydin; Aydin is no longer the director. The Interim Director is Kelley Soper, daughter of Brenda Royer, TRHSC Board President. Both Shar Johns and Darlene Waddle are attending TRHSC board meetings; Brown Act discussions are taking place; will continue to monitor closely.

EPIC – we are waiting to receive a transition plan as Rick and Delilah’s last days are approaching; looks to be in 2018; we are confirming. HR continues to monitor credentialing. EPIC attended the NCSOS Countywide Job Fair.

B. ACSA Teacher Who Makes a Difference

Sandy Shea - EJ, Sugarloaf and Countywide Special Ed Teacher will be honored tomorrow night.

C. Associate Superintendent, Ed Services position update

There was an amazing pool of candidates. Teena Coker accepted the position. Teena has been the Principal/Director of Curriculum and Instruction for PVUESD the past 8 years. Shar and Teena have started the transition process.

D. Director of Curriculum & Instruction position update

Interviews will take place next week. There were 34 applicants which were narrowed down to 6.
E. The 1st Nevada County Schools Job Fair was well attended. HR reported over 160 in attendance. Nevada County school districts and charters participated. Brandman University, CalState TEACH and National University also showcased their teaching credential programs.

F. Legislative Action Day was attended by Supt. Lay, Eli Gallup and Holly Pettitt

10. Action Items

A. Shall the Nevada County Board of Education approve the proposal for 2017-18 Summer Learning Program at Earle Jamieson (page 5)

On a motion by Sexton and seconded by Neumann, the Nevada County Board of Education approved the proposal for 2017-18 Summer Learning Program at Earle Jamieson; all in favor; the motion carried unanimously.

11. Board Reports

A. SARB, Heino Nicolai

Nicolai complimented the Probation Dept. in taking a hands-on approach. Discussion was held as to getting involvement earlier for students. It would be great to have a conversations in 1st grade, noting it's more of a parent problem with the younger kids; vs a student/parent problem with older kids. Each case is different.

B. Legislative, Shelly Sexton

Sexton and Gallup discussed AB 3136 which amends Special education funding. Has legs, probably won't happen, but has more attention this year.

AB 2808 adjusts the LCFF base grant targets in grades K-12.

More attention is being given to the special ed task force which came up with priorities. There is no funding for preschool.

C. Charter Liaison, Wendy Baker

Baker and Nicolai visited SMA. They're doing a great job with facility use; budget is positive; and test scores are up. Baker noted that Director Bietz is retiring and there is a concern as to how SMA will move on without his leadership.

D. Individual Board Reports

Neumann has a new job.

12. Correspondence

A. Classified School Employees of the Year (page 8)

B. Countywide Speech Tournament Press Release (page 9)

C. Treasury Report from Nevada County Treasurer and Tax Collector detailing the portfolio of investments for NCSoS as of March 31, 2018. (page 11)

13. Adjournment

Next Meeting Date: May 16, 2018: Board Budget Work Session 2 PM;
Board of Education Meeting 3:00 PM,
380 Crown Point Circle, Grass Valley

Approved: ____________________________ Date: May 16, 2018
Larry Meek, President
4 May 2018

Nevada County Superintendent of Schools
380 Crown Point Circle
Grass Valley, California 95945

Enclosed is a copy of the report prepared by the Grand Jury on the subject of Safety and Security at Nevada County Schools.

This report will be published 9 May 2018 at 11:00 a.m. when it will be posted on the Grand Jury’s Website: http://nccourt.net/divisions/gi-reports.shtml.

The California Penal Code (§933.05) prohibits disclosure of any portion of this report prior to its publication by the Grand Jury.

The California Penal Code also requires that responses to Grand Jury reports be addressed to:

The Honorable Thomas Anderson
Supervising Judge of the Grand Jury
201 Church Street
Nevada City, California 95959

To assist you in writing your response, we are enclosing a copy of Section 933.05 (a) of the Penal Code and an example of the correct format for responding. To assist you with responding, an electronic formattable copy of this report can be obtained by request from the jury at: grandjury@nccourt.com. Please be advised that your response(s) are due on or before 7 May 2018.

The Grand Jury appreciates your cooperation.

Sincerely,

[Signature]

Thomas Achter, Foreperson
Nevada County Grand Jury
CALIFORNIA PENAL CODE
(EXCERPT FOR RESPONDENTS)

Section 933.05 (a): For purposes of subdivision (b) of Section 933, as to each grand jury finding, the responding person or entity shall indicate one of the following:

1. The respondent agrees with the finding.

2. The respondent disagrees wholly or partially with the finding, in which case the response shall specify the portion of the finding that is disputed and shall include an explanation of the reasons therefor.

(b) For purposes of subdivision (b) of Section 933, as to each grand jury recommendation, the responding person or entity shall report one of the following actions:

1. The recommendation has been implemented, with a summary regarding the implemented action.

2. The recommendation has not yet been implemented, but will be implemented in the future; with a timeframe for implementation.

3. The recommendation requires further analysis, with an explanation and the scope and parameters of an analysis or study, and a timeframe for the matter to be prepared for discussion by the officer or head of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This timeframe shall not exceed six months from the date of publication of the grand jury report.

4. The recommendation will not be implemented because it is not warranted or is not reasonable, with an explanation therefor.

(c) However, if a finding or recommendation of the grand jury addresses budgetary or personnel matters of a county agency or department headed by an elected officer, both the agency or department head and the board of supervisors shall respond if requested by the grand jury, but the response of the board of supervisors shall address only those budgetary or personnel matters over which it has some decisionmaking authority. The response of the elected agency or department head shall address all aspects of the findings or recommendations affecting his or her agency or department.
EXAMPLE: CORRECT FORMAT FOR RESPONDING TO A GRAND JURY REPORT
As required by Penal Code Section 933.05

FINDINGS:

1. Even when notification proceeds properly, the foster child’s school records may not arrive at the new school for as long as eight or ten weeks. During this time the child may not be permitted to attend school.

Disagree

Children are not denied education and a child’s school record has to be requested by the school of enrollment.

2. Our CPS is on record as demanding that foster parents not home school the foster children in their care. CPS finds it difficult to enforce its own policy.

Partially agree

Nevada County CPS requires that its foster children be mainstreamed in education unless there are exceptional circumstances.

3. There can be a number of possible reasons for the foster child’s relocation to another county, i.e., the availability of foster homes, need for special care, relationships between foster parent and foster child, the location of a desirable member of the child’s extended family.

Agree

RECOMMENDATIONS:

6. The Board of Supervisors should consider taking back from the State the responsibility for the approval and training of foster parents within the County.

The recommendation will not be implemented at the present time

The Board believes the current process for the approval and training of foster parents in Nevada County is sufficient at the present time.

7. The Board of Supervisors should maintain funds and services to continue the County’s model of the transition of 18-year-olds in the foster care system into independent living.

The recommendation has been partially implemented

Additional initiatives to redesign the California Child Welfare System will be implemented in Nevada County in conjunction with changes in State regulations.
Safety and Security at Nevada County Schools

2017-2018 Nevada County Grand Jury
Safety and Security at Nevada County Schools

Summary

In the wake of several tragic and highly publicized school violence incidents, school safety and violence prevention are major national concerns. Since the year 2000 there have been nearly 190 school shootings in 43 of the 50 states. The shootings have taken place at a rate of about one per month and left more than 250 students and teachers dead.

With a countywide safety assessment of our local schools as an objective, the Nevada County Grand Jury (Jury) interviewed selected officials from schools and school districts as well as the Nevada County Superintendent of Schools (NCSOS). The Jury was interested in determining the extent of deployment of the California legislature’s mandated comprehensive school safety plan, Education Code 32280-32289.

Our questions and observations were specific to regulations but general enough to reflect the unique characteristics of the schools which were visited.

The Jury visited 16 of the 42 schools in Nevada County (38%) to see if there were safety programs in place, what they included, and what their feelings were about safety policies already in place.

The Jury contacted the NCSOS office to find out what part it played in overseeing implementation of safety policies.

During the school surveys, the Jury compiled observations from various individual school sites, several of which raised safety concerns within the Jury. A sample of the observations follows.

- All schools had a comprehensive school safety plan in accordance with California Education Code, Section 32280-32289.

- All schools showed a realistic and forthright effort at deploying and executing their safety plan.

- Teacher training on safety and security did not appear to provide enough opportunity to thoroughly instruct the teachers on responsibilities, alternatives, and appropriate methods for dealing with an extreme emergency.

- Evacuation procedures included assembling students and teachers in largely open areas outside. Recent active shooter experience indicates that this procedure should be changed.

- All schools we visited were able to secure their perimeters.
• In most schools, emergency secure communication was somewhat lacking or did not exist between front office and teacher.

• Not all classrooms had inside locks or window coverings to prevent observation from the outside. Camera systems were not always present and were inconsistent.

• Notification to parents and guardians appeared to be consistent across those we interviewed. All schools used a telephone-centered message system and some sort of group email. However, the emergence of social media has completely changed the communication dynamics and, instead of fostering communications, has increased the sense of panic in many students, teachers, and parents and guardians.

• There was no comprehensive written statement providing parents and guardians, teachers, and appropriate students with simple instructions of what to do and what not to do in the event of an emergency.

  • One consistent issue emerged: there is a need to establish a presence at each school of some form of Resource Officer.

• When questioned about possibly arming teachers, an immediate consensus emerged from those interviewed which discarded the idea as unsuitable.

We all want to see our children succeed. We all want the youth of our community to have an educational experience that is mutually positive and respectful. We all want our community to share the mutual responsibilities and the beneficial results of a renowned school system. Toward that end, the Jury asks the entire community to extend themselves, just a bit, toward things that are positive and respectful. We are all neighbors wanting to be neighborly. Some things are impossible to solve at a local level. We should act together toward solving those things that are solvable and refuse to allow a national perspective to pull us apart.

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>ALICE</td>
<td>Alert, Lockdown, Inform, Counter, Evacuate (in response to an active shooter)</td>
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<tr>
<td>County</td>
<td>Nevada County</td>
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<tr>
<td>Jury</td>
<td>Nevada County Grand Jury</td>
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<tr>
<td>NCSOS</td>
<td>Nevada County Superintendent of Schools</td>
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Background

With the recent school shootings at Parkland, Florida, it was apparent that parents and guardians, students, school administration, law enforcement, and virtually all of the general public were shocked to their core. Additionally, with 24/7 news and unlimited social media accounts, the extent of the volume became overwhelming and the need simply to “do something ... anything”
was felt throughout the nation. The people of Nevada County (County) have been no less affected.

The Jury determined that an assessment of the situation as it applies to our County could be of extreme value. Accordingly, this report is an attempt to assess, inform, and advise to the extent possible the current status of “Safety and Security at Nevada County Schools.”

Approach

The Jury visited 16 of the 42 schools in Western Nevada County to see if there were safety programs in place, what they included, and what the school administration felt in reference to the effectiveness of safety policies.

The Jury reviewed the comprehensive school safety plan in the California Education Code Sections 32280-32289. These sections define the California Legislature’s instructions to school districts, law enforcement, community leaders, and the school community as a whole regarding the need for a comprehensive school safety plan. Further, the legislature defined the elements of a safety plan to include prevention strategies and education of crime and violence on the school campus.

The Jury also reviewed Assembly Bill 424, passed in October 2017, which deleted the authority of local school officials to grant permission for a person to possess a firearm within a school zone.

Additionally, the Jury contacted the offices of the NCSOS to determine what role it played in overseeing implementation of safety policies.

During this investigation the Jury asked questions of a cross-section of school administration officials regarding:

- communications on site;
- parent notification and communications;
- law enforcement and emergency notification;
- conduct and scheduling of fire and emergency drills;
- evacuation procedures and concerns;
- active shooter drills;
- communications among teacher, staff, counselor, psychologist, and principal;
- accessibility and visibility to classrooms;
- cameras and video equipment;
- easy access to schools and lack of perimeter fences surrounding schools;
- training and goal setting;
- funding;
- arming teachers; and
- additional Resource Officers.
Discussion

A recent article in *The Washington Post* (March 9, 2018) titled *Eighteen Years of Gun Violence, Mapped* defined a school shooting as “... the targeting of students and/or teachers at a school.” Using Wikipedia, they went on to identify the numbers of school shootings since 2000 (debunking an initial claim made by other sources that there had been 18 school shootings in the United States already in 2018). Using their definition, as of March 9, 2018 seven school shootings had thus far occurred in 2018. Moreover, since 2000, there have been nearly 190 shootings at elementary, middle, and high schools and at colleges and universities.

We can all agree that one shooting is one too many. Any act of violence at a school inflicted on student or staff is such an overwhelming violation of our sense of reasonable security that it is almost beyond our capacity to comprehend. It is absolutely essential that we understand and ensure that our systems of security have the capability to effectively respond should the unthinkable become a reality. Further, the Jury feels compelled to address the phenomenon that causes outrage in our community and our nation that is as intense as it is short-lived. Our national conversation about school shootings has historically vacillated from absolute outrage to political soundbites and has thus far created less than optimal results.

This report looks back to the year 2000 and begs the question: why are we merely talking at each other and not gathering our strength and insisting and seeing to it that something is done to protect our children?

The following is provided as a means to document the problem and acquaint the citizens of the County with objective information and collective opinion of the Jury that we hope may be useful in determining our safety posture, our vulnerability, and the steps that our local agencies, districts, and activities are taking and perhaps should take to protect our children, teachers, and school staff.

To understand our situation locally, we need to assess the scope of the problem nationally. The chart below illustrates the toll school shootings have taken.

![Shooting tolls since 2000, by type of school](chart_image.png)
Between 2000 and Feb 14, 2018, there have been 188 school shootings in 43 of the 50 states.

Since 2000, school shootings have taken place at a rate of about one a month and left more than 250 students or teachers dead. The quantity of shootings predominately involves schools with older students.

While it is mandatory to assess the preparedness of our schools, recent studies referenced by National Public Radio\(^1\) reveal a serious lack of consensus on possible solutions. Furthermore, the intensity of one-sided opinions seems to have stifled broad discussion and searches for mutual consensus. These studies did point out that to simply prepare for shootings is reactive and insufficient. A coalition of law enforcement, mental health, and educational agencies is necessary to begin to shift the focus onto prevention and not just reaction. However, this report is not focused entirely on that larger coalition; it is mainly intended to address the present state of preparedness of our schools to react to an active shooter or other criminal activity.

With a countywide safety assessment of our local schools as an objective, the Jury interviewed selected officials from schools and school districts in the County as well as the NCSOS. The Jury was interested in determining the extent of deployment of the California’s mandated comprehensive school safety plan, Education Code 32280-32289. Additionally, the Jury sought out the attitudes and reactions toward school safety of a broad spectrum of local individuals within the system who are charged with educating and protecting our youth.

We questioned the existence of school safety plans and the extent to which they were actually in use as part of the schools’ operations. We asked whether safety was practiced or was merely a plan on the shelf. Of the 42 schools within the jurisdiction of the County, the Jury elected to interview 16 schools … a 38% sample size. The sample contained a cross-section of small and large schools, charter schools, private schools, and the community college. The Jury did not interview any of the East County schools because they are under the jurisdiction of Placer County.

**Observations**

Our questions and observations were specific as to regulations, but general enough to reflect the unique characteristics of the individual schools. Our collective observations are:

- All schools had an annually updated comprehensive school safety plan in accordance with California Education Code, Section 32280-32289.

- All schools showed a realistic and forthright effort to deploy and execute their safety plan. This observation was clearly stimulated by the recent tragedy in Florida.

- Teacher training on safety and security was observed to be mostly confined to “scheduled collaboration” sessions as part of imparting weekly notices, alerts, and business topics.

\(^1\) [www.npr.org/sections/ed/2018/03/07/590877717/expert](http://www.npr.org/sections/ed/2018/03/07/590877717/expert)
This did not appear to provide enough opportunity to thoroughly instruct the teachers on responsibilities, alternatives, and appropriate methods of dealing with an extreme emergency.

- Notifications to parents and guardians were consistent among the schools. All schools use a telephone-centered message system and some sort of group email. However, the emergence of social media has completely changed the communication dynamics and, instead of fostering communication, has increased the sense of panic and confusion in students, teachers, and parents and guardians. Some noted concerns were:

  a. There were reports of Facebook posts regarding a lockdown at a school which preceded the actual lockdown. There was virtually no information regarding what had prompted the lockdown in the Facebook post and this caused an enormous digital outcry among the students from inside the school as well as from parents and guardians outside the school.

  b. Messages between the parents and guardians, others, and the students in a recent lockdown drill caused flashing of cellphone screens to be observed in darkened corridors and immediately disclosed to the person portraying a shooter the location of hidden students in lockdown.

  c. Social media chatter among students was continuous.

  d. During recent lockdowns, rumors on social media to and from students exponentially increased while teachers and others school administrators were cut off from legitimate ongoing information or silent because of efforts by the school to prevent incomplete information from being released prematurely. Complete information always lagged behind rumors.

  e. Student attention is critically diffused.

- Safety training of teachers and administrators was an ongoing activity, some more seriously conducted than others, and was not consistent throughout all schools.

- While most had conducted recent active shooter or civilian response drills, some schools, especially those of earlier grades, chose to minimize potential trauma and emphasized response through discussion and simple examples as opposed to a lockdown and active shooter drills. Younger children were therefore protected from excessive and unnecessary trauma. This was an enhancement of state regulations and not in conflict with the Education Code or state law.

- Most schools were aware of the “ALICE” standard (Alert, Lockdown, Inform, Counter, Evacuate)\(^2\). However, the exercise was inconsistently practiced.

\(^2\)https://www.alicetraining.com/
• Some programs, like “Run. Hide. Fight.” have been taught by the Grass Valley Police Department.

• As a result of the shootings in Las Vegas, Nevada, and the fire alarm activation by the shooter in Florida, there was a growing concern about the manner in which students and staff members were instructed to evacuate school facilities. Assembling in large groups outside could have unintended consequences and provide a potential target of opportunity. The Jury could not find evidence of a collective effort within the County to attempt to develop a means to overcome this concern. This item is one where urgent attention is demanded.

• Questions concerning signs of mental instability garnered a significant response. Teachers knew their students. They saw their students daily and if negative changes were observed, they were in the most advantageous position to take action and address the issue with the help of site staff or County Behavioral Health. In most serious or emergency cases, school representatives were very complementary of the services of County Behavioral Health.

• In addition, the “Handle with Care” program allows law enforcement and Health officials to alert schools of traumatic events offsite involving students. This provides the insight and the methods to the school staff to intercede and prevent possible behavioral escalation.

• The schools visited by the Jury had no effective means to physically secure the outside perimeter of their school grounds but research indicates that most schools would not become safer merely because of perimeter fences, extensive camera systems, or walls. Research has also shown that excessive “hardening” of schools jeopardizes the learning environment and undermines the trust between students and faculty. Having multiple means of evacuation reduces the bottleneck of forcing students through known fixed gateways and structures. For more information on concerns of “hardening” schools, the Jury suggests a recent interview on National Public Radio. This interview points out that “… safety is a product of relationships.” This is especially true among young adults where the preponderance of occurrence of violence happens. In our quest for safety, we should not turn our schools into prisons.

• The University of Virginia in February, 2018 engaged an “Interdisciplinary Group on Preventing School and Community Violence” (also called the “Youth Violence Project”). Consisting of 22 noted academicians from universities throughout the United States, the group crafted a series of recommendations aimed at “… changing the national mindset and policy from reaction to prevention.” The results of this engagement have been endorsed by over 75 national organizations, including medical, law enforcement, legal, and social services organizations.

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3 https://www.ready.gov/active-shooter
4 handlewithcare.com
5 http://wbaa.org/post/after-parkland-dont-turn-our-schools-prisons-says-education-activist#stream/0
6 https://curry.virginia.edu/prevent-gun-violence
Throughout all interview sessions, one consistent issue emerged: a need to establish a presence at each school of some form of Resource Officer. Only a few of our 42 schools have assigned representatives of law enforcement. The teachers were sensitive to the presence of erratic behavior and responded accordingly. There was instruction given to these teachers on what constitutes erratic behavior with the singular direction of reporting it to the front office. While teachers were clearly the figure of authority in each classroom as it relates to education, as a body they were not trained in depth to recognize evolving mental conditions or to know the appropriate response necessary to defuse erratic behavior.

When questioned about possibly arming teachers, an immediate consensus emerged that the proposal is inappropriate. Concerns were voiced that arming teachers may become more of the problem than the solution. As it stands, any effort to allow an armed civilian on campus must be preceded by legislative changes from the California Legislature.

Conclusion

There is no absolute means to prevent a crisis from happening within our County.

As citizens and residents and students we can only trust that those who are charged with the primary responsibilities of protecting and caring for us are properly trained and motivated to do their very best. This trust, however, comes with an obligation on the part of all citizens to periodically review the safeguards that exist for our benefit.

Toward this end, the Jury researched the wide range of laws, policies, procedures, and protocols that are in place to protect us. Further, the Jury considered a significant cross-section of leaders, agencies, and individuals who are entrusted with our children’s safety. Additionally, we inspected and observed a cross-section of school facilities within our County which we rely upon to shelter and protect our students.

To document our conclusions from this effort, the Jury compiled observations that span a wide range of topics in support of the following Findings and Recommendations. They are meant to alert the citizens of the County to situations that need to be pursued. It is up to each of us to do our part and to see to it that the responsible individuals and agencies review and enact the changes.

We cannot absolutely prevent a crisis! However, we can improve upon our chances to avoid the unthinkable. Our schools are in relatively good shape. They could be better!

In a recent article from a local newspaper⁷, an official of the NCSOS responsible for ensuring a safe climate within County schools declared, “The number one deterrent to school violence is relationship.” We ask that we all work together to become an ever-increasing part of that relationship.

Findings

F1. With the recent school shootings, it is apparent that parents and guardians, school administrators and staff, law enforcement, and virtually all of the general public are shocked, angry, and dismayed. However, the attention and focus here and across the nation has waned following each and every tragedy and we have made little progress.

F2. Effective communication between schools and parents, guardians, and students appears to vary widely among schools. There is limited communication about emergency procedures that involves and informs the parents or guardians and includes older students.

F3. During a recent actual lockdown response activity several reports indicated substantial confusion between all parties involved, thus creating overreaction, rumors, and some degree of panic that tied up the school phone systems. The difficulty in controlling social media was cited as the chief reason this occurred.

F4. The schools visited by the Jury have safety and security plans, emergency response modes, and some level of perimeter surveillance. They exercise their plans on a regular schedule but some are not always fully engaged.

F5. In most schools, emergency secure communication is somewhat lacking or does not exist between front office and teacher.

F6. Some very good efforts have been made to secure classrooms. However, not all classrooms have inside locks or window coverings to prevent observation from the outside. Camera systems are not always present or are inconsistent.

F7. Resource Officers are minimal, part time, or non-existent in our schools. Emphasis is placed on the two principal high schools where sworn officers are present.

F8. Teacher training on safety and security is mostly confined to “scheduled collaboration” sessions as part of imparting weekly notices, alerts, and business topics. This does not provide enough opportunity to thoroughly instruct the teachers on responsibilities, alternatives, and appropriate methods of dealing with an extreme emergency.

F9. Evacuation alarms result in teachers assembling the students outside of the school building in locations that are potentially exposed to possible danger.

Recommendations

R1. The Nevada County Superintendent of Schools should coordinate with school districts, law enforcement, parents and guardians, and students in the development of a highly summarized parents’ guide on what to do and not do when a lockdown or other emergency happens. This guide should contain uniform instructions that are generic to
all schools. Additionally, each school should add instructions that are site specific to their school location and circumstances and distribute to teachers, parents and guardians, and high school students at the beginning of the year and each semester thereafter.

R2 The Nevada County Superintendent of Schools should coordinate with school districts, law enforcement, parents and guardians, and students to develop a uniform, workable plan that responds to the appropriate use of social media during actual emergencies and drill exercises.

R3 The Nevada County Superintendent of Schools should develop the means to train teachers in uniform safety and security protocols and include the exercise and use of the “ALICE” standard in each of the schools. Additionally, each school district’s board should direct and fund the deployment of this training and exercise.

R4 The Nevada County Superintendent of Schools should coordinate with districts and schools to establish a standard means of secure communication between the front office and the teachers, regardless of their location.

R5 Each district and school should conduct a thorough physical evaluation of classroom security and visibility including inside door locks, appropriate shading, and camera systems. Each school should be required to be in conformance with the physical demands and characteristics of a comprehensive school safety plan.

R6 The Nevada County Superintendent of Schools, school districts, and local law enforcement should collaborate on the use and deployment of Resource Officers that encompass all of our schools.

R7 A working group of the Nevada County Superintendent of Schools, the Nevada County Sheriff’s Office, the Grass Valley Police Department, the Nevada City Police Department, Nevada County Behavioral Health (especially concerning behavior of the assailant), and school administration and staff should be created to develop a model program for all schools to utilize when examining and creating their own outside assembly and accounting program.

R8 Following the creation of a model program for outside assembly and accounting, each school district should direct their schools to exercise this model and, in conjunction with local law enforcement, develop and incorporate the site-specific procedures necessary to conduct a safe and secure school evacuation.
Request for Responses

Pursuant to Penal Code section 933.05, the Nevada County Grand Jury requests responses from the following:

- Nevada County Superintendent of Schools for Recommendations R1, R 2, R 3, R4, R6, and R7 by 6 July 2018.

- Chicago Park School District for Recommendations R1, R2, R3, R4, R5, R6, and R8 by 5 August 2018.

- Clear Creek School District for Recommendations R1, R2, R3, R4, R5, R6, and R8 by 5 August 2018.

- Grass Valley School District for Recommendations R1, R2, R3, R4, R5, R6, and R8 by 5 August 2018.

- Nevada City School District for Recommendations R1, R2, R3, R4, R5, R6, and R8 by 5 August 2018.

- Nevada Joint Union High School District for Recommendations R1, R2, R3, R4, R5, R6, and R8 by 5 August 2018.

- Penn Valley Union Elementary School District for Recommendations R1, R2, R3, R4, R5, R6, and R8 by 5 August 2018.

- Pleasant Ridge Union School District for Recommendations R1, R2, R3, R4, R5, R6, and R8 by 5 August 2018.

- Twin Ridges School District for Recommendations R1, R2, R3, R4, R5, R6, and R8 by 5 August 2018.

- Union Hill School District for Recommendations R1, R2, R3, R4, R5, R6, and R8 by 5 August 2018.

- The Nevada County Sheriff’s Office for Recommendations R1, R2, R6, R7, and R8 by 6 July 2018.

- The Grass Valley Police Department for Recommendations R1, R2, R6, R7, and R8 by 6 July 2018.

- The Nevada City Police Department for Recommendations R1, R2, R6, R7, and R8 by 6 July 2018.
- Nevada County Behavioral Health for Recommendation R7 by 5 August 2018.
The Single Plan for Student Achievement

School: Earle Jamieson Educational Options  
CDS Code: 29 10298 0116681  
District: Nevada County Office of Education  
Principal: Lisa Sanford  
Revision Date:  

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Lisa Sanford  
Position: Principal  
Phone Number: (530) 272-5464  
Address: 112 Nevada City Highway  
Nevada City, CA 95959  
E-mail Address: lsanford@nevco.org  

The District Governing Board approved this revision of the SPSA on.
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School Vision and Mission

Earle Jamieson Educational Options’s Vision and Mission Statements

Vision:
The vision of Earle Jamieson Educational Options is to provide a safe, supportive learning environment for its unique students that promotes the development of essential academic and interpersonal skills necessary for their future success.

Mission Statement:
Earle Jamieson Educational Options is the County Community School for grades 7-12 and is a daily attended program. There is an Independent Study Program for students who are eligible at Earle Jamieson Educational Options. The mission of Earle Jamieson Educational Options is to offer an effective educational experience for all students who are in a critical period of their lives. The staff is committed to creating and maintaining an orderly, trusting, and mutually respectful learning environment that will prepare students to:
* Take responsibility for their person and educational development
* Acquire tolerance for and the ability to work well with others
* Understand that their actions will have resulting consequences
* Develop a positive sense of self-awareness and confidence
* Experience success in their future educational and/or vocational settings

School Profile

Earle Jamieson Educational Options, the County Community School for 7-12 grade students, serves approximately 35-45 students per year. Earle Jamieson enrolls students who have been expelled, placed on probation or placed as the result of the Student Attendance Review Board. Students usually enroll for one to two semesters. Due to the transitional nature of the students in this program, student achievement is measured and weighted more by classroom assessments and methods of academic interventions than by yearly state assessments (such as the CAASPP). Although there is not a great deal of ethnic diversity within the community, there is considerable cultural & socio-economic diversity among its students and families. The fact that approximately 95% of the students at Earle Jamieson are receiving free or reduced lunches is an indicator of the economic disadvantages of our students. Some live well on unreported income while others prefer to live an independent existence, despite its austerity. Students in those families frequently are unaware of the public services for which they qualify and have no idea how to access services they may need in the community. The staff at Earle Jamieson assist, when possible, those families to connect to resources within the community. The local economy is based primarily on service industries, tourism, and technology based companies. Enrollment in the elementary districts is in steady decline. The high school enrollment is also declining. There is little in the way of organized recreational or social activities for young people in the community, other than those connected to the schools. As a County Community School, Earle Jamieson works to help its students improve academically and behaviorally so they can return to a less restrictive school environment.

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).

Since most of the students/families attend Earle Jamieson for a limited amount of time, the surveys we administer are given to all stakeholders when possible. This year, Stakeholder surveys were sent out to parents, community members who are connected with our schools (such as probation, courts, community welfare agencies and mental health), students and staff. The surveys have shown certain areas that most stakeholders agree on. Those areas are:
Academic Achievement
Positive Behavior Intervention/Social Skills
Credit Recovery and Graduation Assistance
Effective Communication Skills
Problem Solving/Critical Thinking
Life Skills (Vocational and Technology)

These areas are also referenced in our LCAP. Students are asked informally and in writing, about motivations and rewards for achievement and behavior improvement. The majority of students look for extrinsic rewards, such as food, free time, games and computers, to improve their academic/behavior. For the 9-12 grade students, the rewards of earning credit toward graduation for completion of work and passing assessments is a strong motivator for some. Still others lack any motivation and staff is persistent in their efforts to find the proper tool to engage those students. Input from parents is often sought when working with each individual student. Staff shares any outside information confidentially, to better assist each student and help him/her to be successful in school. Teachers and other staff are part of the Professional Learning Community that meets weekly, discussing what is effective and what needs work, when working with this alternative education population. Throughout the year, efforts are made to meet the needs of all students, while adhering to the standards.

Classroom Observations

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

Due to the small size of the programs, only 2 classrooms at the site, the principal is able to conduct informal classroom observations at the Earle Jamieson site daily. She does walk-throughs during the day, to ensure that proper instruction is occurring and that students’ unique academic and emotional needs are being met. Many times, follow-up conversations will occur, to ensure that all options available are being attempted to reach these students at each location. As part of the evaluation process, formal classroom observations take place for each teacher annually, with a required follow-up and recommendations/commendations given. During PLC time, discussions are held concerning various methods of instruction and intervention to better assist the individual students.

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

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

This year, 7, 8, and 11th grade students are required to test on the CAASPP. 9th, 10th, and 12th graders are not. The 8th and 12th grade students will take the CAST - California Science Test this year. Although we have been using the CAASPP for three years now, we have very little data due to the limited and small population at Earle Jamieson. However, there is a possibility of a different test being developed, apart from the CAASPP, for the Alternative Education students. Since our students are only with us for one to two semesters, a different assessment would help to evaluate student growth. Since many of our students are not with us the entire year, the Renaissance/STAR program and Study Island, as well as classroom assessments, are presently used at the sites to assess math and ELA growth and make adjustments to the instructional process to improve achievement. The same is true of classroom assessments. Students are cycled back through standards that remain unmastered, so that they can attain the required building blocks to academic success. This often includes one-on-one assistance from teachers and other staff, as well as computer guidance.

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

As listed above, use of lesson assessment, Renaissance/STAR assessment data and Study Island guides the individualized instruction toward academic goals.
Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified in the programs.

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

All teachers are credentialed. There is open access for teachers for professional development through the county office, and with neighboring County Offices. All the teachers went through multiple Common Core trainings last year to prepare for this transition in teaching and assessment. Some teachers will be attending further Common Core workshops during the summer.

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

All staff development is aligned with the standards, Common Core, student performance and professional needs, as written in school goals.

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

Training takes place throughout the year for teachers by attending trainings and workshops and collaborating among themselves to develop more strategies to improve student learning. Administration works with the teachers to assist in using varied instructional strategies. Behavior experts and psychologists have been working with the staff to meet the academics needs of this challenging population. We have an alternative education counselor to work with students at Earle Jamieson and the County Court School, Sugarloaf Mountain School, inside the juvenile hall. The counselor has assisted in the development of more mindfulness and career based lessons. All staff are trained in CPI (Crisis Prevention Institute) training of NCI (Non-Violent Crisis Intervention). This training helps to decrease the number of days of suspension, increase student in-class work time, and helps the staff to develop a good rapport with the students. This approach when dealing with escalated students also helps the students to better regulate their own behaviors and adapt to the school setting. We have also been trained in and implemented Tier One of the Positive Behavior Interventions and Supports (PBIS), which has helped to isolate patterns of behavior and solidify behavior standards throughout the school campus.

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

Teachers collaborate daily and weekly, due to the small size of the school. The two teachers at the site work cooperatively to meet the diverse needs of each student. There are a number of program collaboration days to assist the teachers of specific subjects in pooling ideas/strategies to reach the students and help them find them success.

Teaching and Learning

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

All teaching is aligned with the curriculum, based on the California state standards. The textbooks have been adopted in accordance with state recommended adoption and are aligned with the local school district adoptions. State Standards adopted materials are used to supplement texts in all subject areas.

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

As per the EPC, instructional minutes in ELA and Math meet or exceed the minimum required. Extra time in each of those subject areas is used daily, for those students who require remediation.

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

Intervention courses are a part of the daily schedule and individualized support is given for those students in need.
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials, including adopted texts and supplemental materials, are used for all student groups.

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

Standards aligned instructional materials and intervention materials are used for all students. Access to Standards-aligned core courses is open to all students. The high school students work on required credits toward graduation in all standards-aligned courses.

Opportunity and Equal Educational Access

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

Since most of our students have been or are underperforming, the services provided in the regular school program are geared toward all students meeting the standards.

14. Research-based educational practices to raise student achievement

We are able to regularly assess student progress in order to raise student achievement, using research-based practices, due to the small size of the programs. We use a variety of strategies and techniques, including direct instruction, independent practice, hands-on assessments, and technology to assist students in their mastery of the learning.

Parental Involvement

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

We use a variety of resources to assist our under-achieving students. They include, but are not limited to: County Children’s Behavioral Health, Wrap services, probation, law enforcement, local non-profit agencies, CORR (Community Recovery Resources), School Site Council, Family notifications, assistance with Medical services, and Health Services, meeting notices and flyers, free after-school tutoring, and meetings with the school counselor.

16. 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)

All of the above listed groups are represented on the Combined School Site Council, which serves the Nevada County Superintendent of Schools Alternative Education Programs. This body is involved in the planning, implementation, and evaluation of the Con App, in accordance with California Regulations. It also assists in the development of the LCAP.

Funding

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

The services provided to assist underperforming students to meet standards by categorical funds are all the services provided in our programs, since much of the funding for these programs comes from categorical funding and LCFF funding. The services include small class sizes, one-on-one attention/assistance, direct instruction, technology in the classroom, including computers, listening devices and ipads, extra tutoring, reassessments, and a school counselor to help with social emotional needs. They are used appropriately to support ELA and math program goals and are consistent with the CA standards.

18. Fiscal support (EPC)

The general funds and LCFF funds are used appropriately to support the ELA and mathematics program goals in the school plan and consistent with the CA state standards.
Description of Barriers and Related School Goals

Due to the transient population of the students in Earle Jamieson, there is some difficulty in deriving comparison data on the same students. We have instituted the Renaissance Star assessment tracking system in all the programs, and have Study Island, so that regular assessments, while students are at Earle Jamieson for more than 90 days, are analyzed and used to develop alternative strategies for success. Most often students are assessed monthly, which gives us a more accurate profile of their learning than the yearly state test data. Many of the students who begin in our county programs transition back to their local districts prior to state testing, or enter the county programs just prior to testing, but have had the majority of their learning occur outside Earle Jamieson. We are aware that the students we serve are the high risk students, and have had little success academically and behaviorally. All students are placed in Earle Jamieson, and none attend by choice. Although the students' backgrounds often create a negative outlook for them concerning school, we use a variety of methods and strategies to meet the educational needs of each student, helping them to find success and transition back to their schools of choice.
### CAASPP Results (All Students)

#### English Language Arts/Literacy

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th># of Students with Scores</th>
<th>% of Enrolled Students Tested</th>
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<tbody>
<tr>
<td>Grade 7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Grade 8</td>
<td>4</td>
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<td>1</td>
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<tr>
<td>Grade 11</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>2</td>
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<tr>
<td>All Grades</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>4</td>
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* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Mean Scale Score</th>
<th>% Standard Exceeded</th>
<th>% Standard Met</th>
<th>% Standard Nearly Met</th>
<th>% Standard Not Met</th>
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<tbody>
<tr>
<td>Grade 7</td>
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<td>Grade 8</td>
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<td>Grade 11</td>
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<tr>
<td>All Grades</td>
<td>N/A</td>
<td>N/A</td>
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</table>

#### Reading

Demonstrating understanding of literary and non-fictional texts

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% Above Standard</th>
<th>% At or Near Standard</th>
<th>% Below Standard</th>
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<tbody>
<tr>
<td>Grade 7</td>
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<tr>
<td>All Grades</td>
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#### Writing

Producing clear and purposeful writing

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% Above Standard</th>
<th>% At or Near Standard</th>
<th>% Below Standard</th>
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<tbody>
<tr>
<td>Grade 7</td>
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<tr>
<td>All Grades</td>
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<tr>
<td>Grade Level</td>
<td>Listening - Demonstrating effective communication skills</td>
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<td>% Above Standard</td>
<td>% At or Near Standard</td>
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<td>All Grades</td>
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<thead>
<tr>
<th>Grade Level</th>
<th>Research/Inquiry - Investigating, analyzing, and presenting information</th>
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<td>% Above Standard</td>
<td>% At or Near Standard</td>
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**Conclusions based on this data:**

1. Due to low enrollment, scores are not available.
School and Student Performance Data

**CAASPP Results (All Students)**

**Mathematics**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Overall Participation for All Students</th>
<th>Overall Achievement for All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Students Enrolled</td>
<td># of Students Tested</td>
</tr>
<tr>
<td>Grade 7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Grade 8</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Grade 11</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>All Grades</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Mean Scale Score</th>
<th>% Standard Exceeded</th>
<th>% Standard Met</th>
<th>% Standard Nearly Met</th>
<th>% Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 8</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 11</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>All Grades</td>
<td>N/A</td>
<td>N/A</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**Concepts & Procedures**

Applying mathematical concepts and procedures

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% Above Standard</th>
<th>% At or Near Standard</th>
<th>% Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 8</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 11</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>All Grades</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**Problem Solving & Modeling/Data Analysis**

Using appropriate tools and strategies to solve real world and mathematical problems

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% Above Standard</th>
<th>% At or Near Standard</th>
<th>% Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 8</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 11</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>All Grades</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade Level</td>
<td>% Above Standard</td>
<td>% At or Near Standard</td>
<td>% Below Standard</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------</td>
<td>-----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Grade 7</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 8</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 11</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>All Grades</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. Due to low enrollment, scores are not available.
School and Student Performance Data

CELDT (Annual Assessment) Results

|-------|---------------|-------|-------|-----------------------|-------|-------|---------------------|-------|-------|------------------------|-------|-------|-------------------|-------|-------|

Conclusions based on this data:
1. Due to the low enrollment numbers, this data is unavailable.
School and Student Performance Data

**CELDT (All Assessment) Results**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced</th>
<th>Early Advanced</th>
<th>Intermediate</th>
<th>Early Intermediate</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
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</table>

Conclusions based on this data:

1. Due to low enrollment numbers, this data is unavailable.
### School and Student Performance Data

**Title III Accountability (School Data)**

<table>
<thead>
<tr>
<th>AMAO 1</th>
<th>Annual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td>Number of Annual Testers</td>
<td></td>
</tr>
<tr>
<td>Percent with Prior Year Data</td>
<td></td>
</tr>
<tr>
<td>Number in Cohort</td>
<td></td>
</tr>
<tr>
<td>Number Met</td>
<td></td>
</tr>
<tr>
<td>Percent Met</td>
<td></td>
</tr>
<tr>
<td>NCLB Target</td>
<td>59.0</td>
</tr>
<tr>
<td>Met Target</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>AMAO 2</th>
<th>Attaining English Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td></td>
<td>Less Than 5</td>
</tr>
<tr>
<td>Number in Cohort</td>
<td></td>
</tr>
<tr>
<td>Number Met</td>
<td></td>
</tr>
<tr>
<td>Percent Met</td>
<td></td>
</tr>
<tr>
<td>NCLB Target</td>
<td>22.8</td>
</tr>
<tr>
<td>Met Target</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMAO 3</th>
<th>Adequate Yearly Progress for English Learner Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td>English-Language Arts</td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td></td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td></td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td></td>
</tr>
</tbody>
</table>

**Conclusions based on this data:**

1. Due to low enrollment, this data is unavailable.
School and Student Performance Data

Title III Accountability (District Data)

<table>
<thead>
<tr>
<th>AMAO 1</th>
<th>Annual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td>Number of Annual Testers</td>
<td></td>
</tr>
<tr>
<td>Percent with Prior Year Data</td>
<td></td>
</tr>
<tr>
<td>Number in Cohort</td>
<td></td>
</tr>
<tr>
<td>Number Met</td>
<td></td>
</tr>
<tr>
<td>Percent Met</td>
<td></td>
</tr>
<tr>
<td>NCLB Target</td>
<td>59.0</td>
</tr>
<tr>
<td>Met Target</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMAO 2</th>
<th>Attaining English Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td></td>
<td>Years of EL instruction</td>
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<tr>
<td></td>
<td>Less Than 5</td>
</tr>
<tr>
<td>Number in Cohort</td>
<td></td>
</tr>
<tr>
<td>Number Met</td>
<td></td>
</tr>
<tr>
<td>Percent Met</td>
<td></td>
</tr>
<tr>
<td>NCLB Target</td>
<td>22.8</td>
</tr>
<tr>
<td>Met Target</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMAO 3</th>
<th>Adequate Yearly Progress for English Learner Subgroup at the LEA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td>English-Language Arts</td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td></td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td></td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td></td>
</tr>
<tr>
<td>Met Target for AMAO 3</td>
<td></td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. Due to low enrollment, this information is unavailable.
Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**Subject:** Student Test Score Performance

**LEA Goal:**

All students of Earle Jamieson will be enrolled in course work that is centered on the California State Standards. 80% of students who are enrolled at Earle Jamieson 90 days or more will improve their Study Island and/or Renaissance test scores.

**School Goal #1:**

All students of Earle Jamieson will be enrolled in course work that is centered on the California State Standards. 80% of students who are enrolled at Earle Jamieson 90 days or more will improve their Study Island and/or Renaissance test scores.

**Data Used to Form this Goal:**

The staff will compare monthly pre/post testing data gathered from STAR Renaissance and Study Island to measure performance in English and Math. During the weekly Professional Learning Community hour, staff will discuss continuous improvement per student in academics.

**Findings from the Analysis of this Data:**

It is essential that these at-risk students are taught what is necessary for them to find academic success. Many come to us lacking essential skills, so our teachers must fill in the lack of mastery, based on previous tests scores and classroom assessments and observations.

**How the School will Evaluate the Progress of this Goal:**

The staff will compare monthly pre/post testing data gathered from STAR Renaissance and Study Island to measure performance in English and Math. During the weekly Professional Learning Community hour, staff will discuss continuous improvement per student in academics.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be continuously assessed using Renaissance/STAR and Study Island programs while enrolled at EJ. Adjustments will be made for individual student coursework, based on assessment results.</td>
<td>Ongoing</td>
<td>Teachers</td>
<td>Ongoing funding of Renaissance/STAR programs for Math/English, 4000-4999: Books And Supplies, School Wide Program (SWP)</td>
</tr>
</tbody>
</table>

The Single Plan for Student Achievement

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5/3/18
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data gathered will be reviewed by the administrator, jointly with the staff members, and will be reviewed quarterly by the NCSOS combined Site Council and its stakeholders.</td>
<td>Ongoing</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Students will be tested regularly in ELA and math performance through the use on software. Data will be used to communicate with each student about his/her progress in academic performance and growth. Data will also be reported to Site Council for overall school progress and will be used on the annual LCAP.</td>
<td>Ongoing</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>The teaching staff will work yearlong with students to improve student beliefs and attitudes about the standard testing given in the spring by their speaking about these tests with respect to their importance for the students. The teaching staff will utilize the scores in future years to have one on one discussions with the students about what their scores mean and what the scores show.</td>
<td>Ongoing</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>All course work by department will be reviewed on a yearly cycle to ensure that coursework is rigorous, up to date, and State standards aligned. This work will be completed for one to two departmental reviews per year.</td>
<td>Ongoing</td>
<td>Principal and Teachers</td>
<td></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT:** Student Productivity and High School Credit and Middle School Achievement Performance

**LEA GOAL:**

80% of high school students will earn .3 credits or more per day for every day they are enrolled at Earle Jamieson. 80% of middle school students will receive standard letter grades with minimum standards of "C" or higher and all will work toward graduation from 8th grade.

**SCHOOL GOAL #2:**

80% of high school students will earn .3 credits or more per day for every day they are enrolled at Earle Jamieson. 80% of middle school students will receive standard letter grades with minimum standards of "C" or higher and all will work toward graduation from 8th grade.

**Data Used to Form this Goal:**

The staff will review student credit accrual and academic performance quarterly with a focus on transferability to other schools.

**Findings from the Analysis of this Data:**

Most of our students are behind on credits upon entry into Launch and it is essential that they have the opportunity to get back on track to return to local schools. The middle school students’ grades are usually lower or failing and they too need to bring up their grades prior to returning to their local schools.

**How the School will Evaluate the Progress of this Goal:**

The staff will review student credit accrual and academic performance quarterly with a focus on transferability to other schools. Regular updates (for students and families) as well as weekly reports to probation, when applicable, will also be a part of the assessment of credit achievement.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will review individual student progress each quarter and lead follow up discussions with students to set goals quarterly.</td>
<td>ongoing</td>
<td>Teachers</td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Administrator will review with the teaching staff the curriculum and student opportunities for credit accrual. Staff will review daily schedule to ensure academic opportunities for students to do credit recovery within and after the school day.</td>
<td>Ongoing</td>
<td>Staff</td>
</tr>
<tr>
<td>Purchases of individualized curriculum for ELA, math and science will be made to assist in motivating students to earn more credits.</td>
<td>2017-2018</td>
<td>Administration/Teachers</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT:** Strategic Interventions for All Students

**LEA GOAL:**

In order to make more effective academic interventions for each individual, all students who are enrolled will receive pretest and progress monitoring testing in English language arts and mathematics upon arrival. All students will be retested regularly, and if possible, before exiting the school, in order to report student progress to receiving facilities or schools. A variety of test batteries, assessments and software will be used; to include district standards aligned books and materials, Star Math, Star Reading, Read 180, Study Island and/or other data collection systems. Using the data recorded on each student, teachers will enroll and monitor students in appropriate coursework, classroom activities, and specifically designed modules in order to improve the student's academic knowledge and performance.

**SCHOOL GOAL #3:**

In order to make more effective academic interventions for each individual, all students who are enrolled will receive pretest and progress monitoring testing in English language arts and mathematics upon arrival. All students will be retested regularly, and if possible, before exiting the school, in order to report student progress to receiving facilities or schools. A variety of test batteries, assessments and software will be used; to include district standards aligned books and materials, Star Math, Star Reading, Read 180, Study Island and/or other data collection systems. Using the data recorded on each student, teachers will enroll and monitor students in appropriate coursework, classroom activities, and specifically designed modules in order to improve the student's academic knowledge and performance.

**Data Used to Form this Goal:**

CAASPP, Renaissance/Star, Study Island test scores and classroom observations

**Findings from the Analysis of this Data:**

The analysis shows specific areas where students have had difficulty. The Star, Read 180, and Study Island testing online has shown where students have gaps. Meeting with the students and having them focus on those areas has helped them to learn specific objectives. An analysis of CAASPP test scores will also assist when students have all been tested.

**How the School will Evaluate the Progress of this Goal:**

Pre, post, and progress monitoring assessments and test scores for comparisons will be used. Teachers will also meet with students individually after each 30 day assessment to assist the students in understanding their personal academic gains.
<table>
<thead>
<tr>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Actions to Be Taken to Reach This Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Ongoing</td>
<td>When students enter 1st grade, they will receive a pretest to establish a baseline for math and ELA. The teaching staff will continue to use pretests and posttests to monitor student growth and achievement. The administrator and all stakeholders of the site council will be involved.</td>
</tr>
<tr>
<td>Teachers</td>
<td>Ongoing</td>
<td>Staff is scheduled to &quot;post test&quot; twice per quarter to graph student progress. Staff will meet with each student to track progress for each subject following each posttest. Using the data recorded on the teachers will enroll students in appropriate coursework, classroom activities, and specially designed modules in order to improve the student's academic knowledge and performance.</td>
</tr>
<tr>
<td>Administrator and Staff</td>
<td>Ongoing</td>
<td>Administration will meet quarterly with the staff to discuss overall student progress.</td>
</tr>
<tr>
<td>Site Council Chairperson</td>
<td>Ongoing</td>
<td>Schoolwide scores in math and ELA will be shared with the Combined Site Council at each quarterly report.</td>
</tr>
<tr>
<td>Staff</td>
<td>Ongoing</td>
<td>A variety of test batteries and assessments will be purchased and/or renewed/updated, to include district standards aligned books and materials, iPAD apps, Skill tutor, STAR Reading, and Study Island or other pertinent materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Expenditure(s)</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courseware on line, text</td>
<td>LCFF 700</td>
</tr>
<tr>
<td>Books, workbooks, and And Supplies other supplemental materials.</td>
<td>Books 4000-4999.</td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>State Standards aligned curriculum will be purchased with particular emphasis on math and NCSS Science materials</td>
<td>2018-2019 School year</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>| SUBJECT: | 4. Ongoing Curriculum Review for upgrade and updating of materials |
| LEA GOAL: | The teaching and administrative staffs will review current curriculum with implementation of California State Standards, curricula used by the local high school district, and monetary allocations for purchases towards upgrades. Pending the outcomes of the reviews in comparison with costs and available funding, strategic purchases will be made. Online coursework is being added to the school's course catalog to extend and expand course curriculum. A particular emphasis will be made on updating science course materials to better align with the recently adopted Next Generation Science Standards. |
| SCHOOL GOAL #4: | The teaching and administrative staffs will review current curriculum with implementation of California State Standards, curricula used by the local high school district, and monetary allocations for purchases towards upgrades. Pending the outcomes of the reviews in comparison with costs and available funding, strategic purchases will be made. Online coursework is being added to the school's course catalog to extend and expand course curriculum. A particular emphasis will be made on updating science course materials to better align with the recently adopted Next Generation Science Standards. |
| Data Used to Form this Goal: | Staff agendas, emails, and notes will be reviewed. Purchase orders will reflect decisions to update social studies and science curricula. All students will have access to the California State Standards aligned curriculum. Discussions/meetings with the local high school district's leaders will be held to align with their curricula. |
| Findings from the Analysis of this Data: | We are implementing the new California State Standards. Staff is monitoring curriculum updates from the state and from local high school and middle school districts, to align with recommended curriculum. Staff is also working with the County Director of Curriculum, Instruction, and Accountability. |
| How the School will Evaluate the Progress of this Goal: | Staff agendas, emails, and notes will be reviewed. Purchase orders will reflect decisions to update social studies and science curricula. All students will have access to the California State Standards aligned curriculum. Discussions/meetings with the local high school district's leaders will be held to align with their curricula. |</p>
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff agendas, emails, and notes will be reviewed. Purchase orders will reflect decisions to update social studies and science curricula.</td>
<td>annually</td>
<td>Staff</td>
<td>On-line coursework, textbooks, and supplemental materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Wide Program (SWP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Amount 2000</td>
</tr>
<tr>
<td>At the end of each school year, staff will review the materials used and needed for the upcoming year and will make recommendations for purchases to the administration.</td>
<td>Annually</td>
<td>Teachers</td>
<td>As listed above.</td>
</tr>
<tr>
<td>Administration and teachers will review on-line coursework and purchase the most effective one for credit recovery and standards alignment.</td>
<td>Annually</td>
<td>Teachers and Administration</td>
<td>As listed above.</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology Use for All Students

LEA GOAL:

All students receiving classroom instruction will receive daily opportunities to use technology as part of their learning process to enhance instructional strategies and mastery. Staff will use technology with students and appropriate the use of allocated monies to purchase both hardware and software that are at or above industry standards. Students will use technology safely and appropriately and will be monitored closely by staff. Interventions, direct teaching, and assigned coursework may be completed through the use of technology.

SCHOOL GOAL #5:

All students receiving classroom instruction will receive daily opportunities to use technology as part of their learning process to enhance instructional strategies and mastery. Staff will use technology with students and appropriate the use of allocated monies to purchase both hardware and software that are at or above industry standards. Students will use technology safely and appropriately and will be monitored closely by staff. Interventions, direct teaching, and assigned coursework may be completed through the use of technology.

Data Used to Form this Goal:

California State Standards designate the need for more technology in the classrooms. 21st Century Skills are part of the career and vocational aspects that our students need to be ready for the future.

Findings from the Analysis of this Data:

Since the purchase of updated computers and ipads for student use, there has been more technology use in the classroom. Since wireless internet has become permanent in the classrooms, the ipads have been used intermittently. Staff has received basic training in ipads and some apps. Further use of on-line materials and coursework by students and staff is recommended for student academic and technology growth.

How the School will Evaluate the Progress of this Goal:

Review of yearly expenditures for hardware/software. Review of consistency of wireless internet, through monthly records. Staff records on student technology use will be another measurement.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate and purchase courseware for students in a variety of subject areas</td>
<td>Annually</td>
<td>Administration and Teachers</td>
<td>On line courseware for students in various subject areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Wide Program (SWP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Amount: 500</td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
</tr>
<tr>
<td>----------------------------------------</td>
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<td>------------------------</td>
</tr>
<tr>
<td>During the 2017-2018 School Year, teachers will undergo more training for technology use in the classroom and blended learning materials to assist students to connect more readily and easily with the coursework, become more adept at technology use of all types and interact more regularly.</td>
<td>2018-19 School Year</td>
<td>Teachers and Administration</td>
<td>Trainer/consultant to work with teachers in the classroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

**School Goal #6**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>SUBJECT: School Safety, Climate, and Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA GOAL:</td>
</tr>
<tr>
<td>All students will be educated in learning environments that are safe, drug free, and conducive to learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL GOAL #6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will be educated in learning environments that are safe, drug free, and conducive to learning.</td>
</tr>
</tbody>
</table>

**Data Used to Form this Goal:**
Observations by staff, analysis of check-in procedures, discipline/behaviors records, and safety training information.

**Findings from the Analysis of this Data:**
These procedures have helped to keep the campus, and all who are on it, free from distractions that would inhibit the learning process. The accompaniment of a staff member when a student moves on campus helps to keep negative behaviors minimized.
### How the School will Evaluate the Progress of this Goal:

Positive Behavior Interventions and Supports (PBIS) will be implemented throughout the school campus. The staff will closely monitor all student movement at school (i.e.: no student movement will take place on campus without the radio or phone notification and assistance of one accompanying staff member to another) and through the consistent follow through of consequences according to the published, school wide discipline policy. The bell schedule will be reviewed annually to assess the best fit for students’ needs, as well as transportation issues. Regular student breaks, followed up by bathroom/facility searches will take place daily throughout the school day to promote the “no tolerance” for controlled substances and other abuses of school rules and the law. A check in/check out procedure will be conducted by staff to insure no distractions are brought to campus and to create an emotional check in/out for each student daily. The staff monitors student dress code standards daily for appropriateness during the morning check in procedures. Security cameras and constant staff monitoring assist in facilitating a “no tolerance” position on bullying behaviors. The staff has developed an updated, easily used Safety Plan at Earle Jamieson. Appropriate drills for safety, including, but not limited to Fire Drills, Shelter-in-Place, and Lockdown drills will be held throughout the year. Staff will use non-violent crisis intervention techniques to assist students when their behaviors escalate.

The staff will review and compare student academic and testing data with behavior data to determine connections or correlations for the past three years. The staff will review monthly the SWIS data from the PBIS system in regards to number and type of disciplinary referrals. Appropriate interventions will be developed, including a baseline for major discipline referrals. This will ensure school safety, support students and will help in working towards anti-drug and anti-bullying behaviors. Staff will also view security camera footage frequently. The principal will review the check in-check out procedures monthly. Consistent use of non-violent crisis intervention techniques will be in place to de-escalate potential student behavior issues prior to more substantial measures being taken. Aggression Replacement Training and Drug and Alcohol Diversion will continue with outside agencies providing weekly intervention in these areas. PBIS training will continue into the second year of training with staff. Suspension rates will be monitored to remain below 25 incidents per year.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of testing data</td>
<td>ongoing</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Review of discipline logs and check-in procedures</td>
<td>monthly</td>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Viewing and assessing video footage and regular upkeep of video monitoring system</td>
<td>As needed</td>
<td>Administration and office staff</td>
<td>Work by outside video surveillance company to update video system.</td>
</tr>
<tr>
<td>Annual re-certification of staff in CPI - Non-Violent Crisis Intervention, as well as insuring the principal is trained as a trainer and updated on the latest techniques from CPI.</td>
<td>Annually</td>
<td>Administration</td>
<td>Recertification of Trainer or trainees for Non-Violent Crisis Intervention with latest updates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Title I Part D</td>
<td>11981</td>
<td></td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Title I Part D</td>
<td>5000</td>
<td></td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Aggression Replacement Training taught at EJ once per week.</td>
<td>Weekly</td>
<td>Administration, teachers</td>
<td><strong>5800:</strong> Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td>Purchase Driver's training and education for higher lever students</td>
<td>2018-2019 School Year</td>
<td>Administration</td>
<td><strong>5800:</strong> Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT: Staff/Student and Student/Student Relationship Building**

**LEA GOAL:**

Since many Earle Jamieson students have struggled behaviorally, which has limited their success academically, the need for positive staff/student and student/student relationships is imperative. Staff will implement Nonviolent Crisis Intervention verbal and non-verbal (body language) techniques to build rapport with students. Staff will also implement PBIS, using positively stated limits, compliments on a 3 to 1 ratio with critiques, and focusing on accomplishments and growth of students. Staff will also implement the philosophies of Mindful Education.

**SCHOOL GOAL #7:**

Since many Earle Jamieson students have struggled behaviorally, which has limited their success academically, the need for positive staff/student and student/student relationships is imperative. Staff will implement Nonviolent Crisis Intervention verbal and non-verbal (body language) techniques to build rapport with students. Staff will also implement PBIS, using positively stated limits, compliments on a 3 to 1 ratio with critiques, and focusing on accomplishments and growth of students. Staff will also implement the philosophies of Mindful Education.

**Data Used to Form this Goal:**

Discipline logs and staff discussions about positive student behaviors.

**Findings from the Analysis of this Data:**

Staff determined a need for more focus on positive behavior interventions, as well as ongoing focus on positive aspects at school.

**How the School will Evaluate the Progress of this Goal:**

The staff will review a developed matrix for each student and his/her relationship building progress at weekly PLC meetings, developing and adjusting plans as needed. Meetings will be held both formally and informally to discuss with students their relationship building with peers. Staff will plan ongoing implementation of Mindful Education at PLC weekly.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff to review discipline logs and discuss formally at PLC and informally, daily, the positive interventions used.</td>
<td>weekly</td>
<td>All staff at EJ</td>
<td></td>
</tr>
</tbody>
</table>

The Single Plan for Student Achievement
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will continue to update training on CPI/NCI at least once per year. They will implement the verbal skills in all interactions with students</td>
<td>Ongoing</td>
<td>All staff</td>
<td></td>
</tr>
<tr>
<td>Staff will focus on rapport building with each student from the first day forward and will work on the 3:1 ratio of compliments</td>
<td>ongoing</td>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Incentives for students for improved behavior will be purchased</td>
<td>Ongoing</td>
<td>Administration</td>
<td>Purchase gift cards, graduation supplies, BBQ event supplies, special lunches</td>
</tr>
<tr>
<td>Training for staff on PBIS</td>
<td>ongoing</td>
<td>Staff</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td></td>
<td>Title I Part D</td>
<td>6000</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

**School Goal #8**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT:** Continuity between the Earle Jamieson Schools and Sugarloaf

**LEA GOAL:**

Staff will work to insure continuity for earning of credits and grades. They will also work to develop improved transitions for students from one site to another. Since the EJ and SL programs are consistent in curriculum, students should be able to pick up where they left off at the previous site. The procedure/protocol that was developed, including a completed transition form, will be followed for any student transitioning from EJ to SL or vice versa. The protocol will include a phone call and or other form of contact to the primary teacher for the student as soon as possible upon transfer. When students transition to another school, staff will make a smooth transition occur for each student, through a transition plan shared with intervention specialists at the receiving sites.

**SCHOOL GOAL #8:**

Staff will work to insure continuity for earning of credits and grades. They will also work to develop improved transitions for students from one site to another. Since the EJ and SL programs are consistent in curriculum, students should be able to pick up where they left off at the previous site. The procedure/protocol that was developed, including a completed transition form, will be followed for any student transitioning from EJ to SL or vice versa. The protocol will include a phone call and or other form of contact to the primary teacher for the student as soon as possible upon transfer. When students transition to another school, staff will make a smooth transition occur for each student, through a transition plan shared with intervention specialists at the receiving sites.

**Data Used to Form this Goal:**

Analysis of credits, transcripts and behavior information transfer from one site to the other over the past years.

**Findings from the Analysis of this Data:**

With a more strict procedure, students find more success and have an easier transition, with less lost credits when moving from one school to the other.

**How the School will Evaluate the Progress of this Goal:**

Records of the transitioning students will be given to the receiving teachers by the former teachers. A separate form is used with outside schools, including the transition plan.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the previously developed form for transitioning students to be used by staff when a students moves from one school to the other.</td>
<td>ongoing</td>
<td>EJ and Sugarloaf Teachers</td>
<td>Description</td>
</tr>
</tbody>
</table>

| Description | |
|-------------|-------------

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<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing conversations and transfer of transcript data will be sent to receiving schools.</td>
<td>Ongoing</td>
<td>All Staff</td>
<td></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #9

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT: Transportation to and from the Earle Jamieson School Site**

**LEA GOAL:**

This year, the Gold Country Stage has a nearby stop at Earle Jamieson’s new site. Staff walks across the crosswalk once in the morning to escort students from the bus to school, and once in the afternoon to escort students from school to the bus. Continued communication with Gold Country Stage, as well as free bus passes to any student in need will insure students have secure transportation to and from school.

**SCHOOL GOAL #9:**

This year, the Gold Country Stage has a nearby stop at Earle Jamieson’s new site. Staff walks across the crosswalk once in the morning to escort students from the bus to school, and once in the afternoon to escort students from school to the bus. Continued communication with Gold Country Stage, as well as free bus passes to any student in need will insure students have secure transportation to and from school.

**Data Used to Form this Goal:**

Review of student attendance and those taking the bus.

**Findings from the Analysis of this Data:**

With a small population of less than 20 students, the alternative way for students to be transported to school is necessary. Many parents complain that they are unable to transport their students due to lack of personal transportation. Since the county bus stop has a convenient stop across the street, more students attend and arrive on time.

**How the School will Evaluate the Progress of this Goal:**

Purchase orders to Gold Country Stage will be reviewed. Records of when and how students arrive at school will be reviewed.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep records of the late arrivals to school and the number of students walking after school.</td>
<td>ongoing</td>
<td>Admin and office staff.</td>
<td>Cost of transport to and from school.</td>
</tr>
<tr>
<td>Continue to pay for transportation by Gold Country stage for those students in need.</td>
<td>2016-2017 school year</td>
<td>EJ Admin and NCSOS Admin</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #10

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| SUBJECT: Opportunities for Parental Involvement |
| LEA GOAL: |
| Staff will develop more opportunities for parental involvement through discussions at PLC's and with the County Superintendent of Schools. Parent surveys are sent to all parents annually. This allows parents to have more input and involvement in their children's education at Earle Jamieson. The school counselor will work with parents to connect more with the school in a variety of ways. |

| SCHOOL GOAL #10: |
| Staff will develop more opportunities for parental involvement through discussions at PLC's and with the County Superintendent of Schools. Parent surveys are sent to all parents annually. This allows parents to have more input and involvement in their children's education at Earle Jamieson. The school counselor will work with parents to connect more with the school in a variety of ways. |

| Data Used to Form this Goal: |
| Traditionally, the parents at Earle Jamieson tend to be more uninvolved in their students' education. Annual analysis of parental contacts conclude that most contacts tend to be for reports of misbehavior or concerns. Most interactions occur from the school's instigation and not from the parents needing/wanting to become involved with the school. |

| Findings from the Analysis of this Data: |
| By creating more opportunities for parental involvement, the staff is hoping to see more connection with school for the students, so their attitudes and efforts improve and that is reflected in their academic and behavioral growth. |

| How the School will Evaluate the Progress of this Goal: |
| Returned surveys will be reviewed and discussed to insure that staff is meeting the needs of students. Also, data will be recorded on amount of parental outreach throughout the year. |

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys will be given out to parents for input on processes and participation opportunities for parents. Informal conversations with parents will be held with staff members throughout the year to gain input from parents.</td>
<td>2016-2017 School Year</td>
<td>Staff</td>
</tr>
</tbody>
</table>

<p>| Proposed Expenditure(s) |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will make positive connections with parents through personal contact, arranged on campus meetings, phone calls and emails.</td>
<td>ongoing</td>
<td>Teachers, Office Staff</td>
<td></td>
</tr>
<tr>
<td>Open House and other parent events supplies purchased</td>
<td>Annually</td>
<td>Administration</td>
<td>Supplies for food, refreshments and games for Open House and other parent events</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #11

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT: Outside Agency Collaboration**

**LEA GOAL:**
To further support student social and emotional growth and skills in and out of school, we will coordinate with outside agencies. Specifically we will continue to work in the areas of drug, alcohol and tobacco diversion, anger management, healthy relationship building, sexuality awareness and family life. We will continue to work with mental health services for all students who qualify. The School Secretary will represent Earle Jamieson at weekly court appearances for students who are involved with the court system. Staff will continue to connect with probation concerning any students we both serve. Earle Jamieson will accommodate all outside counselors working with students on campus. Donations are being accepted from outside agencies and businesses to further PBIS and the school climate.

**SCHOOL GOAL #11:**
To further support student social and emotional growth and skills in and out of school, we will coordinate with outside agencies. Specifically we will continue to work in the areas of drug, alcohol and tobacco diversion, anger management, healthy relationship building, sexuality awareness and family life. We will continue to work with mental health services for all students who qualify. The School Secretary will represent Earle Jamieson at weekly court appearances for students who are involved with the court system. Staff will continue to connect with probation concerning any students we both serve. Earle Jamieson will accommodate all outside counselors working with students on campus. Donations and purchases are being accepted and made from outside agencies and businesses to further PBIS and the school climate.

**Data Used to Form this Goal:**
Contracts with outside agencies, weekly contacts with probation, court attendance and SARB meetings attended. SARB and Expulsion Rehabilitation contracts.

**Findings from the Analysis of this Data:**
Our students are in need or further support in the areas of social and emotional learning. Many of our students have probation conditions, expulsion contracts and/or SARB contracts which state the need for this type of intervention.

**How the School will Evaluate the Progress of this Goal:**
Earle Jamieson will continue to contract with A.R.T, CORR, Behavioral Health, Victor and a Health professional to keep the connection with outside agencies. In addition, staff attendance weekly at court will be recorded. Lastly, Earle Jamieson remains open to other agency connections.

**Actions to be Taken to Reach This Goal**

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Description</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diana Ely will attend weekly juvenile court proceedings</td>
<td>Ongoing</td>
<td>Diana Ely</td>
<td>Description</td>
<td>Type</td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------</td>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ART will be taught by Victor Community Services</td>
<td>2016-2017 school year</td>
<td>Administration</td>
<td>Funding for ART 5800: Professional/Consulting Services And Operating Expenditures (5000)</td>
<td></td>
</tr>
<tr>
<td>Weekly collaboration with other outside agencies, such as CORR, Victor, and Livingwell</td>
<td>Ongoing</td>
<td>Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase of outside agency rewards for PBIS behavior incentives</td>
<td>Ongoing</td>
<td>Staff</td>
<td>PBIS rewards, gift cards, activity gifts, etc. 5000-5999: Services And Other Operating Expenditures (2,000)</td>
<td></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #12

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT:** Career/Vocational/Technical Training

**LEA GOAL:**

Staff is developing a coordinated plan for all students in the area of career/vocational training. We will use Study Island and Career Cruising in addition to staff developed curriculum. We have also implemented a Career Café to involve local agencies and businesses once per month, as they present information about their jobs/careers to the students.

**SCHOOL GOAL #12:**

Staff is developing a coordinated plan for all students in the area of career/vocational training. We will use Study Island and Career Cruising in addition to staff developed curriculum. We have also implemented a Career Café to involve local agencies and businesses once per month, as they present information about their jobs/careers to the students.

**Data Used to Form this Goal:**

Vocational and career training is needed for our students, per the LCAP guidelines, CTE Guidelines, and each student's plan for their future.

**Findings from the Analysis of this Data:**

Many of our students have not considered or planned for their lives after they have graduated or are 18 years old. Our students need to begin to develop the skills necessary for success when they graduate and move on to a job or career.

**How the School will Evaluate the Progress of this Goal:**

Seniors who attend at least one semester will create a career portfolio prior to exit. Logs of Career Cafes will be kept.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Cruising and possibly other career/vocational training guides purchased for both sites</td>
<td>2018-2019 School Year</td>
<td>Administration</td>
<td>Career Cruising Software 4000-4999: Books And Supplies LCFF 3000</td>
</tr>
<tr>
<td>Development of student career portfolio guidelines</td>
<td>2017-2018 School Year</td>
<td>Teachers and Administration</td>
<td>Purchase Career Portfolio Software 5000-5999: Services And Other Operating Expenditures LCFF 3000</td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>---------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Pay for Career Cafe Fees for outside presenters and trainers and supplies</td>
<td>2018-2019 School Year</td>
<td>Administration and Counselor</td>
<td>$800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #13

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Continued Professional Learning and Collaboration Conducted by Staff

LEA GOAL:
The staff will pursue and engage in continual professional development through the weekly meeting of their professional learning community. The teaching staff may seek to improve student achievement through collaboration with other local education and community service agencies. This collaboration will focus on continuity of academic interventions and data collection and sharing. Off campus/out of district staff development opportunities will be made available to the staff via monies designated for these purposes. Conferences will be reviewed and cleared with the administration with respect towards campus safety, drug awareness, improved academic performance with at-risk youth, California State Standards implementation, continuous personal professional growth, training in the use of technology and online course delivery, career and technical training, mental health, Non-Violent Crisis Intervention and PBIS.

SCHOOL GOAL #13:
The staff will pursue and engage in continual professional development through the weekly meeting of their professional learning community. The teaching staff may seek to improve student achievement through collaboration with other local education and community service agencies. This collaboration will focus on continuity of academic interventions and data collection and sharing. Off campus/out of district staff development opportunities will be made available to the staff via monies designated for these purposes. Conferences will be reviewed and cleared with the administration with respect towards campus safety, drug awareness, improved academic performance with at-risk youth, California State Standards implementation, continuous personal professional growth, training in the use of technology and online course delivery, career and technical training, mental health, Non-Violent Crisis Intervention and PBIS.

Data Used to Form this Goal:

As the California State standards have been developed and implemented, more collaboration and training is needed. The students at Earle Jamsieron have traditionally had behavior and attendance issues at previous schools. Staff needs the most updated training to help students grow emotionally and behaviorally, as well as academically.

Findings from the Analysis of this Data:

Professional learning and collaboration is listed in our LCAP and is essential for our teachers to be prepared for teaching the students the latest California State Standards. There is also a need to help students grow emotionally.

How the School will Evaluate the Progress of this Goal:

There will be reviews and monitoring of staff release time, substitute teaching records, purchase orders for workshops/conferences and notes/agendas from meetings. Student pre and post data will reflect improvement in professional interventions and academic achievement.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will attend weekly PLC meetings and informally scheduled meetings to collaborate on student academic and behavioral growth</td>
<td>Ongoing</td>
<td>All Staff</td>
<td>Description</td>
</tr>
</tbody>
</table>

The Single Plan for Student Achievement
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will attend professional development and training on scheduled staff development days, as well as attend pertinent training and workshops and/or conferences as they are connected with student growth.</td>
<td>Ongoing</td>
<td>All Staff</td>
<td>Attend of site workshops, training and conferences 5000-5999: Services And Other Operating Expenditures LCFF 15489</td>
</tr>
</tbody>
</table>

The Single Plan for Student Achievement  44 of 51  5/3/18
Planned Improvements in Student Performance

**School Goal #14**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT: Attendance Rates**

**LEA GOAL:**

Students will maintain positive attendance rates while attending Earle Jamieson.

**SCHOOL GOAL #14:**

Students will maintain positive attendance rates while attending Earle Jamieson.

**Data Used to Form this Goal:**

Student attendance is one of the LCAP indicators. ADA has been analyzed over time and many students come to Earle Jamieson with negative attendance records.

**Findings from the Analysis of this Data:**

Students whose attendance is monitored are are assisted in arriving to school daily and on time achieve more academically and perform better on assessments. Parents who are having difficulty getting their students to attend regularly need extra supports to help them motivate and ensure students are in school.

**How the School will Evaluate the Progress of this Goal:**

Staff will discuss daily the need for good attendance and stress the academic and credit accumulation that accompanies positive attendance. Rewards are given to those who meet the PBIS guidelines and attend consistently. Parent phone calls will be made to insure knowledge of absences and to stress the importance of attending school. Meetings will be held as well as SARB (School Attendance Review Board) referrals made for students whose attendance does not improve. Regular communication with parents will insure that they are notified of any daily or partial day absences. Meetings by phone and in person will be held to develop solutions to habitual truancy. Probation will assist with 7th and 8th grade students by having the Truancy Officer assist with getting truant students to school regularly.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rewards for good attendance and behavior will be given to consistent attenders who behave consistently with the PBIS expectations.</strong></td>
<td>Ongoing</td>
<td>Transitional Aide, Teachers, Administrator</td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td><strong>Probation truancy Officer will work with school, parents and students to help them get to school in the mornings.</strong></td>
<td>Ongoing</td>
<td>Probation, Administrator</td>
<td>Purchasing of rewards for good attendance/behavior</td>
</tr>
</tbody>
</table>
## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<table>
<thead>
<tr>
<th>Object Type</th>
<th>Funding Source</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>LCFF</td>
<td>4,700.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating</td>
<td>LCFF</td>
<td>21,489.00</td>
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<tr>
<td>5800: Professional/Consulting Services And</td>
<td>LCFF</td>
<td>9,000.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>School Wide Program (SWP)</td>
<td>5,300.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating</td>
<td>School Wide Program (SWP)</td>
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</tr>
<tr>
<td>5800: Professional/Consulting Services And</td>
<td>School Wide Program (SWP)</td>
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</tr>
<tr>
<td>5800: Professional/Consulting Services And</td>
<td>Title I Part A: Basic Grants Low-Income and</td>
<td>8,856.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>Title I Part D</td>
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</tr>
<tr>
<td>5000-5999: Services And Other Operating</td>
<td>Title I Part D</td>
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<td>5800: Professional/Consulting Services And</td>
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Summary of Expenditures in this Plan

**Total Expenditures by Funding Source**

<table>
<thead>
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<td>Title I Part D</td>
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### Summary of Expenditures in this Plan

#### Total Expenditures by Object Type

<table>
<thead>
<tr>
<th>Object Type</th>
<th>Total Expenditures</th>
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</thead>
<tbody>
<tr>
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<td>5000-5999: Services And Other Operating Expenditures</td>
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<tr>
<td>5800: Professional/Consulting Services And Operating</td>
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Summary of Expenditures in this Plan

<table>
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<th>Goal Number</th>
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<td>Goal 14</td>
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</table>
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:

<table>
<thead>
<tr>
<th>Name of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Bock</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kitty Vaars</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Amy Moon</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Aevin Smith</td>
<td></td>
<td></td>
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<tr>
<td>Lisa Sanford</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dennis Desmond</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>Sam Naszady</td>
<td></td>
<td></td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Diana Ely</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Numbers of members of each category:**

1 2 1 3 1

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.
<table>
<thead>
<tr>
<th>Student</th>
<th>Pre/Post Grade Level Diff. ELA</th>
<th>Pre/Post Grade Level Diff. Math</th>
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<tr>
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<td>24</td>
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<tr>
<td>25</td>
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<tr>
<td>33</td>
<td>-1.22</td>
<td>1.26</td>
</tr>
</tbody>
</table>

Avg Grade Level Incr 1.4 0.39

68% increased 75% increased

NR=No Recorded Changes
Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. 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.

4. 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.

5. This SPSA was adopted by the SSC at a public meeting on 5-2-18.

Attested:

Lisa Sanford
Typed Name of School Principal

[Signature]
Signature of School Principal
5-2-18
Date

Lisa Sanford
Typed Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson
5-2-18
Date
## 2017-2018 SPSA Budget
### Earle Jamieson Educational Options

<table>
<thead>
<tr>
<th>Description</th>
<th>SWP - Title 1D &amp; LCFF</th>
<th>Basic/Low Inc/Neglect Title 1A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Personnel Salaries (1000-1999)</td>
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<td>50,933</td>
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<tr>
<td>Classified Personnel Salaries (2000-2999)</td>
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</tr>
<tr>
<td>Total Benefits/Stat Costs (3000-3999)</td>
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<td>16,341</td>
<td>103,400</td>
</tr>
<tr>
<td>Total Books and Supplies (4000-4999)</td>
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<td>12,000</td>
</tr>
<tr>
<td>Total Services &amp; Other Operating Expenditures (5000-5999)</td>
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<td>59,470</td>
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<tr>
<td>Transfer of Direct Cost (5700-5799)</td>
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</tr>
<tr>
<td>Total Pro Consulting Svc/Other Operating Exp (5800)</td>
<td>18,489</td>
<td>8856</td>
<td>27,345</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>431,300</strong></td>
<td><strong>100,064</strong></td>
<td><strong>531,364</strong></td>
</tr>
</tbody>
</table>
The Single Plan for Student Achievement

School: Sugarloaf Mountain School  
CDS Code: 29-10298-0116913  
District: Nevada County Office of Education  
Principal: Lisa Sanford  
Revision Date:  

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Lisa Sanford  
Position: Principal  
Phone Number: 530-272-5464  
Address: 15434 Highway 49  
Nevada City CA. 95959  
E-mail Address: lisanford@nevco.org  

The District Governing Board approved this revision of the SPSA on.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Vision and Mission</td>
<td>4</td>
</tr>
<tr>
<td>School Vision and Mission</td>
<td>5</td>
</tr>
<tr>
<td>School Profile</td>
<td>5</td>
</tr>
<tr>
<td>Comprehensive Needs Assessment Components</td>
<td>5</td>
</tr>
<tr>
<td>Data Analysis</td>
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<td>Surveys</td>
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<td>Classroom Observations</td>
<td>6</td>
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<td>Analysis of Current Instructional Program</td>
<td>7</td>
</tr>
<tr>
<td>Description of Barriers and Related School Goals</td>
<td>9</td>
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<tr>
<td>School and Student Performance Data</td>
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<tr>
<td>CAASPP Results (All Students)</td>
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<tr>
<td>CELDT (Annual Assessment) Results</td>
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<td>Title III Accountability (School Data)</td>
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<td>Title III Accountability (District Data)</td>
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<tr>
<td>Planned Improvements in Student Performance</td>
<td>18</td>
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<tr>
<td>School Goal #1</td>
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<td>School Goal #2</td>
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<td>School Goal #13</td>
<td>42</td>
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<tr>
<td>Summary of Expenditures in this Plan</td>
<td>43</td>
</tr>
<tr>
<td>Total Expenditures by Object Type and Funding Source</td>
<td>43</td>
</tr>
<tr>
<td>Total Expenditures by Funding Source</td>
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<td>Total Expenditures by Object Type</td>
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<tr>
<td>Total Expenditures by Goal</td>
<td>46</td>
</tr>
</tbody>
</table>
District Vision and Mission
School Vision and Mission

Sugarloaf Mountain School’s Vision and Mission Statements

Vision:
The vision of Sugarloaf Mountain School is to provide a safe, supportive learning environment for its unique students that promotes the development of essential academic and interpersonal skills necessary for their future success.

Mission Statement:
The mission of Sugarloaf Mountain School is to offer an effective educational experience for all students who are in a critical period of their lives. The staff is committed to creating and maintaining an orderly, trusting, and mutually respectful learning environment that will prepare students to:
* Take responsibility for their person and educational development
* Acquire tolerance for and the ability to work well with others
* Understand that their actions will have resulting consequences
* Develop a positive sense of self-awareness and confidence
* Experience success in their future educational and/or vocational settings

School Profile

The Nevada County Superintendent of Schools operates Sugarloaf Mountain School (County Juvenile Court School) and serves approximately 20-30 students throughout the year. Sugarloaf enrolls students who have committed crimes and/or have violated their probation terms. The Sugarloaf students enroll anywhere from three days to a year. Many of the students in these programs are drug or alcohol dependent, violent or have destructive behaviors, learning disabilities or physical issues that interfere with the learning process (ADD, ADHD). The majority of our students are economically disadvantaged and come from homes headed by a single parent or other related family members. Most students are behind in credits and have experienced behavior problems at other schools inside or out of the county. Almost all have had behavior problems at a comprehensive or the other alternative school sites. The Sugarloaf students often find that their incarceration involves a stability that they have not known in the past, including a strict schedule, adult supervision, 3 meals a day and a bed of their own in which to sleep.
The students at Sugarloaf are often there for 30 days or less and the state scores reflect more on the local schools from which they come, than Sugarloaf instruction. Approximately on third of the students come to Sugarloaf School from out-of county school districts, due the Juvenile Hall’s contract with other counties to house their juveniles.
Most students are behind in credits and have experienced behavior problems at other schools in the county. Almost all have had behavior problems at a comprehensive or other alternative school sites. Due to the transitional nature of the students in this program, student achievement is measured and weighted more by classroom assessments and methods of academic interventions than by yearly state assessments (such as CAST and CAASPP).
Although there is not a great deal of ethnic diversity within the community, there is considerable cultural & socio-economic diversity among its students and families. The fact that approximately 95% of the students at Sugarloaf are receiving free or reduced lunches is an indicator of the economic disadvantages of our students. Some live well on unreported income while others prefer to live an independent existence, despite its austerity. Students in those families frequently are unaware of the public services for which they qualify and have no idea how to access services they may need in the community. The local economy is based primarily on service industries, tourism, and technology based companies. Enrollment in the elementary districts is in steady decline. The high school enrollment is also declining.

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).

Since most of the students/families attend the programs for a limited amount of time, the surveys we administer are given to all stakeholders when possible. This year, Stakeholder surveys were sent out to parents, community members who are connected with our schools (such as probation, courts, community welfare agencies and mental health), students and staff. The surveys have shown certain areas that most stakeholders agree on. Those areas are:

- Academic Achievement
- Positive Behavior Intervention/Social Skills
- Credit Recovery and Graduation Assistance
- Effective Communication Skills
- Problem Solving/Critical Thinking
- Life Skills (Vocational and Technology)

These areas are also referenced in our LCAP. Students are asked informally and in writing, at least twice during the school year, about motivations and rewards for achievement and behavior improvement. The majority of students look for extrinsic rewards, such as food, free time, games and computers, to improve their academic/behavior. For the 9-12 grade students, the rewards of earning credit toward graduation for completion of work and passing assessments is a strong motivator for some. Still others lack any motivation and staff is persistent in their efforts to find the proper tool to engage those students. Input from parents is often sought when working with each individual student. Staff shares any outside information confidentially, to better assist each student and help him/her to be successful in school. Teachers and other staff are part of the Professional Learning Community that meets weekly, discussing what is effective and what needs work, when working with these alternative education population. Throughout the year, efforts are made to meet the needs of all students, while adhering to the standards.

**Classroom Observations**

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

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings. Due to the small size of the program, the principal is able to conduct informal classroom observations at Sugarloaf Mountain school often. This year, there is one classroom and one teacher, due to declining enrollment. Many times, follow-up conversations will occur, to ensure that all options available are being attempted to reach these students. As part of the evaluation process, formal classroom observations take place for the teacher annually, with a required follow-up and recommendations/commendations given. During PLC time, discussions are held concerning various methods of instruction and intervention to better assist the individual students.
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

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

   Last year’s CAASPP test was the third year of implementation. However, there is a possibility of a different test being developed, apart from the CAASPP, for the Alternative Education students. Since our students are only with us for a short time, usually less than one semester, a different assessment would help to evaluate student growth. Since many of our students are not with us the entire year, the Renaissance/STAR program and Study Island, as well as classroom assessments, are presently used at the sites to assess math and ELA growth and make adjustments to the instructional process to improve achievement. The same is true of classroom assessments. Students are cycled back through standards that remain unmastered, so that they can attain the required building blocks to academic success. This often includes one-on-one assistance from teachers and other staff, as well as computer guidance.

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

   As listed above, use of lesson assessment and Renaissance/STAR assessment data and Study Island guides the individualized instruction toward academic goals.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All teachers are highly qualified in the programs.

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

   All teachers are credentialed. There is open access for teachers for professional development through the county office, and with neighboring County Offices. All the teachers went though multiple California Standards training to prepare to teach and assess. Some teachers will be attending further Standards based workshops during the summer. Also, continual professional development occurs throughout the year.

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

   All staff development is aligned with the standards, California State Standards, student performance and professional needs, as written in school goals.
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Training takes place throughout the year for teachers by attending trainings and workshops and collaborating among themselves to develop more strategies to improve student learning. Administration works with the teachers to assist in using varied instructional strategies. Behavior experts and psychologists have been working with the staff to meet the academics needs of this challenging population. All staff is trained in CPI (Crisis Prevention Institute) training of NCI (Non-Violent Crisis Intervention). This training has helped to decrease the number of days of suspension and increase student in-class work time. Also, PBIS (Positive Behavior Intervention and Supports) training has take place this year to further assist teachers in motivating students to improve behaviors.

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

Teachers collaborate daily and weekly, due to the small size of the programs. The two teachers at each site work cooperatively to meet the diverse needs of each student. There are a number of program collaboration days to assist the teachers of specific subjects in pooling ideas/strategies to reach the students and show them success.

Teaching and Learning

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

All teaching is aligned with the curriculum, based on the state standards. The textbooks have been adopted in accordance with state recommended adoption and are aligned with the local school district adoptions. State Standards adopted materials will be used when local high school district plans are developed.

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

As per the EPC, instructional minutes in ELA and Math meet or exceed the minimum required. Extra time in each of those subject areas is used daily, for those students who require remediation.

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

Intervention courses are a part of the daily schedule, as individualized support is given for those students in need.

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

Standards-based instructional materials, including adopted texts and supplemental materials are used for all student groups.

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

Standards aligned instructional materials and intervention materials are used for all students. Access to Standards-aligned core courses is open to all students. The High School students work on required credits toward graduation in all standards-aligned courses.

Opportunity and Equal Educational Access

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

Since most of our students have been or are underperforming, the services provided in the regular school program are geared toward all students meeting the standards.
14. Research-based educational practices to raise student achievement

We are able to regularly assess student progress in order to raise student achievement, using research-based practices, due to the small size of the programs. We use a variety of strategies and techniques, including direct instruction, independent practice, hands-on assessments, and technology to assist students in their mastery of the learning.

Parental Involvement

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

We use a variety of resources to assist our under-achieving students. They include, but are not limited to: County Children's Behavioral Health, Wrap services from two agencies, probation, law enforcement, local non-profit agencies, CORR (Community Recovery Resources), School Site Council, Family notifications and assistance with Medical services, meeting notices and flyers, free after-school tutoring.

16. 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)

All of the above listed groups are represented on the Combined School Site Council, which serves the Nevada County Superintendent of Schools Alternative Education Programs. This body is involved in the planning, implementation, and evaluation of the Con App, in accordance with California Regulations. It also assist in the development of the LCAP.

Funding

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

The services provided to assist underperforming students to meet standards by categorical funds are all the services provided in our programs, since much of the funding for these programs comes from categorical funding. The services include small class sizes, one-on-one attention/assistance, direct instruction, technology in the classroom, including computers, listening devices and ipads, extra tutoring, reassessments. They are used appropriately to support ELA and math program goals and are consistent with the CA standards.

18. Fiscal support (EPC)

The general funds are used appropriately to support the ELA and mathematics program goals in the school plan and consistent with the CA state standards.

Description of Barriers and Related School Goals

Due to the transient population of the students in Sugarloaf Mountain Juvenile Hall Program, there is some difficulty in deriving comparison data on the same students. We have instituted the Renaissance Star assessment tracking system in all the programs, including Study Island, so that regular assessments, while students are in the programs, are analyzed and used to develop alternative strategies for success. Most often students are assessed monthly, which gives us a more accurate profile of their learning, than the yearly state test data. Many of the students who begin in our county programs transition back to their local district prior to state testing, or enter the county programs just prior to testing, but have had the majority of their learning occur outside our programs. We are aware that the students we serve are the high risk students, who have had little success academically and behaviorally. All students are placed in the programs, and none attend by choice. Although the students' backgrounds often create a negative outlook for them concerning school, we are all prepared and use a variety of methods and strategies to meet the educational needs of each student, helping them to find success and transition back to their schools of choice.
# School and Student Performance Data

## CAASPP Results (All Students)

### English Language Arts/Literacy

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th># of Students with Scores</th>
<th>% of Enrolled Students Tested</th>
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* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

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<th>Grade Level</th>
<th>Mean Scale Score</th>
<th>% Standard Exceeded</th>
<th>% Standard Met</th>
<th>% Standard Nearly Met</th>
<th>% Standard Not Met</th>
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<td>N/A</td>
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### Reading

Demonstrating understanding of literary and non-fictional texts

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<thead>
<tr>
<th>Grade Level</th>
<th>% Above Standard</th>
<th>% At or Near Standard</th>
<th>% Below Standard</th>
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### Writing

Producing clear and purposeful writing

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<tr>
<th>Grade Level</th>
<th>% Above Standard</th>
<th>% At or Near Standard</th>
<th>% Below Standard</th>
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### Listening: Demonstrating effective communication skills

<table>
<thead>
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<th>Grade Level</th>
<th>% Above Standard</th>
<th>% At or Near Standard</th>
<th>% Below Standard</th>
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<tr>
<td>All Grades</td>
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### Research/Inquiry: Investigating, analyzing, and presenting information

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<tr>
<th>Grade Level</th>
<th>% Above Standard</th>
<th>% At or Near Standard</th>
<th>% Below Standard</th>
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**Conclusions based on this data:**

1. Due to low enrollment, this data is unavailable.
### School and Student Performance Data

#### CAASPP Results (All Students)

##### Mathematics

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<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
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<th>% of Enrolled Students Tested</th>
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### Concepts & Procedures

#### Applying mathematical concepts and procedures

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% Above Standard</th>
<th>% At or Near Standard</th>
<th>% Below Standard</th>
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### Problem Solving & Modeling/Data Analysis

#### Using appropriate tools and strategies to solve real world and mathematical problems

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% Above Standard</th>
<th>% At or Near Standard</th>
<th>% Below Standard</th>
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Conclusions based on this data:
1. Due to low enrollment, this data is unavailable.
School and Student Performance Data

CELDT (Annual Assessment) Results:

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<th>Grade</th>
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Conclusions based on this data:
1. Due to the low number of students attending Sugarloaf, this data is unavailable.
School and Student Performance Data

**CELDT (All Assessment) Results**

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**Conclusions based on this data:**

1. Due to the low number of students attending Sugarloaf, this data is unavailable.
### Title III Accountability (School Data)

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<td>Percent with Prior Year Data</td>
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<td>Number in Cohort</td>
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<td>Percent Met</td>
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</tr>
<tr>
<td>Met Target</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMAO 3</th>
<th>Adequate Yearly Progress for English Learner Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td>English-Language Arts</td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td>--</td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td>--</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td>--</td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td>--</td>
</tr>
</tbody>
</table>

**Conclusions based on this data:**

1. Due to the low numbers of students attending Sugarloaf, this data is unavailable.
School and Student Performance Data

Title III Accountability (District Data)

<table>
<thead>
<tr>
<th>AMAO 1</th>
<th></th>
<th>Annual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014-15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2015-16</td>
</tr>
<tr>
<td>Number of Annual Testers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent with Prior Year Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCLB Target</td>
<td></td>
<td>59.0</td>
</tr>
<tr>
<td>Met Target</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMAO 2</th>
<th></th>
<th>Attaining English Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Years of EL instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less Than 5</td>
</tr>
<tr>
<td>Number in Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCLB Target</td>
<td></td>
<td>22.8</td>
</tr>
<tr>
<td>Met Target</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMAO 3</th>
<th></th>
<th>Adequate Yearly Progress for English Learner Subgroup at the LEA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2013-14</td>
</tr>
<tr>
<td>English-Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met Target for AMAO 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusions based on this data:
1. Due to the low numbers of students attending Sugarloaf, this data is unavailable.
Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>SUBJECT: Student Test Score Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA GOAL:</td>
</tr>
<tr>
<td>All students of Sugarloaf will be enrolled in course work that is centered on the California State Standards. 80% of students who are enrolled at Sugarloaf 90 days or more will improve their Study Island and/or Renaissance test scores.</td>
</tr>
<tr>
<td>SCHOOL GOAL #1:</td>
</tr>
<tr>
<td>All students of Sugarloaf will be enrolled in course work that is centered on the California State Standards. 80% of students who are enrolled at Sugarloaf 90 days or more will improve their Study Island and/or Renaissance test scores.</td>
</tr>
<tr>
<td>Data Used to Form this Goal:</td>
</tr>
<tr>
<td>The staff will compare monthly pre/post testing data gathered from STAR Renaissance and Study Island to measure performance in English and Math. During the weekly Professional Learning Community hour, staff will discuss continuous improvement per student in academics.</td>
</tr>
<tr>
<td>Findings from the Analysis of this Data:</td>
</tr>
<tr>
<td>Many students come to us lacking essential skills, so our teachers must fill in the lack of mastery, based on previous tests scores and classroom assessments and observations.</td>
</tr>
<tr>
<td>How the School will Evaluate the Progress of this Goal:</td>
</tr>
<tr>
<td>The staff will compare monthly pre/post testing data gathered from STAR Renaissance and Study Island to measure performance in English and Math. During the weekly Professional Learning Community hour, staff will discuss continuous improvement per student in academics.</td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Accelerated Math and STAR Reading, and STAR Math, and Study Island will be used to help students improve academically. They will be continuously assessed using Renaissance/STAR and Study Island programs while enrolled at Sugarloaf. Adaptations will be made for individual student coursework, based on assessment results.</td>
</tr>
<tr>
<td>Data gathered will be reviewed by the administrator, jointly with the staff members, and will be reviewed quarterly by the NCSOS combined Site Council and its stakeholders.</td>
</tr>
<tr>
<td>Students will be tested regularly in ELA and math performance through the use on software. Data will be used to communicate with each student about his/her progress in academic performance and growth. Data will also be reported to Site Council for overall school progress.</td>
</tr>
<tr>
<td>The teaching staff will work yearlong with students to improve student beliefs and attitudes about the standard testing given in the spring through their speaking about these tests with respect to their importance for the students. The teaching staff will utilize the scores in future years to have one on one discussions with the students about what their scores mean and what the scores show.</td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>All students of Sugarloaf will be enrolled in high school course work that is centered around the California Standards. All course work by department will be reviewed on a yearly cycle to ensure that coursework is rigorous, up to date, and matching the essential standards. This work will be completed for one to two departmental reviews per year.</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

**School Goal #2**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT:** Student Productivity, High School Credit and Middle School Achievement Performance

**LEA GOAL:**
80% of high school students will earn .3 credits or more per day for every day they are enrolled at Sugarloaf. 80% of middle school students will receive standard letter grades with minimum standards of “C” or higher and work toward graduation from 8th grade.

**SCHOOL GOAL #2:**
80% of high school students will earn .3 credits or more per day for every day they are enrolled at Sugarloaf. 80% of middle school students will receive standard letter grades with minimum standards of “C” or higher and work toward graduation from 8th grade.

**Data Used to Form this Goal:**
The data used to form this goal is the transcripts/grades for each student as they enter the programs.

**Findings from the Analysis of this Data:**
Most of our students are behind on credits upon entry into the County programs and it is essential that they have the opportunity to get back on track to return to local schools. The middle school students' grades are usually lower or failing and they too need to bring up their grades prior to returning to their local schools.

**How the School will Evaluate the Progress of this Goal:**
The staff will review student credit accrual and academic performance quarterly with a focus on transferability to other schools. Regular updates (for students and families) as well as weekly reports to probation, when applicable, will also be a part of the assessment of credit achievement.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will review individual student progress each quarter and lead follow up discussions with students to set goals quarterly.</td>
<td>ongoing</td>
<td>Sugarloaf Teachers</td>
<td>Description</td>
</tr>
</tbody>
</table>

The Single Plan for Student Achievement
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator will review with the teaching staff the curriculum and student opportunities for credit accrual. Staff will review daily schedule to ensure academic opportunities for students to do credit recovery within and after the school day.</td>
<td>Ongoing</td>
<td>Sugarloaf Staff</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

**School Goal #3**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| SUBJECT: Strategic Interventions for All Students |
| LEA GOAL: |
| In order to make more effective academic interventions for each individual, all students who are enrolled will receive pretest and progress monitoring testing in English language arts and mathematics upon arrival. All students will be retested regularly, and if possible, before exiting the school, in order to report student progress to receiving facilities or schools. A variety of test batteries, assessments and software will be used; to include district standards aligned books and materials, Star Math, Star Reading, Study Island and/or other data collection systems. Using the data recorded on each student, teachers will enroll and monitor students in appropriate coursework, classroom activities, and specifically designed modules in order to improve the student’s academic knowledge and performance. |

| SCHOOL GOAL #3: |
| In order to make more effective academic interventions for each individual, all students who are enrolled will receive pretest and progress monitoring testing in English language arts and mathematics upon arrival. All students will be retested regularly, and if possible, before exiting the school, in order to report student progress to receiving facilities or schools. A variety of test batteries, assessments and software will be used; to include district standards aligned books and materials, Star Math, Star Reading, Study Island and/or other data collection systems. Using the data recorded on each student, teachers will enroll and monitor students in appropriate coursework, classroom activities, and specifically designed modules in order to improve the student’s academic knowledge and performance. |

**Data Used to Form this Goal:**

- Renaissance Star and Study Island test scores

**Findings from the Analysis of this Data:**

The analysis shows specific areas where students have had difficulty. The Star, Read 180, and Study Island testing on line has shown where students have gaps. Meeting with the students and having them focus on those areas has helped them to learn specific objectives.

**How the School will Evaluate the Progress of this Goal:**

Pre, post, and progress monitoring assessments and test scores for comparisons will be used. Teachers will also meet with students individually after each 30 day assessment to assist the students in understanding their personal academic gains.
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When students enter Sugarloaf, they will receive a pretest to establish a baseline set of data for math and ELA. The teaching staff will continue to &quot;post test&quot; the student regularly, comparing student growth and achievement with the student, the parent, the administrator and all stakeholders of the site council.</td>
<td>Ongoing</td>
<td>Sugarloaf Teacher</td>
<td><img src="https://example.com" alt="Description" /> <img src="https://example.com" alt="Type" /> <img src="https://example.com" alt="Funding Source" /> <img src="https://example.com" alt="Amount" /></td>
</tr>
<tr>
<td>Staff is scheduled to &quot;post test&quot; twice per quarter to graph student progress. Staff will meet with each student to track progress for each subject following each post test, discussing with the student their progress towards their academic goals. Using the data recorded on each student, teachers will enroll and monitor students in appropriate coursework, classroom activities, and specially designed modules in order to improve the student's academic knowledge and performance.</td>
<td>Ongoing</td>
<td>Sugarloaf teacher</td>
<td><img src="https://example.com" alt="Description" /> <img src="https://example.com" alt="Type" /> <img src="https://example.com" alt="Funding Source" /> <img src="https://example.com" alt="Amount" /></td>
</tr>
<tr>
<td>Administration will meet quarterly with the staff to discuss overall student individual and school progress.</td>
<td>Ongoing</td>
<td>Sugarloaf Administrator</td>
<td><img src="https://example.com" alt="Description" /> <img src="https://example.com" alt="Type" /> <img src="https://example.com" alt="Funding Source" /> <img src="https://example.com" alt="Amount" /></td>
</tr>
<tr>
<td>Class scores in math and ELA will be shared with the Combined Site Council at each quarterly report.</td>
<td>Ongoing</td>
<td>Site Council Chairperson</td>
<td><img src="https://example.com" alt="Description" /> <img src="https://example.com" alt="Type" /> <img src="https://example.com" alt="Funding Source" /> <img src="https://example.com" alt="Amount" /></td>
</tr>
<tr>
<td>A variety of test batteries and assessments will be purchased and/or renewed/updated, to include district standards aligned books and materials, Skillstutor, Accelerated Math, STAR Reading, and Study Island or other pertinent materials.</td>
<td>Ongoing</td>
<td>Sugarloaf Staff</td>
<td><img src="https://example.com" alt="Description" /> <img src="https://example.com" alt="Type" /> <img src="https://example.com" alt="Funding Source" /> <img src="https://example.com" alt="Amount" /></td>
</tr>
</tbody>
</table>
## School Goal 4

### Planed Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not yet meeting state standards.

<table>
<thead>
<tr>
<th>LEA GOAL</th>
<th>DATA Used to Form this Goal</th>
<th>Review of State Standards for each subject area with current curriculum materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL GOAL 4</td>
<td>Review of the Analysis of this Data</td>
<td>Staff is monitoring curriculum updates from the state and from local high school and middle school districts, to align with recommended curriculum.</td>
</tr>
<tr>
<td>How the School Will Evaluate the Progress of this Goal</td>
<td>Staff agenda, emails, and notes will be reviewed. Purchase orders will reflect decisions to update social studies and science curricula. All students have access to the California State Standards aligned curriculum. Discussions/meetings with the local high school district’s leaders will be held to align with their curricula.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Expenditure(s)</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-line coursework, textbooks, and supplemental materials.</td>
<td>School Wide Program</td>
<td>1,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Actions to be Taken to Reach This Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>annually</td>
<td>Sugarloaf Staff</td>
<td>Staff agenda, emails, and notes will be reviewed. Purchase orders will reflect decisions to update social studies and science curricula.</td>
</tr>
</tbody>
</table>

The Single Plan for Student Achievement
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of each school year, staff will review the materials used and needed for the upcoming year and will make recommendations for purchases to the administration.</td>
<td>Annually</td>
<td>Sugarloaf Teachers</td>
<td>As listed above. Consult with outside agencies for training in common core and science implementation.</td>
</tr>
<tr>
<td>Administration and teachers will review on-line coursework and purchase the most effective one for credit recovery and standards alignment.</td>
<td>Annually</td>
<td>Sugarloaf teachers and administration</td>
<td>As listed above.</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>SUBJECT: Technology Access for All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA GOAL:</td>
</tr>
<tr>
<td>All students receiving classroom instruction will receive daily opportunities to use technology as part of their learning process to enhance instructional strategies and mastery. Staff will use the technology with students and appropriate the use of allocated monies to purchase both hardware and software that are at or above industry standards. Students will use technology safely and appropriately and will be monitored closely by staff. Interventions, direct teaching, and assigned coursework may be completed through the use of technology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL GOAL #5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students receiving classroom instruction will receive daily opportunities to use technology as part of their learning process to enhance instructional strategies and mastery. Staff will use the technology with students and appropriate the use of allocated monies to purchase both hardware and software that are at or above industry standards. Students will use technology safely and appropriately and will be monitored closely by staff. Interventions, direct teaching, and assigned coursework may be completed through the use of technology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Used to Form this Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State Standards which are being implemented in our schools designate the need for more technology in the classrooms. Staff is working to implement more technology with students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Findings from the Analysis of this Data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since the purchase of updated computers and ipads for student use, there has been more technology use in the classroom. Since wireless internet in now permanent in the classrooms, more technology can be accessed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How the School will Evaluate the Progress of this Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of yearly expenditures for hardware/software. Review of consistency of wireless internet, through monthly records. Staff records on student technology use will be another measurement.</td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Continue applicable training for staff on use of technology for instruction</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Add technology hardware to Sugarloaf Campus</strong></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>SUBJECT: School Safety and Behavior Standards For Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA GOAL:</td>
</tr>
<tr>
<td>All students will be educated in learning environments that are safe, secure, and conducive to learning. Positive Behavior Interventions and Supports (PBIS) will be implemented in the classroom, during outside activities and on the pod. The Sugarloaf staff and the Juvenile Hall staff will closely monitor all student movement with consistent follow through of discipline according to the PBIS guidelines and the policies of the Juvenile Hall. The bell schedule will be reviewed annually to assess the best fit for students’ needs, as well as Juvenile Hall needs. Security cameras and constant staff monitoring assist in facilitating a “no tolerance” position on bullying behaviors. Sugarloaf staff will use non-violent crisis intervention techniques and PBIS to assist students when their behaviors escalate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL GOAL #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will be educated in learning environments that are safe, secure, and conducive to learning. Positive Behavior Interventions and Supports (PBIS) will be implemented in the classroom, during outside activities and on the pod. The Sugarloaf staff and the Juvenile Hall staff will closely monitor all student movement with consistent follow through of discipline according to the PBIS guidelines and the policies of the Juvenile Hall. The bell schedule will be reviewed annually to assess the best fit for students’ needs, as well as Juvenile Hall needs. Security cameras and constant staff monitoring assist in facilitating a “no tolerance” position on bullying behaviors. Sugarloaf staff will use non-violent crisis intervention techniques and PBIS to assist students when their behaviors escalate.</td>
</tr>
</tbody>
</table>

Data Used to Form this Goal:

Observations by staff, analysis of procedures, and PBIS/discipline/behaviors records.

Findings from the Analysis of this Data:

These procedures have helped to keep the campus, and all who are on it, free from distractions that would inhibit the learning process. The accompaniment of a staff member when a student moves in the Hall helps to keep negative behaviors minimized and promotes safety in the facility.

How the School will Evaluate the Progress of this Goal:

The staff will review and compare student academic and testing data with behavior progress to determine connections or correlations for the past three years. The staff will review monthly the SWIS data from the PBIS system in regards to number and type of disciplinary referrals. Suspensions will be documented. Appropriate interventions will be developed, including a baseline for major discipline referrals. Consistent use of non-violent crisis intervention techniques will be in place to de-escalate potential student behavior issues prior to more substantial measures being taken. Aggression Replacement Training and Drug and Alcohol Diversion will continue with outside agencies providing weekly intervention in these areas. PBIS training will continue into the second year of training with staff.
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of safety procedures with Sugarloaf staff and Juvenile Hall Administration</td>
<td>ongoing</td>
<td>Sugarloaf teachers and Administration</td>
<td></td>
</tr>
<tr>
<td>PBIS referrals will be reviewed weekly.</td>
<td>ongoing</td>
<td>Sugarloaf staff</td>
<td></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>SUBJECT: Continued Professional Learning and Collaboration Conducted by Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA GOAL:</td>
</tr>
<tr>
<td>The staff will pursue and engage in continual professional development through the weekly meeting of their professional learning community, to discuss and pursue academic and social interventions to improve student learning and achievement and to break the cycle of recidivism. The teaching staff may seek to improve student achievement through collaboration with other local education and community service agencies. This collaboration will focus on continuity of academic interventions and data collection and sharing. Off campus/out of district staff development opportunities will be made available to the staff via monies designated for these purposes. Conferences will be reviewed and cleared with the administration with respect towards campus safety, drug awareness, improved academic performance with at risk youth, California State Standards implementation, continuous personal professional growth, training in the use of technology and online course delivery, career and technical training, mental health, Non-Violent Crisis Intervention, and PBIS.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL GOAL #7:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff will pursue and engage in continual professional development through the weekly meeting of their professional learning community, to discuss and pursue academic and social interventions to improve student learning and achievement and to break the cycle of recidivism. The teaching staff may seek to improve student achievement through collaboration with other local education and community service agencies. This collaboration will focus on continuity of academic interventions and data collection and sharing. Off campus/out of district staff development opportunities will be made available to the staff via monies designated for these purposes. Conferences will be reviewed and cleared with the administration with respect towards campus safety, drug awareness, improved academic performance with at risk youth, California State Standards implementation, continuous personal professional growth, training in the use of technology and online course delivery, career and technical training, mental health, Non-Violent Crisis Intervention, and PBIS.</td>
</tr>
</tbody>
</table>

Data Used to Form this Goal:
There will be reviews and monitoring of staff release time, substitute teaching records, purchase orders for workshops/conferences and notes/agendas from meetings. Student pre and post data will also be reviewed.

Findings from the Analysis of this Data:
Staff determined a need for more training for behaviorally challenged students, for implementation of the California State Standards, and for use of technology.
How the School will Evaluate the Progress of this Goal:

There will be reviews and monitoring of staff release time, substitute teaching records, purchase orders for workshops/conferences and notes/agendas from meetings. Student pre and post data will reflect improvement in professional interventions and academic achievement.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff at Sugarloaf to attend Professional Learning Community Meetings to discuss academic needs and social interventions</td>
<td>weekly</td>
<td>Sugarloaf teachers and Administration</td>
<td></td>
</tr>
<tr>
<td>Staff will continue to attend State Standards workshops in and out of the county</td>
<td>Ongoing</td>
<td>Sugarloaf Staff</td>
<td>Sub fees and workshop/conference costs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title I Part A: Basic Grants Low-Income and Neglected</td>
</tr>
<tr>
<td>Staff will attend workshops and conferences in areas necessary for the improvement of student learning and behavior</td>
<td>ongoing</td>
<td>Sugarloaf Staff</td>
<td>Sub fees, registration and travel fees.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title I Part A: Basic Grants Low-Income and Neglected</td>
</tr>
<tr>
<td>Staff will be trained on campus by professionals in the areas of technology, behavior management and academic improvement</td>
<td>ongoing</td>
<td>Administration</td>
<td>Consultation fees</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title I Part A: Basic Grants Low-Income and Neglected</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>SUBJECT: Continuity between the Earle Jamieson, Sugarloaf and other county schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA GOAL:</td>
</tr>
<tr>
<td>Staff will work to insure continuity for earning of credits and grades. They will also work to develop improved transitions for students from one site to another. Since the EJ and SL programs are consistent in curriculum, students should be able to pick up where they left off at the previous site. The procedure/protocol that was developed, including a completed transition form, will be followed for any student transitioning from EJ to SL or vice versa. The protocol will include a phone call and or other form of contact to the primary teacher for the student as soon as possible upon transfer. When students transition to another school, staff will make a smooth transition occur for each student, through a transition plan shared with intervention specialists at the receiving sites.</td>
</tr>
</tbody>
</table>

SCHOOL GOAL #8:
Staff will work to insure continuity for earning of credits and grades. They will also work to develop improved transitions for students from one site to another. Since the EJ and SL programs are consistent in curriculum, students should be able to pick up where they left off at the previous site. The procedure/protocol that was developed, including a completed transition form, will be followed for any student transitioning from EJ to SL or vice versa. The protocol will include a phone call and or other form of contact to the primary teacher for the student as soon as possible upon transfer. When students transition to another school, staff will make a smooth transition occur for each student, through a transition plan shared with intervention specialists at the receiving sites.

Data Used to Form this Goal:
Analysis of credits and behavior information transfer from one site to the other over the past years.

Findings from the Analysis of this Data:
With a more strict procedure, students find more success and have an easier transition, with less lost credits when moving from one school to the other.

How the School will Evaluate the Progress of this Goal:
Records of the transitioning students will be given to the receiving teachers by the former teachers. A separate process is used with outside schools.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the previously developed form for transitioning students to be used by staff when a students moves from one school to the other.</td>
<td>ongoing</td>
<td>EJ and Sugarloaf Teachers</td>
<td></td>
</tr>
</tbody>
</table>

The Single Plan for Student Achievement

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5/3/18
Planned Improvements in Student Performance

**School Goal #9**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT:** Parental Involvement  
**LEA GOAL:**
Staff will develop more opportunities for parental involvement through discussions at PLC’s and with the County Superintendent of Schools. Parent surveys are sent to all parents annually. This allows parents to have more input and involvement in their children's education at Sugarloaf.

**SCHOOL GOAL #9:**
Staff will develop more opportunities for parental involvement through discussions at PLC’s and with the County Superintendent of Schools. Parent surveys are sent to all parents annually. This allows parents to have more input and involvement in their children’s education at Sugarloaf.

**Data Used to Form this Goal:**
Records of Parent Involvement

**Findings from the Analysis of this Data:**
There are few instances of parental involvement at Sugarloaf. Since most parents of students in the hall are either out of county or unavailable during school hours, there is little chance for their involvement.

**How the School will Evaluate the Progress of this Goal:**
Returned surveys will be reviewed and discussed to insure that staff is meeting the needs of students. Also, data will be recorded on amount of parental outreach throughout the year. The school counselor will make parent contacts a priority as well.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform parents, when possible, of all pertinent information regarding their students and the operations of the school.</td>
<td>ongoing</td>
<td>Sugarloaf Staff</td>
<td></td>
</tr>
<tr>
<td>Send out parent surveys to all Sugarloaf parents</td>
<td>ongoing</td>
<td>Administration</td>
<td></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #10

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT:** Outside Agency Collaboration

**LEA GOAL:**
To further support student social and emotional growth and skills in and out of school, we will coordinate with outside agencies. Specifically, we will continue to work in the areas of drug, alcohol and tobacco diversion, anger management, healthy relationship building, sexuality awareness and family life. We will continue to work with mental health services for all students who qualify. The School Secretary will represent Sugarloaf at weekly court appearances for students who are involved with the court system. Staff will continue to connect with probation concerning any students we both serve. Sugarloaf will accommodate all outside counselors working with students on campus.

**SCHOOL GOAL: #10:**
To further support student social and emotional growth and skills in and out of school, we will coordinate with outside agencies. Specifically, we will continue to work in the areas of drug, alcohol and tobacco diversion, anger management, healthy relationship building, sexuality awareness and family life. We will continue to work with mental health services for all students who qualify. The School Secretary will represent Sugarloaf at weekly court appearances for students who are involved with the court system. Staff will continue to connect with probation concerning any students we both serve. Sugarloaf will accommodate all outside counselors working with students on campus.

**Data Used to Form this Goal:**
Contracts with outside agencies, weekly contacts with probation, court attendance and SARb meetings attended. SARb and Expulsion Rehabilitation contracts.

**Findings from the Analysis of this Data:**
Our students are in need of further support in the areas of social and emotional learning. Many of our students have probation conditions, expulsion contracts and/or SARb contracts which state the need for this type of intervention. In addition, many could use the support of outside agencies.

**How the School will Evaluate the Progress of this Goal:**
Sugarloaf will continue to contract with A.R.T, CORR, Mental Health, Victor, and a Health professional to keep the connection with outside agencies. In addition, staff attendance weekly at court will be recorded. Lastly, Sugarloaf remains open to other agency connections.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Secretary will attend weekly juvenile court proceedings</td>
<td>ongoing</td>
<td>Secretary</td>
<td></td>
</tr>
</tbody>
</table>

The Single Plan for Student Achievement 36 of 47 5/3/18
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART will be contracted through Victor Services for Sugarloaf</td>
<td>Ongoing</td>
<td>Administration</td>
<td>Victor teaching ART 5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td>Weekly collaboration with other outside agencies, such as CORR, Victor, and Livingwell</td>
<td>Ongoing</td>
<td>Administration</td>
<td>outside agency work at Sugarloaf 5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

**School Goal #11**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| SUBJECT: | Career/Vocational/Technical |
| LEA GOAL: | Staff is developing a coordinated plan for all students in the area of career/vocational training. We will use Study Island and Career Cruising in addition to staff developed curriculum. We have also implemented a Career Café to involve local agencies and businesses once per month, as they present information about their jobs to the students. |

| SCHOOL GOAL #11: | Staff is developing a coordinated plan for all students in the area of career/vocational training. We will use Study Island and Career Cruising in addition to staff developed curriculum. We have also implemented a Career Café to involve local agencies and businesses once per month, as they present information about their jobs to the students. |

| Data Used to Form this Goal: | Vocational training is needed for our students, per the LCAP guidelines and for each student’s plan for their future. In addition, many of our students lack direction for post-high school work or school. |

| Findings from the Analysis of this Data: | Many of our students have not considered or planned for their lives after they have graduated or are 18 years old. Our students need to begin to develop the skills necessary for success when they graduate and move on to a job or career. |

<p>| How the School will Evaluate the Progress of this Goal: | Seniors who attend at least one semester will create a career portfolio prior to exit. Logs of Career Cafés will be kept. |</p>
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Cruising and possibly other career/vocational training guides purchased for both sites</td>
<td>Ongoing</td>
<td>Administration</td>
<td><strong>Career Cruising Software</strong>&lt;br&gt;5800:&lt;br&gt;Professional/Consulting Services And&lt;br&gt;Operating Expenditures&lt;br&gt;School Wide Program (SWP)&lt;br&gt;2000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Other career programs</strong>&lt;br&gt;5800:&lt;br&gt;Professional/Consulting Services And&lt;br&gt;Operating Expenditures&lt;br&gt;School Wide Program (SWP)&lt;br&gt;2000</td>
</tr>
<tr>
<td>Development of student career portfolio guidelines</td>
<td>2017-2018</td>
<td>Teachers and Administration</td>
<td></td>
</tr>
</tbody>
</table>
**School Goal #12**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Staff/Student and Student/Student Relationship Building</th>
</tr>
</thead>
</table>

**LEA GOAL:**

Since many Sugarloaf students have struggled behaviorally, which has limited their success academically, the need for positive staff/student and student/student relationships is imperative. Staff will implement Nonviolent Crisis Intervention verbal and non-verbal (body language) techniques to build rapport with students. Staff will also implement PBIS, using positively stated limits, compliments on a 3 to 1 ratio with critiques, and focusing on accomplishments and growth of students. Staff will also implement the philosophies of Mindful Education.

**SCHOOL GOAL #12:**

Since many Sugarloaf students have struggled behaviorally, which has limited their success academically, the need for positive staff/student and student/student relationships is imperative. Staff will implement Nonviolent Crisis Intervention verbal and non-verbal (body language) techniques to build rapport with students. Staff will also implement PBIS, using positively stated limits, compliments on a 3 to 1 ratio with critiques, and focusing on accomplishments and growth of students. Staff will also implement the philosophies of Mindful Education.

**Data Used to Form this Goal:**

Discipline logs, PBIS data and staff discussions about positive student behaviors.

**Findings from the Analysis of this Data:**

Staff determined a need for more focus on positive behavior interventions, as well as ongoing focus on positive aspects at school.

**How the School will Evaluate the Progress of this Goal:**

The staff will discuss student and his/her relationship building progress at weekly PLC meetings, developing and adjusting plans as needed. Meetings will be held both formally and informally to discuss with students their relationship building with peers. Staff will plan ongoing implementation of the Happiness Advantage factors at PLC weekly. The school counselor will meet with each student at least weekly to maintain a positive staff/student relationship.
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff to review discipline logs and discuss formally at PLC and informally, daily, the positive interventions used.</td>
<td>Weekly</td>
<td>All Staff at Sugarloaf</td>
<td></td>
</tr>
<tr>
<td>Staff will continue to update training on CPI/NCI at least once per year. They will implement the verbal skills in all interactions with students.</td>
<td>Ongoing</td>
<td>All Staff</td>
<td></td>
</tr>
<tr>
<td>Staff will focus on rapport building with each student from the first day forward and will work on the 3:1 ratio of compliments</td>
<td>Ongoing</td>
<td>All Staff</td>
<td></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

School Goal #13

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT: Attendance Rates**

**LEA GOAL:**

Students will maintain positive attendance rates while attending Sugaloaf. Staff will discuss daily the need for good attendance and stress the academic and credit accumulation that accompanies positive attendance.

**SCHOOL GOAL #13:**

Students will maintain positive attendance rates while attending Sugaloaf. Staff will discuss daily the need for good attendance and stress the academic and credit accumulation that accompanies positive attendance.

**Data Used to Form this Goal:**

LCAP guidelines require attendance to be a priority. In addition, students who attend regularly achieve more, perform better academically and are better prepared to return to less restrictive schools.

**Findings from the Analysis of this Data:**

As listed above, students perform better when they attend regularly.

**How the School will Evaluate the Progress of this Goal:**

Student attendance rates will be reviewed monthly and reported to the School Board. A 90% or better attendance rate will be maintained.

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily attendance will be shared with administration. Any students with regular absences will be dealt with by hall staff, teacher and administration.</td>
<td>ongoing</td>
<td>Teacher, Secretary, Administration, Hall staff</td>
</tr>
<tr>
<td>Incentives, such as late night movies and more freedom at hall, will be given for students to attend daily.</td>
<td>ongoing</td>
<td>Teacher, hall staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
</tr>
</tbody>
</table>
Summary of Expenditures in this Plan

<table>
<thead>
<tr>
<th>Object Type</th>
<th>Funding Source</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000-5999: Services And Other Operating</td>
<td>LCFF</td>
<td>6,000.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>School Wide Program (SWP)</td>
<td>3,500.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating</td>
<td>School Wide Program (SWP)</td>
<td>3,050.00</td>
</tr>
<tr>
<td>5800: Professional/Consulting Services And</td>
<td>School Wide Program (SWP)</td>
<td>12,033.00</td>
</tr>
<tr>
<td>5800: Professional/Consulting Services And</td>
<td>Title I Part A: Basic Grants Low-Income and</td>
<td>4,955.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>Title I Part D</td>
<td>3,000.00</td>
</tr>
</tbody>
</table>
### Summary of Expenditures in this Plan

#### Total Expenditures by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF</td>
<td>6,000.00</td>
</tr>
<tr>
<td>School Wide Program (SWP)</td>
<td>18,583.00</td>
</tr>
<tr>
<td>Title I Part A: Basic Grants Low-Income and Neglected</td>
<td>4,955.00</td>
</tr>
<tr>
<td>Title I Part D</td>
<td>3,000.00</td>
</tr>
</tbody>
</table>
**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<table>
<thead>
<tr>
<th>Object Type</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>6,500.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>9,050.00</td>
</tr>
<tr>
<td>5800: Professional/Consulting Services And Operating</td>
<td>16,988.00</td>
</tr>
</tbody>
</table>
Summary of Expenditures in this Plan

<table>
<thead>
<tr>
<th>Goal Number</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>3,000.00</td>
</tr>
<tr>
<td>Goal 3</td>
<td>2,500.00</td>
</tr>
<tr>
<td>Goal 4</td>
<td>4,000.00</td>
</tr>
<tr>
<td>Goal 5</td>
<td>10,050.00</td>
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<tr>
<td>Goal 7</td>
<td>4,955.00</td>
</tr>
<tr>
<td>Goal 10</td>
<td>4,033.00</td>
</tr>
<tr>
<td>Goal 11</td>
<td>4,000.00</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Name of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Bock</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kitty Vaars</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Amy Moon</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Aevin Smith</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Lisa Sanford</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dennis Desmond</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Sam Naszady</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diana Ely</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Numbers of members of each category:</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td><strong>3</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Student</th>
<th>Pre/Post Grade Level Diff. ELA</th>
<th>Pre/Post Grade Level Diff. Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.48</td>
<td>-0.02</td>
</tr>
<tr>
<td>2</td>
<td>NR</td>
<td>0.12</td>
</tr>
<tr>
<td>3</td>
<td>-1.26</td>
<td>0.34</td>
</tr>
<tr>
<td>4</td>
<td>NR</td>
<td>0.12</td>
</tr>
<tr>
<td>5</td>
<td>NR</td>
<td>0.26</td>
</tr>
<tr>
<td>6</td>
<td>NR</td>
<td>0.29</td>
</tr>
<tr>
<td>7</td>
<td>NR</td>
<td>0.16</td>
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<tr>
<td>8</td>
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<td>2.01</td>
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<tr>
<td>9</td>
<td>1.61</td>
<td>0.32</td>
</tr>
<tr>
<td>10</td>
<td>-2.27</td>
<td>0.02</td>
</tr>
<tr>
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Avg Grade Level Incr: 1.4  0.39

68% increased  75% increased

NR = No Recorded Changes
Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. 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.

4. 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.

5. This SPSA was adopted by the SSC at a public meeting on 5-2-18.

Attested:

Lisa Sanford
Typed Name of School Principal

Lisa Sanford
Signature of School Principal
5-2-18
Date

Lisa Sanford
Typed Name of SSC Chairperson

Lisa Sanford
Signature of SSC Chairperson
5-2-18
Date
### Sugarloaf 2017-2018 SPSA Budget

<table>
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<th>SWP - Title 1D &amp; LCFF</th>
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<td><strong>61,306</strong></td>
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RESOLUTION CALLING GENERAL DISTRICT ELECTION

RESOLUTION NO. 18-02

Nevada County Superintendent of Schools District
Nevada County Board of Education

WHEREAS, an election will be held within the Nevada County Superintendent of Schools District on November 6, 2018 for the purpose of electing (3) members to the District Board of Trustees; and

WHEREAS, whenever two or more elections are called to be held on the same day, in the same territory, or in part of the same territory, such elections should be consolidated;

NOW, THEREFORE, BE IT RESOLVED THAT an election be held on November 6, 2018 for the purpose of electing members to the District Board of Trustees; and

BE IT FURTHER RESOLVED THAT the Nevada County Superintendent of Schools District requests the governing body of the County of Nevada, as prescribed by Elections Code Section 10402 and 10403 to consolidate the regularly scheduled district election with any other elections to be held on November 6, 2018; and

BE IT FURTHER RESOLVED THAT the Candidate (Candidate or District)
is to pay for the publication of the Candidate’s Statement of Qualifications, pursuant to Elections Code Section 13307. The limitation on the number of words that a candidate may use in his/her Candidate’s Statement is 200 words; and

(200 or 400)

BE IT FURTHER RESOLVED, that the Nevada County Superintendent of Schools District agrees to reimburse the County of Nevada for the district’s prorated share of the costs of the election.

PASSED AND ADOPTED by the following vote on May 16, 2018.

YES Votes (Number) NO Votes (Number) ABSENT (Number)

ATTEST:

Signed under penalty of perjury

Larry Meek
President of the Board of Trustees

Scott W. Lay
Secretary of the Board of Trustees
NOTICE OF DISTRICT ELECTION

Nevada County Superintendent of Schools District
Nevada County Board of Education

Notice is hereby given that a General District Election will be held in this district on November 6, 2018. There are (3) elective offices that are to be filled at that election, for which candidates may be nominated, and the titles of the election to those offices are for short terms or long terms are as follows:

<table>
<thead>
<tr>
<th>Title of Office</th>
<th>Name of Incumbent</th>
<th>Regular/Short Term</th>
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<tr>
<td>Member</td>
<td>Heino L. Nicolai</td>
<td>4 years</td>
<td>1</td>
</tr>
<tr>
<td>Member</td>
<td>Larry Meek</td>
<td>4 years</td>
<td>1</td>
</tr>
<tr>
<td>Member</td>
<td>Michelle “Shelly” Sexton</td>
<td>4 years</td>
<td>2</td>
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The policy of the Nevada County Board of Education District with respect to payment of the costs of printing the Candidate’s Statement of Qualifications that appear in the Voter Information Guide is as follows (check one):

☐ The district will pay the cost.

☒ The candidate will pay the cost. If the candidate is to pay the cost, the County Clerk is authorized to require payment in advance and to determine the cost of printing, handling, and mailing the Candidate’s Statement of Qualifications.

The County Clerk is authorized to administer the oath or affirmation which is incorporated in the nomination documents as required by Elections Code Section 10512.

Enclosed is a copy of a map of the district boundary lines in compliance with Elections Code Section 10522.

☒ There have been no boundary changes since November 2016.

☐ Boundary changes implemented since November 2016 are shown on the enclosed map.

Dated this 16th day of May, 2018.

(DISTRICT SEAL) Signed under penalty of perjury

Scott W. Lay
District Secretary Signature
TO: Nevada County Board of Education
FROM: Darlene Waddle
DATE: May 16, 2018
SUBJECT: Approval of CAASPP State Testing Apportionment Waiver

Background:
Due to internal factors, a deadline was missed for submitting for reimbursement of Per Pupil Apportionment for CAASPP testing for in-county charters Bitney Prep, Forest Charter, Sierra Montessori Academy, Twin Ridges Home Study, Yuba River Charter, and county programs special and alternative education.

Recommendation:
It is our recommendation that the board approve the waiver so that the county can submit to the state for funding.

Fiscal Impact:
The fiscal impact is to the General Budget is $3,448.
Waiver Request of CDE

Identification Code: 29-10298
Local Educational Agency: Nevada County Office of Education
Enrollment: 1,525
Contact Name: Darlene Waddle, Chief Business Official, Business Services
               (530) 478-6400
dwaddle@nevco.org
Date Sent: May 17, 2018
Contact Address: 380 Crown Point Circle, Grass Valley, CA 95945
                Phone: (530) 478-6400
                Fax: (530) 478-6410
Located In: Rural
Waiver Renewal: No
Period of Request: One time extension of the March 1, 2018 deadline for Per Pupil
                 Apportionment Reimbursement for CAASPP testing
                 Start Time: 03/01/2018        End Time: 10/01/2018
Public Hearing Date: May 16, 2018
Local Board Approval Date: May 16, 2018
Waiver Topic: State Testing Apportionment Report
Ed Code Title: CAASPP
Ed Code Section: 60640
Ed Code Authority: 33050
EC Number or CCR to Waive:
Section 862 Apportionment Information Report (B) if transmitted after March 1, the apportionment information report must be accompanied by a waiver request as provided by Ed. Code section 33050.
A deadline was missed due to internal factors. We are requesting reimbursement of the CAASPP per the 2016-17 Apportionment Information Report. The reimbursement of funds help the county cover the cost of administering assessments.
Desired Outcome: The deadline to be waived so that the Nevada County Office of Education can submit for Per Pupil Apportionment Reimbursement. This will allow our district to fiscally support meeting the needs of our students during the process of CAASPP testing.
Audit Penalty: No
Categorical Program Monitoring: No
NEVADA COUNTY

PLAN FOR PROVIDING EDUCATIONAL SERVICES
TO EXPELLED STUDENTS

Approved by the
Nevada County Board of Education

June 2018

Nevada County Superintendent of Schools
Scott W. Lay
SIGNATURES OF THE SUPERINTENDENTS BELOW SIGNIFY PARTICIPATION IN
THE DEVELOPMENT OF THE PLAN

Clear Creek School District
Dan Zeisler

Date: ______________________

Chicago Park School District
Dan Zeisler

Date: ______________________

Grass Valley School District
Eric Fredrickson

Date: ______________________

Nevada City School District
Trisha Dells

Date: ______________________

Nevada Joint Union High School District
Louise Bennicoff Johnson

Date: ______________________

Penn Valley Elementary School District
Torie England

Date: ______________________

Pleasant Ridge Union School District
Rusty Clark

Date: ______________________

Twin Ridge Elementary School District
James Berardi

Date: ______________________

Union Hill School District
Dave Curry

Date: ______________________
COUNTYWIDE PLANS FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS

California Education Code (EC) Section 48926 initially required county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. The plan was to be adopted by the governing board of each school district within the county and by the county board of education, and submitted to the State Superintendent of Public Instruction (SSPI) in 1997. The EC Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the SSPI.

Education Code 48926 provides specifically that the plan:

- Shall enumerate existing educational alternatives for expelled pupils
- Identify gaps in educational services to expelled pupils
- Identify strategies for filling those gaps
- Identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board

In addition, the plan must address behavioral intervention approaches used to minimize the number of suspensions and expulsions.

EXISTING SCHOOL DISTRICT ALTERNATIVES FOR EXPELLED PUPILS

Each school district shall take steps to see that services are provided for pupils who have been expelled. A pupil whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. The rehabilitation plan needs to include specific goals that the student must attain before returning to a comprehensive school setting. Any recommended placement should be monitored and appropriate documentation maintained.

The governing board of each school district will determine which educational alternatives are appropriate and available. Educational alternatives throughout Nevada County for pupils recommended for expulsion include, but are not limited to, the following options:

- Expulsion, suspended order, with placement on the same campus.
- Expulsion, suspended order, with placement on a different school campus within the district.
- Expulsion, suspended order, with placement in district independent study, if the parent consents.
- Expulsion with referral to a district community day school, if available.
• Expulsion with subsequent transfer to another district.
• Expulsion with referral to the Nevada County Superintendent of Schools alternative programs at Earle Jamieson Educational Options (Grades 7-12).

Educational programs within Nevada County provide a variety of opportunities for students who are in need of traditional and/or alternative education programs. Local LEA's offer a continuum of services and broad range of program options within their respective schools. The Nevada County Superintendent of Schools office operates a County Community School for students in grades 7 – 12.

Each district provides a comprehensive system of intervention strategies which include, but are not limited to, Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Student Success Teams, behavior panels, on-site intervention classroom, behavior support staff, academic and social-emotional supports, in-school suspensions, progressive discipline system, student/parent/school contracts, referrals to Children’s Behavioral Health, SMART referrals, and involvement with community agencies.

There are students whose behavior constitutes grounds for discipline and possible referral for expulsion from school. The district may, and in some case is required to, recommend expulsion to their governing board. Each district is responsible to provide each student with a district rehabilitation plan clearly defining what the student must do before returning to the district.

Nevada County Superintendent of Schools

The Nevada County Superintendent of Schools (NCSOS) offers an educational alternative through the County Community School. Earle Jamieson Educational Options requires referrals from the school or probation. NCSOS maintains a standing policy of accepting students in grades 7 - 12 who have been expelled by their district of residence, providing there is space available and the needs of the student can be met. While NCSOS attempts to serve as many of the referred students as possible; it is not required to take any students and may not be able to serve all students who are referred.

Earle Jamieson Educational Options works to meet the challenging needs of their students through a variety of specialized programs including:
• Classroom based seat time or independent study programs
• Individualized learning plans
• Counselor on site
• Small class sizes
• High teacher/staff to student ratio
• PBIS (Positive Behavior Interventions and Supports)
• Credit recovery opportunities
• Career Technical Education and guidance
• Trauma based care
• Aggression Replacement Training
PREVENTION, BEHAVIORAL INTERVENTIONS AND APPROACHES

Each of the 9 school districts in Nevada County are committed to providing early intervention services to students in a variety of ways that are intended to ensure the success of all students and reduce the number of suspensions and expulsions. Some of the services and interventions provided by school districts to address diverse needs and provide opportunities for success include: individualized instruction, counseling, small group instruction, behavior support plans, student success teams, academic and emotional assessments, and special education supports and services.

The Nevada County Superintendent of Schools office offers professional development and resources to each school district to help increase school safety, increase social skills, improve school climate and address individual student needs. Behavioral health therapists are available on some school sites to provide needed mental health services and parenting classes are provided through 3 school-based Family Resource Centers. At the high school district, intervention classes for at-risk students and a crisis counselor are available. School resource officers, probation officers and a truancy officer help to provide needed services to at-risk students.

The Nevada County Superintendent of Schools office convenes a Special Multi-Agency Resource Team (SMART) each week to meet the needs of families in crisis within our community. The identified team focus is: "Keeping our kids safe, healthy, at home, in school, and out of trouble." SMART consists of representatives from the following agencies: Child Protective Services, Public Health, Juvenile Probation, Behavioral Health, Victor Community Support Services, Sierra Forever Families, appropriate school representatives, and the parent(s) or guardian(s) of such students.

Additionally the Nevada County Superintendent of Schools offers free training to all county schools in Positive Behavior Interventions and Supports (PBIS) to assist districts in improving school climate and developing a multi-tiered system of supports for implementation on their campuses.

Student Support Services
Nevada County Superintendent of Schools partners with several community agencies to provide support and services to the students and families at Earle Jamieson Educational Options Community School. Our partner agencies include Children's Behavioral Health Services, Nevada County Probation, Victor Community Support Services, Child Protective Services, and Community Recovery Resource (CORR). Services include, but are not limited to:

- Aggression Replacement Training (ART)
- Non-violent Crisis Intervention Training (for staff)
- SMART Team meetings
- Health Education
- Drug/Alcohol Diversion
GAPS IN EDUCATIONAL SERVICES TO EXPELLED STUDENTS

A current needs assessment along with the information provided in the 2015 plan was used to identify three potential gaps in providing a comprehensive service model for expelled students in Nevada County. The districts and Nevada County Superintendent of Schools office must work to develop solutions that are both educationally sound and financially possible.

1. Identified Gap: Students enrolled in grades K-6 have very few educational alternatives available and no county alternative education program where districts may refer students. In addition, there are currently no district operated community day schools.

a. Strategy:
   - Districts can explore options to work with other districts to serve expelled youth.
   - Districts can utilize their local alternatives to provide educational programs for expelled students, including independent study if the parent consents.
   - If the numbers of students in these grades that need services increases, the county office and school districts will work collaboratively to create other options.

Update: One of our elementary districts currently provides an alternative setting for students in grades 5-8 who are unsuccessful in the comprehensive middle school setting. This gap still exists as a need in our county. The strategies listed above will continue.

2. Identified Gap: Students in grades 7-12 who have been expelled have limited educational alternatives. There are no district operated community day school options in Nevada County.

a. Strategy:
   - The Nevada County Superintendent of Schools currently operates a county community school to provide an educational alternative for expelled youth in grades 7-12. Districts can explore options to work with other districts to serve expelled students, including Charter Schools.
   - Districts can utilize their own local alternatives to provide an educational placement for expelled students in grades 7-12, including independent study with the parent's consent.

Update: This gap still exists as a need in our county. The strategies listed above will continue.

3. Identified Gap: Students expelled from their school district and placed in alternative programs could be unsuccessful in the program or commit further
expellable offenses and need to be expelled or removed from that alternative program.

a. **Strategy:**
   - Students placed in the alternative education program will receive educational, behavioral, and emotional supports to help them be successful in the program.
   - If a student does not successfully complete the rehabilitation/readmit plan within the expulsion period, and/or a new offense has occurred at the alternative setting, then the alternative education program staff will meet with the district to discuss options. Options may include returning to the district, enrolling in another district, considering placement in another county, or enrolling in a different alternative educational program in Nevada County, an appropriate charter school, or independent study with the parent's consent.

b. **Update:**
   - The strategies listed above will continue for 2019 - 2021.

**COUNTY EDUCATIONAL ALTERNATIVES FOR EXPELLED STUDENTS**

**Process of Referral**

When a district determines that an appropriate educational option does not exist within the district for an expelled pupil in grades 7 - 12, the district may refer the student to the Nevada County Superintendent of Schools alternative education program, Earle Jamieson Educational Options (EJ). The county will review the district Rehabilitation Plan and referral in order to develop an individual learning program for each student based on their individual needs and circumstances. Parents will be included and expected to work cooperatively in addressing the needs of their children. Earle Jamieson (EJ) will provide the student with bus passes to the public transportation system (Gold Country Stage) if necessary.

The referring district shall provide the following documentation at the time of referral for enrollment:
- County referral form, signed by superintendent or designee
- Expulsion Rehabilitation Plan
- Current transcripts, including student's progress toward meeting the graduation requirements of the district of residence including any relevant information (ie: adjusted graduation requirements or plan to be a fifth year senior).
- Attendance and discipline information
- Immunization records
- Most recent assessment data
- IEP/504 Plan (if applicable)
- Information from any interventions provided for the student
- The date on which the student will be eligible to return to the district of residence

Expelled students referred to EJ from the districts are under the Rehabilitation Plan developed by the district and will be held accountable to both the district and the county. For all students referred to EJ, if the placement does not result in meeting the needs of the student, or the student commits an offense that precludes their continuing at EJ, the EJ staff will:
- Refer the student to the local law enforcement agency or probation if appropriate.
- Inform and refer the student to their home district to find appropriate placement.
- Inform the family of the option of attending a charter school in or out of the county.
- Offer the student the option of enrolling in independent study (if applicable).

Earle Jamieson Educational Options will provide districts with progress reports and notification of a pupil's change of residence, termination from the program, or completion of requirements for graduation. District administrators will be provided data necessary to meet requirements associated with Education Code 48916.

**Special Education**

Consistent with state and federal law, a student with exceptional needs (who has a current IEP or 504 plan) may be expelled and referred by a school district for placement in the NCSOS County Community program. Enrollment will be determined on an individual basis, and is dependent on the appropriateness of placement and services available at Earle Jamieson Educational Options (EJ) to meet the individual needs of the student as stated in the current IEP or Section 504 plan. Any student referred to EJ that has an active IEP, must present a copy of his/her most recent IEP upon registration. The referring district will hold a change of placement IEP prior to referring the student and invite the appropriate EJ staff to the meeting. At the meeting, the IEP team will determine if EJ is an appropriate placement and how the provisions of the IEP will be implemented at that site. It is anticipated that the Nevada County Superintendent of Schools office and the Special Education staff of the referring district will coordinate efforts to determine the most appropriate placement and continuity of the IEP implementation.

I. Provision of related services through the NCSOS Alternative Education Program

- NCSOS provides:
  - Special Education teacher with Mild/Moderate credential (.6 FTE)
  - Paraprofessional support (25 hours/week)
  - School counselor (.8 FTE)
• Each student's LEA of residence must provide any related service required by a student's IEP that is not available through NCSOS.

Should it become necessary to reevaluate the appropriateness of services and/or placement as mandated in a student's IEP while attending EJ, representatives from the referring district shall be invited to participate in any meeting where change of services or placement will be discussed.

High School Credits Awarded at Earle Jamieson Educational Options

• The school district of residence shall calculate and provide all credits earned by the student, including partial credits for the portion of the current semester attended in the school district, to EJ.

• EJ awards credits to high school students in accordance with the rules and regulations governing court and community schools. If the student does not earn full credits, partial credits will be awarded for the time of attendance at EJ.

• The school district of residence shall accept any and all partial credits awarded to the student by any school district or EJ.

• EJ complies with California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school.

• A student who completes the Earle Jamieson Educational Options graduation requirements during the term of their enrollment at EJ shall be awarded a regular high school diploma by EJ and exited from the NCSOS program. This diploma shall be recognized by the student's school district of residence as a regular high school diploma.

Coordination with Districts

The Nevada County Superintendent of Schools and the school districts in Nevada County benefit from an ongoing partnership and collaborative spirit as they work to provide educational options for expelled students. The program options and services available for students will be reviewed on an annual basis and aligned with the county LCAP goals.
May 3, 2018

Mr. Russ Jones
Principal
Bitney Prep High School
135 Joerschke Dr.
Grass Valley, CA 95945

Dear Mr. Jones:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2018 Commission Meeting. The ACS WASC Commissioners have determined Bitney Prep High School (9 - 12) deviates significantly from the ACS WASC criteria for accreditation in one or more critical areas. This accreditation status is based on all of the information provided by the school, including the self-study report, and the results of the on-site accreditation visit.

Therefore, it is the decision of the Commission to grant Probationary Accreditation Status to Bitney Prep High School through June 30, 2020, with a two-day visit in 2020.

Bitney Prep High School is required to prepare an in-depth Progress Report for the Probationary Visit. The report and visit should demonstrate that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan;
- Made appropriate progress on the implementation of the schoolwide action plan; and
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Bitney Prep High School’s continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.
May 3, 2018
Bitney Prep High School
Page 2

Enclosed please find the ACS WASC Probationary Visit Procedures. For additional information and/or assistance, please contact the ACS WASC office.

The Commission looks forward to Bitney Prep High School’s anticipated success and continuing improvement in keeping with ACS WASC’s pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

[Signature]

Stephen Cathers
Commission Chairperson

Enclosure: ACS WASC Probationary Visit Procedures

cc: Visiting Committee Chairperson
    Superintendent
The purpose of the probationary visit is to determine the school's progress in terms of student achievement of the schoolwide learner outcomes. Also examined during the probationary visit are the key outcomes and the progress made on the recommendations and the critical areas for follow-up identified by the previous visiting committee.

Schools that receive probationary accreditation prepare a progress report to submit to the visiting committee and participate in a two-day* probationary visit. The progress report should be completed and distributed no later than six weeks prior to the visit.

A confirmation form will be sent from the ACS WASC office and the school will choose the visit dates. The ACS WASC office will assign the probationary visiting committee.

The school works closely with the chairperson in planning the schedule for the visit and the principal is responsible for all logistical arrangements, such as a workroom, etc. The visiting committee makes its own hotel reservations and payments.

Following the visit, the visiting committee will make an accreditation status recommendation regarding the continued accreditation status of the school.

Preparation of the School’s Progress Report

The progress report should be prepared by the leadership team responsible for monitoring the schoolwide action plan. All stakeholders are encouraged to be involved in the process.

If there are differing opinions regarding the nature and extent of progress, this should be indicated and explained in the report. If changing conditions have made parts of the action plan obsolete, that should be noted and explained.

All stakeholders, including the Governing Board, should review and approve the report prior to the visit.


Progress Report Format

The school’s progress report format is as follows:

I. Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.

---

* Visiting committees meet the afternoon preceding the first day of the visit.
• An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

  ➔ Note: *Use the current student/community profile and summary that has been updated annually since the last visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)*

II. Significant School Changes and Developments

• Include a description of any significant changes and/or developments, i.e., program additions since the last visit, changes in student enrollment, staffing changes.

• Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

III. Ongoing School Improvement

• Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.

• Describe the process used to prepare the progress report.

IV. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

• Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.

• If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

  ➔ Note: The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last visiting committee report.

V. Schoolwide Action Plan Refinements

• Comment on the refinements made to the single schoolwide action plan since the last visit to reflect schoolwide progress and/or newly identified issues.

• Include a copy of the school’s latest updated schoolwide action plan.

Distribution of the School’s Progress Report

1. **No later than six weeks prior to the visit**, the school sends one copy of the progress report to each member of the visiting committee with additional materials, such as the current action plan. *It is assumed that annually the school has modified or refined the action plan based on progress noted.*

2. **No later than six weeks prior to the visit**, the school also submits the report to ACS WASC in a single PDF or Word document by using the Document Upload link on the top navigation bar of the ACS WASC website: [www.acswasc.org/document-upload/](http://www.acswasc.org/document-upload/).
ACS WASC PROBATIONARY VISIT
VISITING COMMITTEE INSTRUCTIONS

The probationary visiting committee is comprised of the chairperson and additional members. The visiting committee will visit the school to meet with the principal, leadership team, and other groups responsible for the monitoring and implementation of the schoolwide action plan. The visiting committee will focus its review on the progress made on the critical areas for follow-up (major recommendations) made by the previous visiting committee and review the action plan.

The ACS WASC office will appoint a committee of two to five members, one of whom will be from the original visiting committee when available. The number of team members is determined by the school’s enrollment:

<table>
<thead>
<tr>
<th>School Enrollment</th>
<th>Number of Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–449</td>
<td>2</td>
</tr>
<tr>
<td>450–1499</td>
<td>3</td>
</tr>
<tr>
<td>1500–2499</td>
<td>4</td>
</tr>
<tr>
<td>2500 +</td>
<td>5</td>
</tr>
</tbody>
</table>

A confirmation form will be sent from the ACS WASC office; the school will select the dates for the visit. The chairperson works closely with the school to coordinate the visit logistics and schedule. Visit details should be coordinated via email or phone; please note, previsits are not part of the probationary visit process. Payment and reservations for lodging will (1) either be made by each individual visiting committee member or (2) the chairperson may elect to coordinate this for the entire team. The visiting committee’s expense vouchers should be submitted to the ACS WASC Burlingame Office for reimbursement after the visit.

Visiting Committee Guidelines

The school should provide copies of the following to the visiting committee:

1. The previous ACS WASC visiting committee report
2. The current schoolwide action plan
3. The school’s probationary progress report, to be received no later than six weeks prior to the visit.

The visiting committee reviews these materials and the school’s follow-up process in response to the previous visiting committee report. The visiting committee will review progress made and significant developments at the school with the principal and/or Leadership Team. The visiting committee should emphasize the importance of noting the progress the school has made in student achievement using multiple means of assessment.

Visiting Committee Report

Immediately following the visit, the visiting committee will prepare its report detailing the areas of strength and critical areas for follow-up, with regard to progress made on the action plan.
The visiting committee report format is as follows:

I. Introduction

- General comments about the school, its setting, and the school’s analysis of student achievement data.  
- Include a description of any significant changes and/or developments, i.e., program additions since the last visit, changes in student enrollment, staffing changes.  
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.  
- Briefly comment on the school’s follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school’s action plan and the preparation for the visit.  
- Describe the process used to prepare the progress report.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.  
- Note evidence supporting the progress made and the impact made on student achievement.  
- If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence

➢ Note: The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last visiting committee report.

III. Commendations and Recommendations

A. Commendations:

- Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.

B. Recommendations:

- Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.  
- Identify any new areas of concerns, if applicable.

Visiting committee materials can be found on the ACS WASC website at www.acswasc.org/vc/other-visits/probationary-visits/.

Confidential Accreditation Status Recommendation

The chairperson submits a confidential accreditation status recommendation to ACS WASC which includes a brief justification statement. The recommendation and justification statement includes:

- The progress made in responding to the schoolwide critical areas for follow-up (major recommendations)  
- Whether additional visits or other conditions should be required of the school during the remainder of its current six-year accreditation cycle.

The committee will recommend one of the following options:

1. Probation removed and accreditation status restored; the accreditation cycle continues  
2. Continued probationary accreditation granted for one additional year with a two-day probationary visit required in one year  
3. Accreditation status withheld.
At the next Commission meeting, the Commission will make a decision regarding the accreditation status of the school. This action will be based on the progress report submitted by the school, the visiting committee report, and the confidential accreditation status recommendation. The school will be informed of the Commission action following the ACS WASC Commission meeting.

**Distribution of the Visiting Committee Materials**

1. A copy of the visiting committee report should be sent to the school no later than ten days following the visit.

2. The visiting committee report and the confidential recommendation and justification statement should be sent to ACS WASC no later than ten days following the visit using the Document Upload link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/. The confidential recommendation and justification statement are not to be shared with the school.

Please contact the ACS WASC Office if you have any questions.

**Northern California Schools**
- ACS WASC Burlingame Office
- Kelly Richards, Members Desk
- Phone: 650 696-1060
- krichards@acswasc.org

**Southern California Schools**
- ACS WASC San Diego Office
- Elizabeth Oberreiter, Coordinator
- Phone: 951 693-2550
- mailsocal@acswasc.org

**Hawaii and International Schools**
- ACS WASC Burlingame Office
- Cristine Toti, Members Desk
- Phone: 650 696-1060
- ctoti@acswasc.org

*For ACS WASC purposes, Northern California is comprised of all counties north of and including San Luis Obispo, Kings, Tulare, and Inyo.*
A4  APPEAL PROCEDURES

A4.1  Grounds for Appeal

A school may only appeal the decision of the Commission to grant:

1. Probationary Accreditation Status
2. Accreditation Status Withheld
3. Candidacy Status Withheld.

A six-year status with a mid-cycle progress report and/or visit may not be appealed. In addition, all Initial Visit decisions on candidacy and initial accreditation are final and cannot be appealed. The action of the Commission on an appeal shall be final.

The appeal must be based on one or more of the following grounds:

1. There were errors or omissions in carrying out prescribed procedures on the part of the evaluation team and/or the Commission;
2. There was demonstrable bias or prejudice on the part of one or more members of the evaluation team or Commission which materially affected the Commission's decision;
3. The evidence before the Commission prior to and on the date when it made the decision which is being appealed was materially in error; or
4. The decision of the Commission was not supported by substantial evidence.

A4.2  Timeline to File Appeal

A letter is to be directed to the Commission by the chief administrator(s) of the district and school within 60 days of receipt of the letter of notification of the action by the Commission, stating the basis for the appeal. A check in the amount of the appeal fee shall accompany the letter of appeal.

A4.3  Appeal Team

Upon the receipt of a letter of appeal, the President shall appoint an appeal team to visit the school, review recommendations, and submit a report to the Commission with a recommendation for action. The appeal team shall consist of three members. One shall be the chairperson or a member of the original committee, and the second shall be a member of the Commission. An experienced chairperson not previously involved with the school shall serve as chairperson of the appeal team. If the three members of the appeal team are unable to reach agreement on a recommendation, a minority and a majority report setting forth the recommendations and the reasons therefore may be submitted.
A4.4 Appeal Team Report

The appeal team acts as a confidential agent of the Commission. The appeal team’s report shall be provided directly to the Commission for their action. Copies of the appeal team’s report shall not be made available to the school prior to the Commission action.

A4.5 Justification Statement to School

Prior to the visit of the appeal team, if applicable, a copy of the Accreditation Status Recommendation form containing the Justification Statement shall be provided to the chief administrator of the school submitting the appeal.

A4.6 Changed Conditions

In the hearing of an appeal, the appeal team is to base its recommendations on conditions which existed at the time the visiting committee was at the school and the evidence before the Commission prior to and on the date when the Commission made the decision which is being appealed.

A4.7 Commission Action

The Commission shall act on the appeal and shall inform the school in writing regarding the result of the appeal and the basis for that result. The action of the Commission on an appeal of a status of accreditation shall be final and shall generally be effective as of the July 1 that follows the Commission’s original decision, barring exceptional circumstances necessitating an earlier date.

A4.8 Status During Appeal

The accredited status of the appealing school shall remain as it was prior to the most recent Commission action under appeal.
SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR
BITNEY PREP HIGH SCHOOL

135 Joerschke Drive
Grass Valley, CA 95945-5249
March 4-7, 2018

Visiting Committee Members
Sherri Morgan, Chairperson
Executive Director/ Superintendent, Long Valley Charter School
Melissa Jewell
Principal, Smythe Academy of Arts and Sciences
Debbie Blankenship
Assistant Administrator, Mountain Oaks School
Preface
Bitney Prep has two sets of expected outcomes: Expected Schoolwide Learning Results and Non-Cognitive Competencies derived from the Big Picture Learning model.

ESLRS: Bitney graduates will be:

1. Accomplished scholars who:
   • have the opportunity to complete a comprehensive, standards-based, college preparatory course of study
   • are well prepared for freshman level post-secondary education
   • have explored a variety of educational and career options

2. Effective communicators who:
   • read and listen critically
   • write and speak confidently
   • appeal to a target audience effectively
   • make progressive use of technological resources

3. Critical thinkers/Problem solvers who:
   • think in context
   • are creative in formulating new questions and questioning old formulas
   • recognize legitimate authority and have the confidence to challenge conventional thought
   • gather, organize, analyze and synthesize information
   • value and appreciate the capacities of multiple intelligences

4. Self-motivated, Competent, and Lifelong learners who:
   • are intrinsically motivated to continue their education
   • learn for the sake of learning
   • engage the world with curiosity and wonder
   • actively live out their physical awareness with healthy habits
   • are able to confidently meet the demands of changing technology and are competent and critical internet researchers

5. Authentic individuals who:
   • are self-possessed
   • find and embrace their passion
   • refine and exercise their creativity
   • are free to explore, experiment and learn from failure
   • are purposeful about their future
   • maintain a positive outlook
6. Community members who:
   - embrace tolerance and diversity
   - hold strong convictions and with integrity
   - are considerate of other people’s experiences
   - value service and honor selflessness

7. Responsible global citizens who:
   - are geographically, historically and culturally literate
   - have a strong foundation in foreign language
   - are aware of their interconnectedness to the community, society and the world
   - are able to articulate and defend their personal ethics
   - are thoughtful about the interplay of science, technology and human values

Non-Cognitive Competencies

Competency #1: Positive Self Concept: A Positive Self Concept refers to an individual’s level of confidence, strength of character, determination, and independence. We think about this competency in terms of how students refer to and think about themselves in the past, present, and future. While these temporal domains are related, we think it is essential for students to see themselves positively in each of these areas. Further, while a student may come across as upholding a positive self-concept, probing into how the student speaks of or writes about him/herself in the past or future may reveal deeper connections that the student is making in the development of his or her own self-concept.

Competency #2: Realistic Self-Appraisal: A Realistic Self-Appraisal refers to an individual’s ability to recognize and accept his or her strengths and deficiencies, especially academic, and the individual’s determination to work hard at self-development. In addition, it looks at how well an individual recognizes the need to broaden his/her individuality. This competency extends to a student’s understanding of his/herself with regard to patterns of choice, recognizing and approaching struggles within and beyond the student’s control, as well as how the student connects his/her learning to realistic goals and long-term vision.

Competency #3: Skills at Navigating Systems and Understanding and Dealing with Discrimination: Navigating Systems and Understanding and Dealing with Discrimination refer to how well the individual understands the “system” based upon personal experience and how committed he/she is to improving the existing system. The individual takes an assertive and active approach to dealing with existing wrongs, but is not hostile to society, nor is a “cop-out.” Skills related to this competency include self-advocacy, social reasoning, and skills related to ethical development.

Competency #4: Preference for Long-Range Goals over Short-Term or Immediate Needs: Preference for Long-Range Goals over Short-Term or Immediate Needs refers to how well an individual is able to respond to deferred gratification, while planning ahead and setting goals. This can include quarterly or yearly learning goals, daily work goals, and post high school goals and long-term vision.
Competency #5: Availability of a Strong Support Person: Availability of a Strong Support Person refers to how well an individual seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement. This extends to a student's definition of strong support.

Competency #6: Successful Leadership Experience: Successful Leadership Experience refers to how well an individual demonstrates strong leadership in any area of his/her life (e.g., church, sport, non-educational groups, family, community, etc.). Leadership has many definitions and not limited to traditional definitions based on roles, hierarchy, or in-school leadership. Leadership includes out-of-school involvement at home or in the community. This competency extends to understanding of successful leadership.

Competency #7: Demonstrated Community Service and Involvement: Demonstrated Community Service and Involvement refers to an individual's participation and commitment to his/her communities. This includes in-school and out-of-school communities. This competency extends to the students cultural community.

Competency #8: Knowledge Acquired in or about a Field: Knowledge Acquired in or about a Field refers to an individual's ability to learn from experiences outside of the classroom, using less traditional methods that are outside of the education system. Examples include internships and career and interest exploration.

The involvement and collaboration of all staff and other stakeholders to support student achievement.

The self-study process at Bitney began in the Fall of 2017. As a small school with a major programmatic transition underway, the school chose to concentrate the self-study data collection and writing responsibilities to a team which included the Director, the Dean of Academics, the Business Manager and one teacher. Input was gathered from the Charter Council (governing board), Parent Council and Student Council as well as from parent and student surveys. The teaching staff was engaged in the self-study through weekly staff meetings. There was evidence that all stakeholders had ample opportunity for contribution and feedback.

The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (note the selected schoolwide learner outcomes examined by the school).

Schoolwide learner outcomes are known by all stakeholders. All teachers understand that in addition to ESLRs and Non-Cognitive Competencies, Common Core State Standards serve as the intended academic standards. At this time, there is not an overall plan for the measurement of standards, ESLRs or Non-Cognitive Competencies. Additionally, there is not clarity on the targeted academic standards. Discussions are in process to address a plan for identifying specific academic standards and the measurement of learning outcomes, thought this was a subject of discussion in the mid-cycle and the previous self-study visiting committee reports as indicated by this statement, “the Visiting Committee found that it was unclear what standards the school used to judge the quality of student work.” The lack of progress in this area appears to be the result of significant efforts in the change to the Big Learning Picture learning model with an emphasis on advisories and internships as well as a significant turnover in staffing over the last two years.
The gathering and analyzing of data about students and student achievement.

Bitney Prep utilized CAASPP scores to consider student achievement in the self-study as well as PSAT scores. While there is information on CAASPP and PSAT testing results in Chapter II, the review is lacking depth and a detailed analysis such as viewing performance by strands or subgroups. During the visit, the school produced details from PSAT scores. The school utilized surveys to ascertain satisfaction with programmatic goals and staff. Exhibitions, student passion projects and other project based learning samples were examined by the staff as documentation of student learning and show evidence of achievement. However there is no recording and analysis of these non-traditional assessments.

The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and ACS WASC/CDE criteria.

The school reports satisfaction with its self-assessment of the school and its programs. The school believes it has undergone a positive, significant change in the adoption of the Big Picture Learning model in 2016-17. Bitney Prep High School clearly lives its vision, mission, and motto. Its culture is supportive and safe for all students. Preparing students to be ready for post high school options is a focus. The school has instituted the use the exhibitions and non-traditional forms of assessment, which have not yet been measured. The school has not explored “how do you know” in relation to student learning, especially academic standards.

The alignment of a long-range action plan to the school’s areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

Bitney has developed an action plan that addresses critical student needs. The committee recommends collaborating with staff to determine more detailed steps to accomplish each critical need, assign specific timelines and identify person(s) responsible for monitoring. The school’s action plan includes goals and actions from the LCAP which extends the scope beyond the critical needs identified in the self-study.
Chapter I: Progress Report

Bitney Prep High School has had the following significant events/changes since the last WASC visit.

1. Affiliation with the Big Picture Learning Network beginning in the 2016-17 school year. This program’s description includes: one day a week internship for students (real world learning), advisory program to create individualized learning programs (one student at a time), curriculum addressing the ability and needs of diverse student population, and the development of close relationships between school and students’ families.

2. School name change to better reflect the school’s program and identity. The change from Bitney College Prep to Bitney Prep was approved by the Charter Council in March 2017.

3. Renewal of charter for the period of 2017-2022 with the Nevada County Superintendent of Schools Office.

4. Staffing changes resulted from two unexpected staff resignations at the start of the 2017-18 school year and an additional member of the staff resigned in November 2017 due to an illness. A new business manager and Dean of Academics was hired. The current director is retiring in June 2018.

5. Low student enrollment and resulting low ADA has created fiscal challenges for the school. The school notes a drop in staff morale and acknowledgement that Bitney Prep employees are amongst the lowest paid county-wide. The Charter Council approved a new salary schedule in December 2017.

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

Bitney Prep through their schoolwide action plan, has addressed the identified critical needs. The self-study report outlines a year by year update of actions and outcomes for each area. A summary of their results follows.

1. Identify, support and provide alternative educational opportunities for those students at risk of not having academic success.

Bitney identified the need to strengthen overall skills in reading writing and speaking across the curriculum. The school implemented the use of a five-paragraph essay instruction and formal writing instruction. The school points to success in student writing through semester “exhibitions” to summarize authentic student learning and the use of weekly blogs. These efforts have resulted in an improvement in ELA success.

In mathematics, Bitney points out an annual turnover of teachers of mathematics. It appears that college preparatory mathematics is a struggle and the focus is on identifying materials and support for students needing math remediation.

The Charter Council authorized the school administration to individualize graduation requirements depending on the needs, abilities, and post-secondary plans for each student. Requirements now range from 130 to 225 credits. There currently is not a procedure for determining which students would receive a reduction of requirements other than the adjustments thus far have only been done through the IEP or SST process.

BPL provides the opportunity for students to pursue their learning through their interests, allowing students to make better connections across the curriculum and find engagement. Another benefit of BPL includes the advisory period allowing for time for students to receive
guidance for post high school opportunities and have time for follow up on missing assignments. The advisory replaced study hall options.

2. Continue to work on ways to stabilize the enrollment numbers.
The school believes it has finally found its footing in defining their program based on the students served. Big Picture Learning philosophy has struck a chord for a framework, focusing on post high school preparation. The Charter Council, Parent Council and staff feel that an increase in enrollment is inevitable given the new branding of the school’s model. Though challenged fiscally by low enrollment, the school operates soundly within those revenue constraints.

3. Continue to upgrade the facilities to make them a more attractive learning environment.
The facility has received upgrades including replacement of the porch on the administrative building, repair of an erosion issue, installation of LED lighting, and new HVAC units. New furniture has been provided in most classrooms and a solar array was installed in January. The computer lab was upgraded in summer of 2016 to include 23 Apple computers. A makerspace and recording studio were added in 2017-18. The school reports through surveys, students feel the upgrades have made the school a more attractive learning environment. This was confirmed through interviews by the VC.

4. Research ways in which students can take online courses that will help personalize the learning process and identify computer-based programs in reading and mathematics that effectively diagnose and prescribe instruction based on student need.
The Visiting Committee did not find evidence of computer-based programs that diagnose and prescribe instruction based on student need in mathematics and reading. Khan Academy was in use for students needing additional support in a pre-Algebra area of study.

5. Expand the current "study hall" to include individualized tutoring, a place to practice basic skills, take online courses and receive individual counseling as needed.
All students are scheduled into two advisory periods each day. Lesson completion has improved due to monitoring by the advisor. The advisor provides guidance through one-on-one meetings during advisory period to assist students in pursuing learning through interests and involvement and supervision of internships.
Chapter II: Student/Community Profile

Targeted School Populations
The educational program and philosophy of Bitney Prep is to provide 9th through 12th grade students, aged 14 to 18, with the experiences and skills needed to participate passionately and responsibly in life, and the tools to pursue their educational and career goals upon graduation.

Bitney’s demographics include:
- Ethnicity: 98% white, 0.05% Hispanic and 1.95% 2 or more races.
- Socioeconomically disadvantaged: 55%
- There are no English learner, homeless or foster youth students.

Students enrolled in Bitney are drawn from all areas of western Nevada County and reflect the population statistics of the county.

Student Achievement Data
CAASPP results for the 11th grade students from the 2014-15 through 2016-17 school years with a comparison of Nevada County students is contained in the chart below.

Math analysis: Results from the 2014-15 school year show that 32 percent of students met or exceeded the standards in Math which was higher than countywide scores. Scores dramatically decreased to 1% met or exceeded in 2015-16. The school explains this as the result of technological challenges and a loss of student motivation for performing. Scores improved in 2016-17 over the previous year, but students lost ground and achieved 25% met or exceeded, though it is noted the 25% is similar to the countywide scores.

ELA analysis: During the 2014-15 school year, 78% of Bitney 11th graders met or exceeded the standards, while 53% of Nevada County’s 11th grade students did so. In the year of the technology challenge only 16% of the students achieved met or exceeded. The 2016-17 school year showed 65% of students met or exceeded scores, which was better than the county’s overall 44%.
**PSAT**- All 11th grade students are required to take the PSAT. The school did not provide an analysis of scores but did explain the school’s philosophy for students taking the test for the benefits of beginning the conversation about college admissions and having access to the College Board’s career and interest profiles.

![PSAT/NMSQT Selection Index](image)

**Science CST**- Scores from the Science CST in 2015-16 were provided. Bitney 10th grade demonstrated scores exceeding 75% in proficient/advanced range and exceeded the rates in Nevada County.

**Attendance**

The school provided statistics of over 90% attendance each year. The school reported in the LCAP a chronic absenteeism rate of 8%, while the visiting committee noted the chronic absenteeism report from CDE indicated a rate of 39.8% in 2016-17. The school is investigating this discrepancy.

**Graduation Rates**

Bitney’s graduation rates have been 87.5%, 95.8%, 96%, 62.5%, 86.4% for the last five years. Staff attributes high rates to their relationships with students.

**School Analysis**

The school notes feeling success in meeting their vision, mission and motto. They cite the adoption of Big Picture Learning as an innovative and relevant direction for the school and students and that they are sufficiently addressing the critical areas from the previous WASC visits.

As a result of the school’s analysis and reflection, they’ve identified three critical learning needs.

- improving math achievement
- developing the format and monitoring of individualized learning plans for all students
- assuring that the entire curriculum, including project and internship based learning opportunities are linked to content standards.

Additional areas identified by the school include:

- continue efforts to increase enrollment
- supporting teachers in assuming new roles as advisors
- find ways to measure student success in achieving ESLRs and non-cognitive competencies
• continue to find ways for student to extend their learning beyond the classroom

The school closes their analysis with a statement of excitement and pride in offering a program of academic rigor, college preparation, real world relevance, and personal growth opportunities.

**Visiting Committee Comments**

The visiting committee did not see evidence that the analysis in all areas of student achievement was in depth. For example, there was not data by subgroup or academic strands in CAASPP or PSAT results to thoroughly consider critical needs. In addition, the school’s charter has indicators that are not addressed in this document such as the percentage of students completing UC a-g requirements; the LCAP indicates 100% of students completing the requirements as the baseline, however the percentage in 15-16 according to CDE is 17.6%.

One issue of serious concern is the school does not have current UC a-g syllabi to provide guidance to existing or new staff members of the rigor approved by the UC system. While there are some students actively preparing for a 4-year college experience, it is unclear on the number who are not.

Student exhibitions are identified as an indicator of academic progress, yet there is formal data gathering or analysis of this process at this time.

The school’s report of chronic absenteeism is not in alignment with the report by CDE. This inconsistency should be of concern as either the rate is extraordinarily high or there is a serious reporting error; either scenario warrants exploration.
Chapter III: Quality of the School’s Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

Bitney Prep High School has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate. The school has thoroughly developed materials such as brochures and flyers and updated their website to make this statements evident to the community and interested students. There is evident belief in all students will be successful with their definition of success focused on preparation for life through internships, exhibitions and demonstrations, on student motivation and the habits of mind, hand, and heart.

In addition to staff meetings, the Parent Council and Charter Council meet monthly with evidence of regular conversations and opportunity for input in the refinement of vision, mission, and schoolwide learner outcomes. The recent adoption of the Big Picture Learning model, which is support by the Bill and Melinda Gates Foundation has expanded schoolwide expectations into a relevant and comprehensive plan and clearly evidences community support. The school’s LCAP is reflective of the school’s beliefs and goals in preparation for post high school options. Student and parent surveys indicate the vision and learner outcomes are being met.

A2. Governance Criterion

The school’s charter document, bylaws and articles of incorporation provide clarity in the governing board’s relationship with the school and staff. Representation from all stakeholder groups is established and understood, with each recognized group selecting its members. In addition, the Dean of Academics and the Director are part of the Charter Council, though the Director is a non-voting member.

The governing body of the school is the Charter Council which monitors and approves policies, the LCAP, the charter document, and hires and evaluates the Director. The Charter Council is also charged with approving all major contracts and overseeing the school’s fiscal affairs.

The school has a dispute resolution policy in place which is available in hard copy, digitally on the school’s website and embedded in the employee handbook. It is effective as demonstrated in issues brought forward by all stakeholder groups and effectively resolved.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

The Charter Council, Student Council and Parent Council have a schedule of regular meetings to consider input on issues relevant to the school. The school uses the exemplar of their adoption of the Big Picture Learning model as one of intense collaboration and discussion, involving all stakeholder groups. Scores are presented to the Charter and Parent Councils.

The school does not have a SPSA, rather the LCAP serves as the vehicle for communicating schoolwide actions in response to student need, career and college readiness and learning outcomes. The California School Dashboard indicates not met on local indicators as well as a red/orange performance level in suspensions. These results are not addressed in the LCAP document.
The school schedules twice daily advisory classes to support students in meeting learning goals. If staff members are aware of a student not making adequate progress, the information is shared at weekly staff meetings. Strategies are discussed and implemented as needed. Broad-based student achievement concerns and solutions are brought to the Charter Council. One such example is the staff determining the need for an alternate mathematics course option. Based on the recommendation of teachers and leadership, the Charter Council approved the addition of Personal Finance.

The Bitney Prep staff participate in weekly staff meetings where there is an opportunity for discussion. Additionally there are frequent email communications from the Director, one on one meetings between staff and the Director, and facilitated meetings as needed. It is noted that there have been some staff resignations during the past two years as a result of staff disagreement with the school’s direction and differences of opinion between the Director and individuals regarding professional and contractual obligations.

A4. Staff: Qualified and Professional Development Criterion

As a charter school, credentialed staff are required for core subjects. This requirement is met. There is one staff member teaching Spanish who has private school experience and holds an Adult Education credential. The school’s authorizer, Nevada County Superintendent of Schools provides monitoring of staffing. There is a process established for the posting of job openings and the evaluation of candidates.

The Director with support from the Business Manager (tasked with HR responsibilities) assigns new hires based on their experience and the school’s need. New teachers are paired with a mentor. Orientation to the Big Picture Learning model is done through the interview process and assigned readings. There are plans for BPL staff development at a year-end conference.

Written personnel policies and procedures are provided in handbooks, policy manuals and governing board documents. Job descriptions provide guidelines. Staff development is provided through county wide professional development days. All other professional development is focused on the Big Picture Learning model. The school did not provide information on the measurable effects of this professional learning.

Each year, staff is asked to complete a self-evaluation which is reviewed with the Director. Experience staff agrees this provides a collaborative and supportive process; however, new staff were unaware of this process presumably due to the timing of the VC interview. In the event there are professional performance issues, a meeting with the staff member, Director and a witnessing staff member is held resulting in an agreement and conference memorandum. The Director is evaluated by the Charter Council utilizing a 360 format, soliciting input from all stakeholders.

A5. Resources Criterion

Bitney Prep utilizes its vision and mission as a lens to filter decisions which impact student outcomes. This is demonstrated in the school’s LCAP. Input is gathered from all stakeholders through surveys and discussion. The agendas of the Charter Council demonstrates the regular discussion and decision making.

Through an MOU with the Nevada County Office of Education, Bitney Prep receives business and fiscal services, based on standard accounting practices and procedures. The county prepares an
initial budget with assumptions and guidance, with the final decision and approval by the Charter Council. Annual audits are completed by an independent audit firm.

Bitney Prep’s facility is sufficient to meet student learning needs and the schoolwide outcomes. There is a thorough safety plan in place and all stakeholders are familiar with its actions. As a recipient of Prop 39 Green Funding, upgrades for energy efficiency included a new HVAC unit and a solar array have been installed. The physical location is utilized four days each week with most students spending one day per week interning with community mentors.

The school has an instructional materials and equipment policy and procedure which guide purchases. The staff work together to prioritize the instructional and materials needs based on budget constraints and agreed-upon student learning priorities.

One of the benefits of being a Big Picture Learning School is being supported by a well-resourced organization which provides support through on and off site professional development opportunities. This clearly supports career preparation. Bitney Prep’s budget includes additional funding for professional development which is accessed by request. New teachers are provided with a mentor and participate in Alliance for Teacher Excellence through the Nevada County Office of Education. A salary analysis was performed in 2016 and salary schedules were updated in 2017-18 to assure parity with area schools.

The school utilized the LCAP as a strategic process to determine schoolwide needs, priorities and expenditures. The LCAP then is coordinated with the budget planning process with the Nevada County Office of Education. First and second interim budgets provide opportunities for refinement of the process throughout the year.

A6. Resources Criterion [Charter Schools only]

Bitney Prep engages all stakeholders in the long-term and short-term planning of resources using the school’s vision and mission as a filter. Strategic planning occurs through the LCAP development process. Monthly Charter Council, Parent Council and Student Council meetings allow for regular discussion and input related to resource allocation. Agendas include discussion and action items evidencing discussions and approval of the budget and a three-year projection making the process accessible and transparent to all stakeholders.

The County Office of Education, through the MOU with Bitney Prep, utilizes standard accounting principles and practices. The school follows the county’s policy manual and utilizes their forms. Auditing is required according to the terms in the charter document. The role of the county office assure compliance with processes, procedures and mandated reporting to governmental agencies.

Bitney Prep has clearly established a multifaceted approach to their marketing. This includes an updated website, presentations to eighth grade classes in the county, Facebook, and word of mouth. Brochures and student spirit materials were developed to serve as marketing opportunities. Public advertising includes local cinemas, newspaper and radio ads. Enrollment has remained static despite these efforts.

.CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES
Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. Supportive Charter Council with representation from all stakeholder groups.
2. Connection and support with Nevada County Office of Education for services, budgeting, expenditures, and payroll.
3. Adoption of Big Picture Learning providing a research-based framework and the use of advisory and internships.
4. Salary increases in response to wage study.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. Continue to develop written policies and procedures.
2. Properly address performance issues on LCAP (red/orange indicators are required to be addressed areas of need section of LCAP).
3. Meet the local indicator requirements on California School Dashboard (through surveys and the timely reporting of findings).

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Charter Council documents
- LCAP
- California School Dashboard Reports
- Big Picture Learning guidelines
- Budget
- Audits
- Handbooks
- Interviews & Observations
CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1 Rigorous and Relevant Standards Based curriculum Criterion

The Big Picture Learning model’s emphasis is for students to develop real world knowledge and direct their own learning needs based on personal passions or interests. Parents, teachers, and particularly students, struggled with this model, initially rolled out with more independent learning. To meet the needs of their struggling students, Bitney’s stakeholders agreed to shift to a blended program using direct instruction for core courses, while maintaining other BPL features i.e. advisory and internships.

Course syllabi, class notes, assignment templates, texts and Visiting Committee observations indicate an intermingling in the access and reported use of UC a-g courses, Common Core content, and standards. Using the research-based, Big Picture Learning model, curriculum is refined to help students develop real-world knowledge and skills that support their college/career transition. 40 units of Advisory coursework is a graduation requirement which supports the learning and development designated in Bitney’s ESLRs. Advisory is a key component of BPL that provides students with two daily Advisory classes and one day per week participation in an Internship program, as indicated on the school’s master schedule.

Bitney has a Memorandum of Understanding (MOU) with Sierra College Grass Valley campus. Dual enrollment enables qualified students’ access to college level coursework in a variety of core subjects, electives and career/technical education, beginning in ninth grade.

Integration among disciplines is available during advisory classes, and weekly meetings where staff members discuss student progress and address individual student needs. A five paragraph essay rubric was developed and applied across English, Social Studies, Science and Spanish subjects. Integration among disciplines was a key issue noted on the 2011 WASC report.

Students and their teacher advisor participate in the development of individual student learning plans which include goals, action plans and timelines. Through communication and collaboration, community stakeholders provide internship opportunities for students to apply their knowledge in a wide variety of real world situations.

Bitney staff members attend professional growth opportunities provided through the Nevada County Office of Education and the BPL. Combined with the fact that Bitney receives students from a number of separate districts, and the competitive nature of area charter schools, apparently limits their ability to communicate with feeder schools.

B2. Access to Curriculum Criterion

Bitney Prep High School offers a variety of avenues which students have the choice to pursue. Options of curricular access range from: classroom based direct instruction in core subjects Spanish, Art, Personal Finance, Makers Lab or Career Technical programs to Independent Study, Project Based Learning, Internships, or a combination of options. During advisory classes, students are provided small group and/or individualized instruction and guidance to support their development of personal learning goals. Students who meet predetermined qualifications have the option to attend Sierra College Grass Valley campus during or after regular school hours. Dual enrollment, through Sierra College, enables students to access college level curriculum and
additional, electives, art, career, technical and vocational classes. In any given semester, approximately 6-8 students attend classes at Sierra College.

Integral to the BPL model is the philosophy that students are at the center of their own education and take responsibility for their own learning. A goal of the advisory program is to have students focus on their individual strengths, needs and challenges to create Individual Learning Plans. This plan is adapted as the students focus or interests change. At the end of each semester, all students present a 20 to 35 minute exhibition where they publicly share their goals as well as what they have learned from their classes and internship. Exhibitions are presented in a variety of formats based upon individual strengths and challenges.

Keys issues from the 2011, WASC report were supporting student interest, career paths and providing community service opportunities. These have been directly and purposefully addressed by Bitney. Many students regularly participate in long or short term internships. Students are supported through the process of developing resumes, applying for internships, participating in real world "on the job" type of experiences. These students also receive the benefit of mentoring from their Internship employer.

During their sophomore year, students participate in a three day, two night trip where they visit state, and private colleges/universities, as well as career technical schools.

Customarily, all students are fully included in the curricular options available at Bitney. The Resource Specialist works collaboratively in classrooms and works directly with teachers to differentiate curriculum and assure appropriate accommodations are in place. An aide also provides math tutoring and additional academic support when needed. A variety of curricular materials are used to address accessibility including: differentiated curriculum, copies of classroom notes, videos, maps, recent new and political events, collaborative group work, online supplemental materials and project based learning.

Integral to the BPL model is the philosophy that students are at the center of their own education and take responsibility for their own learning. A goal of the Advisory program is to have students focus on their individual strengths, needs and challenges to create Individual Learning Plans. This plan is adapted as the student’s focus or interests change. Students are provided a template for their goal, plan of action and timeline.

To facilitate transition to post high school to college/career transitions a Senior Seminar course is graduation requirement for all students who attend Bitney. Seniors participate in a variety of activities specifically designed to address post-secondary college and/or career needs including: completion of college and financial applications and taking the SAT exam.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM
Areas of strength for Standards-Based Student Learning: Curriculum (if any):

1. Student and parent appreciation of the level of enthusiasm, support, and caring nature of their teachers at Bitney

2. Proximity to and collaboration with Sierra College Grass Valley campus administrators and staff enable qualified students access to college level coursework in academics, technology and career subjects.

3. Internship opportunities provide mentoring, problem solving and practical experiences in
the working world.
4. Full inclusion benefits all students’ access to multi-modality instructional techniques, differentiated curriculum, and accommodations, in small classroom settings.

Key issues for Standards-Based Student Learning: Curriculum (if any):
1. Inconsistent use of Common Core standards-based curriculum.
2. There is limited evidence to support the use of UC a-g curriculum. While indicated in the self-study that lessons plans were evidence of standards based curriculum, lesson plans were not available nor required of staff at this time.
3. The Visiting Committee suggests the school consider adapting Individual Learning Plans and Student Exhibition rubrics to include the standards addressed.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- WASC self-study
- Sierra College MOU
- ESLRs
- BPL research studies and 10 Distinguishers
- UC a-g syllabi (2003-2005)
- Student work samples and Exhibition rubrics
- Examples of Individual Learning Plans and templates
- Internship documentation
- Senior Seminar syllabus
- Documentation of Professional Development activities
- Visiting Committee observations, and informal discussions with school stakeholders
CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

Bitney Prep High School’s enrollment and small class size enables all student the opportunity to receive individualized attention. The goal of the instructional model, at Bitney, following the Big Picture Learning philosophy, is for students to understand learning “from within their own hearts and minds rather than as an externally provided commodity”. Students are encouraged to figure out what they want to learn and are guided toward their “Learning Zone”. An MOU with Sierra College Grass Valley campus, allows qualified students the opportunity for students who attend Bitney, to participate in college level coursework. In any given semester, 6-8 students attend Sierra College and many students interviewed indicated their desire to continue take classes at Sierra, following graduation.

During their advisory class, students are encouraged by their advisor, peers and teachers to take on increasing levels of responsibility for their Individual Learning Plan. Students may also receive individual or small group support for academic assignments. Real world opportunities are provided through Internships.

Electives provide students with the opportunity to learn skills in welding, automotive restoration, cooking and solar installation, often through their internship mentors.

All students participate in oral presentations “Exhibitions”, at the end of each semester, with audio/visual supports in all classes except Math. Students are provided and instructed in the use of a six category, four point rubric as both a guide and assessment of their presentations. The exhibition needs to include: a summary of what they have learned from the classes they have taken, passion projects they may have created, as well as sharing real world experiences they gained from their Internship. Internships also present opportunities for the students at Bitney to solve problems in a career related setting.

C2. Student Engagement Criterion

Teachers at Bitney Prep have received extensive and ongoing professional development regarding the Big Picture Learning Model. They also attend trainings offered by the Nevada County Office of Education. One teacher is participating in the Alliance for Teacher Excellence.

Core classes in English, Math, Science, Social Studies and Spanish appear to utilize a combination of UC a-g, common core standards and the BPL protocol of instruction. Small class sizes provide teachers to learn students learning styles and skill levels. This is used to coach and support student through academic assignments. Individualized support is provided when and as needed.

Student who desire academic course work or electives not available at Bitney, are able enroll in classes at Sierra College.

All students with IEPs or 504 Plans are fully included in their academic coursework, and meet with their respective service provider as determined by the IEP team, during one of their advisory periods. Teachers are aware of these students’ accommodations and willingly provide extra help and time to assist students in accessing the curriculum. The RSP provides push-in services which insures that differentiated curriculum, scaffolded assignments, accommodations and modified assessments are available to fully included special education students. This level of service, offers the the benefit of increasing all student’s access to instruction; not only those with an IEP.
Special education staff are included in weekly staff meetings to discuss student needs and monitor progress. Strategies are developed to support students not meeting expected pupil outcomes.

During two periods per day, students participate in advisory classes, their participation in college and career readiness skills. Students are coached on how to find and keep Internship positions. Students work in collaborative groups where they practice active listening and speaking skills and learn to ask meaningful thought provoking questions to engage peers in reflective thinking. Interest inventories, online career exploration and personality assessments are available to help students focus on an area of interest or strength they may use to determine a potential Internship.

Internships are a key component of the BPL model. During Visiting Committee meetings with students, internship opportunities were rated highly as one of the reasons students chose to attend Bitney. Students have the option of participating in up to eight internships during the four years they attend Bitney.

At the end of each semester, students present an exhibition, demonstrating their ability to access, organize and apply the knowledge they have gained. Students access a variety of resources to produce their oral and audio visual presentations i.e. Google Docs, slideshow, word processing and graphic design.

**CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

**Areas of strength for Standards-Based Student Learning: Instruction (if any):**

1. Small class size presents the opportunity for students to receiving meaningful instruction via a combination of BPL and standards based instructional models.
2. Visiting committee observed examples of instruction and student work samples evidencing higher level speaking, thinking and reasoning skills.
3. Students are presented with multiple opportunities to apply academic, social and technical skills through their Internships in college/career work related settings.

**Key issues for Standards-Based Student Learning: Instruction (if any):**

1. Limited data/evidence to support consistent implementation of UC a-g or Common Core standards based instruction in all core classes.
2. Consider alignment of internship opportunities with State standards along with potential to award credits for Internship projects.
3. Clearly identify topics and timelines for professional development to support the integration of the PBL model with standards-based instruction and the challenging role of teacher “advisor”.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Samples of assignment templates, rubrics and student work samples
- Samples of student Exhibition rubrics, essays, assessments, work and Individual Learning Plans
- Site visit observations and interviews
CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze and Report Student Progress Criterion

Assessment Process - As a California Public Charter School, Bitney Prep attempts to meet all statewide academic standards and conducts all required state assessments per Ed. Code.

Bitney Prep believes that a more authentic and individually relevant assessment for their students that informs staff of student progress is based upon assessments linked to their ESLRs. Assessments include:

- Twice annual (per semester) Student Exhibitions and other students presentations as individuals and groups
- Classroom Based Grade Assigned Assessment
- Self-evaluation of students, teachers and administrators
- Student demonstration of skills and learning methods via exhibitions, passion projects, and internships.
- Regular conferences between students and Advisors, students and the Dean of Academics, formal Student Success Team Meetings as well as other communications that include students, teachers and parents
  - Collaborative project-based learning opportunities
  - Informal teacher peer observations
  - Collection of student work and portfolios
  - Content specific benchmark assessments in each subject area

The Visiting Committee was unable to identify adequate evidence to show that assessments are consistently based upon CCSS. Students are assessed via non-traditional methods, such as exhibitions, passion projects, and through internships. There are no obvious connections between the non-traditional assessments and CCSS to determine if students have mastered the standards for each core subject. As mentioned in the previous VC report from 2011, there continues to exist a need to demonstrate the link between CCSS and assessments.

Strengthening the mathematics program has become a significant goal for Bitney. Currently, Bitney Prep has a long-term substitute teacher in their mathematics department; there is a new staff member engaged for next school year with a mathematics credential and as a former student, a strong commitment to the school’s program.

Monitoring & Reporting Student progress - state assessments are shared with Charter council and Parent council. It has been noted that due to their small enrollment, and that state assessments are only given to 11th graders, the state assessment data is a very small portion of the school. The testing population’s size makes analysis challenging.

Bitney Prep stated there is a regular review process that insures courses meet appropriate standards to prepare students for college; however, there was no evidence that Bitney Prep courses are currently follow approved UC a-g outlines. During advisory period, students track their goals and develop their individualized learning plan with their advisor.
D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Bitney Prep has established strategies and rubrics for teaching the five paragraph essay with great success. The school is continuing the work of developing rubrics and standards measures for ESLRs and Non Cognitive competencies that will help them to assess the more global aspects of their programmatic goals.

Staff utilizes a variety of summative and formative assessments to provide teachers and students with feedback relative to student progress and is also regularly used by the staff to inform subsequent instruction. This is a fundamentally sound teaching practice and is a consistent factor in the teaching decisions made by our instructional staff on a daily basis. However, there is not an established link to academic standards such as CCSS.

Feedback from assessments is one of the key ways that Bitney Prep works towards their goal of focusing on each student as an individual with their own significant needs. The staff strives to get to know each student as individuals and to provide strategies and supports that meet their individual needs. During weekly staff meetings, teachers discuss students who are struggling in one or more key areas of overall progress including academic performance, behavioral, and social-emotional needs. These discussions, which include the Resource Teacher and Dean of Academics, include discussions of intervention strategies, academic supports and referrals to the Student Success Team process. Some intervention strategies include RtI, and mentors. Recently, the Charter Council approved the modification of graduation requirements. There was no model or matrix to show how modifications are decided upon, or to ensure consistency throughout the school, though this is currently being discussed by the school administration.

As a Big Picture Learning model, the school believes student input and feedback regarding the learning program is a key measure of success and a mechanism for growth and change in the institution. This includes feedback from students regarding student progress towards academic standards, ESLRs and college and career preparation. The school recognizes the need to formalize and quantify the feedback.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

Bitney Prep High School re-envisioned the school to build a community of learners focused upon "inspiring students to be ready for life and relevant to the world". This process required a concurrent re-envisioning of how the school assesses and monitors the progress of students. The decision to commit to the BPL hallmarks of the Advisory Program, LTIs (Learning Through Internships) and the BPL 10 Distinguishers also involved a commitment to fundamentally changing how to measure student growth. Monitoring of students’ academic achievement occurs during Advisory and the implementation of the Individualized Learning Plan.

During the period of transition to BPL, it has been challenging for the school to transition academic coursework to meet Common Core Standards in English language arts and mathematics. Per discussion with Bitney Prep staff, it would not be accurate to say that there is a formal process in place through which the integration of these Common Core Standards in curriculum-embedded measurements is assessed. There are currently no timelines to bridge the gap between the non-traditional assessments utilized at Bitney Prep and the CCSS.
Assessment results especially in mathematics, have led to the identification of critical learning needs. Bitney Prep realizes the need for a committed, credentialed mathematics teacher. Currently, the Academic Dean who possesses a supplementary credential in mathematics through Algebra, works with small groups of students for remediation.

The transition to BPL, has placed a demand on staff in their roles as advisors. The school has a deep belief in this process and is aware there is need for restructuring instructional delivery. The advisory program is effective in having students set goals and create their own individual learning plans. This course also allows for students and advisor to build a trustworthy relationship.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):
1. Internships with local community businesses allows for students to learn in a real-world setting.
2. Relationship with Sierra Community College where students have the ability to access dual enrollment in core and elective courses not available at Bitney Prep.
3. Non-traditional assessments are based upon individual student needs. These assessments allows for positive student growth and achievement.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):
1. There was no evidence of consistent use of CCSS implementation.
2. All students are enrolled in UC a-g courses without evidence for adherence to approved courses outlines.
3. No clear evidence of connecting non-traditional assessments to CCSS. The 2011 self-study recommended schoolwide report card focused upon standards and assessments.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- Course syllabi
- Testing results
- Charter Council minutes
- Student work samples
- Course assessment samples
- Charter
- Survey results
- Master schedule
CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

Bitney Prep has a group of regularly involved parents within the school. Parents are active on the Parent Council and the Charter Council. Parents meet bi-weekly, and include staff from the school. Parents volunteer at the school (lunch room), fundraise, and sponsor interns when they are able.

The number of students on Individualized Educational Plans (IEPs) typically numbers approximately 9-17% of enrollment. Bitney Prep receives RSP services through the Nevada County Charter Services Authority; the RSP teacher is scheduled four days per week the campus.

Bitney Prep currently does not have any non-English speaking or full time online students enrolled at the school. There are limited students taking individual courses online, such as a course Japanese Language.

Bitney Prep is currently delivering a one day internship and four day on campus schedule. The relationships with the broader community which the internship program has provided, have greatly enhanced students' exposure to "Real World Learning" one of the founding principles of the BPL program which matches ideally with the schools "ready for life and relevant to the world" mission.

E2. School Environment Criterion

A comprehensive Safety Plan is updated annually and emergency lockdown, fire and evacuation drills are conducted each semester. Fire and emergency procedures are included in the policy manual. Emergency relocation agreements are in place with two nearby sites in the event that the school would need to be evacuated.

Bitney is a place where students are "known, respected and educated." Bitney Prep staff feel strongly that this motto is a uniquely accurate description of our school. A clear emphasis is placed on the building of relationships at all levels of the community - among students, between students and staff, and between the school, parents and community members. Bitney Prep is a place that truly values the individuality of every student and staff works hard to meet students where they are and to guide them toward success in all that they do. Staff deeply believes in the "One Student At A Time" mantra and work hard every day and with every student to make sure that students are supported and encouraged on a learning trajectory that is unique to their interests and aligned with their abilities.

Bitney Prep stated in their self-study “Bullying and serious conflicts between students are virtually nonexistent and there is an open and sincere acceptance of a wide diversity of student types and personalities”. Although the campus community had a sense of safety and inclusion, the current Healthy Kids Survey did not support their claim of the non-existence of bullying. It was noted the Healthy Kids Survey was not provided to the school until after the self-study was written and the school does not believe the results were accurate, instead, the school relies on their own survey results.

According to staff, Bitney Prep has had instances of disharmony between staff members and
between members of the staff and the leadership team. However, by using available conflict mediation processes they have been able to restore a generally respectful and mutually appreciative professional environment. Conflict mediation processes include a chance to speak with the Charter Board, and admin, as well as one another.

**E3. Personal and Academic Support Criterion**

The full time Dean of Academics is principally responsible for student enrollment, scheduling, and assuring that students are satisfying graduation requirements.

The school does not currently have a personal counselor to assist students with personal and emotional issues. The staff is supportive of the students, and it was observed that staff make themselves available to students as needed. Bitney Prep takes full advantage of available support resources from the County Superintendent of Schools Office and County Social Services.

The full staff meets weekly and a standing agenda item is a case by case discussion of students needing support and/or encouragement. Every teacher has been willing to implement creative accommodations for students who are struggling academically, emotionally, or behaviorally and all are flexible and cooperative in their efforts to help students achieve success in school. Accommodations occur via an independent learning plan, completed during advisory period. This plan helps to drive student achievement throughout the course of the year, and as the relationship between student and teacher becomes stronger, the more personal and appropriate the learning plan can become.

From the first contact that the school has with a student at the time of enrollment and continuing throughout his/her time at Bitney Prep, the student’s learning needs and abilities are evaluated and a plan is implemented that meets them at their level. Initial transcript review takes place during induction interviews and students are closely monitored by their advisors during the academic year. If there are indications that a student is struggling, all relevant personnel convene to discuss strategies to support the student. These meetings may take the form of informal conversations, all staff discussions at staff meetings, a Student Study Team or and IEP meeting where appropriate.

Bitney Prep’s master schedule of classes is constructed in such a way to provide some opportunities for movement between classes if a student is found to be struggling in a class offered at a level higher than their ability. The school also draws upon alternative resources such as independent learning packets in math which students complete with the help of the math tutor. There are also instances when students are enrolled in courses below their current grade level in order for the student to complete their credits.

Bitney Prep pays special attention to each student’s abilities, needs and progress and is recognized as a strength in the school. Many students at Bitney Prep come to the school based upon the flexibility their schedules offer and for the opportunity to intern within the community.
CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

1. Real World activities, giving students opportunities to gain experiences outside of the classroom; these opportunities meet the needs of the unique population of students enrolled at Bitney Prep.
2. Strong community support for students through internships.
3. Staff reports weekly meetings provide collaborative opportunities for general and special education teachers to identify, support and monitor students who may be struggling emotionally or academically.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

1. Utilize the findings from the California Healthy Kids Survey. Data provided will help improve the culture and climate of the school by recognizing specific outliers or needs by the student that may otherwise go unnoticed.
2. Improve the culture of academic success schoolwide.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Advisory class description
- Enrollment procedures
- Special needs services
- Math tutor
- ESLRs/Non-Cognitive Competencies
- Academic Dean job description
- Surveys
- County services
Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength (list numerically)

1. High level of relationship building and support of all students in their pursuits of identifying passions and pursuing internships to explore objectives.
2. The school’s alignments of mission, vision and purpose with the students served.
3. Advisory periods with individual learning plans and support for student to reach their goals.
4. Highly effective internship program providing real world experiences within the community.

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school’s identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Improve math curriculum and delivery, increase standardized math scores, and better prepare students for post-secondary math studies.
2. Align internship and project-based learning outcomes with subject standards
3. Assure that students graduate with proven competency in the use of technology.
4. Develop a standardized format and process for the development and monitoring of individualized learning plans.
5. Develop a rubric for the measurement of student progress in acquiring ESLRs and Non-Cognitive Competencies.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

1. Develop a process to measure and analyze achievement data including standardized assessments and alternative assessments such as exhibitions and hands-on projects to validate academic mastery to all stakeholders.
2. Since the school has identified a “range” of graduation requirements from 130-225, develop a transparent set of guidelines so all stakeholders understand the variety of expectations and how they are determined.
3. Provide current UC a-g course outlines or if needed, update UC a-g course outlines in the UC a-g course management system to reflect material and programmatic changes (such as project-based learning and internships); provide the outlines to current staff to assure compliance for awarding a-g credit.
Chapter V: Ongoing School Improvement

- Include a brief summary of the schoolwide action plan

The schoolwide action plan includes goals that extend beyond the critical learning needs identified in Chapter IV. The school noted that the overarching goals are the three LCAP goals with subgoals also found in the LCAP. Five new subgoals which will be added to the LCAP are result of the identification of the critical learning needs from the self-study. The goals and subgoals are below.

1. All students will gain a greater understanding of their academic program, improve their achievement, and align their learning to clear post-secondary goals.
   - A. Improve the math curriculum and delivery, increase standardized math scores, and better prepare students for post high school math studies. (1)
   - B. Assure that the curriculum and instruction is aligned to standards. (2)
   - C. Development of an Individualized Learning Plan template and monitoring process. (4)
   - D. Development and implementation of an advisory curriculum, organizational structure and assessment tools. (4)
   - E. Develop rubrics for the measurement of student progress in acquiring our ESLRs and Non-Cognitive Competencies. (5)
   - F. Assure that students graduate with proven competency in the use of technology. (3)
   - G. Hire a Personal Counselor. (4)

2. Through ongoing efforts to implement the Big Picture Learning model, the school will clearly identify and articulate the Bitney Brand as a distinct and unique educational alternative for Nevada county students.
   - A. Provide ongoing professional development opportunities for the entire staff in order to maximize implementation of the Big Picture Learning model. (4)
   - B. Explore scheduling options that would provide for a better balance for teachers between their course teaching and advisory responsibilities. (4)
   - C. The facility and campus will undergo ongoing improvements to support the educational program.

3. Enrollment will increase annually to an overall maximum of no more than 150 students in the future.
   - A. Increase and improve marketing and development, fundraising, and grant writing.
   - B. Increase and improve recruitment efforts.

(Numbers in parentheses identify the link to the school’s critical learning needs)

The Visiting Committee commends Bitney Prep for linking the schoolwide action plan to the LCAP, however it recommends keeping the plan focused on the critical learning needs that improve student learning and noting their alignment with LCAP goals. This will simplify the measurement and reporting of progress on the critical needs.
The Visiting Committee is concerned with the soundness of the plan, the action steps, and means for monitoring. There is a lack of detail in the specific steps and the ways to measure; there is also an absence of specific timelines for each step. It is recommended to create a goal for each critical learner need and create steps for how to accomplish the goal. Each step is assigned a timeline and a means for measuring its success. A list of LCAP measurable outcomes may be appropriate, but consider connecting each to a specific step. The resulting monitoring and measurement will be clearer for future staff members.

Currently, there appears to be a reliance on fundraising to accomplish two of the sub goals in the schoolwide action plan without evidence of past success in that level of fundraising. The school may consider aligning specific steps to those within the budgetary constraints which currently exist.

The additional items for follow-up noted by the Visiting Committee will require tasks to be developed and added to the schoolwide action plan.
May 1, 2018

Mickey Vuksinich
Teacher of the Year
Nevada County Special Education at Seven Hills School
Nevada County Superintendent of Schools District

Dear Mickey,

Congratulations on being selected as Teacher of the Year for the Nevada County Superintendent of Schools District. This is a great honor being recognized by your district and the education community at-large.

There were several outstanding candidates who were selected as Teachers of the Year in Nevada County School Districts this year. Each school district’s selection represents a teacher who makes outstanding contributions in the lives of the children they serve. The recognition by your own district acknowledges your skill, dedication, and contributions as an exemplary teacher.

Save the date! You are invited to be our guest at the Teacher of the Year Recognition Dinner on Thursday, October 4, 2018; a formal invitation will follow in September. The evening, which is jointly sponsored by the Association of California School Administrators and the Nevada County Superintendent of Schools, recognizes and formally announces all of our District Teachers of the Year and the County-wide Teacher of the Year.

Congratulations once again in being an outstanding educator. We look forward to recognizing you at this special evening.

Cordially,

Scott W. Lay
Nevada County Superintendent of Schools

cc: Superintendent
Associate Superintendent, Special Education
Principal
Board of Trustees
Nevada County Teacher of the Year Selection Committee
April 19, 2018

Torie England, Ed.D
Penn Valley Union Elementary School District
14806 Pleasant Valley Rd
Penn Valley, CA 95946-9722

Re: Third Quarter Williams Review Report
Fiscal Year 2017 – 2018

Dear Superintendent England:

Education Code section 1240(c)(2)(H) requires the county superintendent of schools to send quarterly reports regarding the results of school site visits and reviews conducted each quarter to the governing boards of the school districts with Williams schools. The results can then be made public at a regularly scheduled and noticed meeting of the district’s governing board.

This letter serves as the 2017-2018 Third Quarterly Report for the Penn Valley Union School District, Ready Springs School.

**Instructional Materials and Facilities**

During the third quarter of Fiscal Year (FY) 2017-2018, the Nevada County Superintendent of Schools staff did not conduct any site reviews of instructional materials or facilities.

**School Accountability Report Card**

The School Accountability Report Card (SARC) of Ready Springs Elementary School was reviewed for accuracy and required Education Code section 1240(c)(2)(J). We are happy to report that the SARC includes accurate data related to the sufficiency of textbooks and instructional materials and the cleanliness and adequacy of school facilities, including good repair.

**Teacher Vacancies and Misassignments**

The decile 1 to 3 schools report from the Commission on Teacher Credentialing will not be available until the end of the fourth quarter of FY 2017-2018. As such, during the third quarter ending March 31, 2018, NCSOS conducted no reviews of Teacher Vacancies and Misassignments.
Uniform Complaints

The district had no uniform complaints filed during the third quarter of FY 2017-2018.

We look forward to working with you throughout the year. If you have any questions regarding the above report, please contact Shar Johns, Associate Superintendent, Educational Services at (530) 478-6400 ext 2005.

Sincerely,

Scott W. Lay  
Nevada County Superintendent of Schools
May 2, 2018

Ms. Delilah Martinez  
Director  
EPIC de Cesar Chavez  
122 E. Tehachapi Blvd.  
Suite C  
Tehachapi, CA 93561  

Dear Ms. Martinez:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2018 Commission Meeting. The ACS WASC Commissioners have determined EPIC de Cesar Chavez (9 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the initial visit report, and the satisfactory completion of the on-site initial accreditation visit.

It is the decision of the Commission to grant EPIC de Cesar Chavez (grades 9th through 12th) Initial Accreditation Status through June 30, 2021.

Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a self-study report, including the progress made in meeting the recommendations of the Initial Visit Committee. Self-study training will be provided and schools will be expected to have key staff participate in these training sessions. An ACS WASC Visiting Committee will conduct a site visit to review the school’s self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the school’s programs and operations and the impact on student learning.

Accreditation status is conditioned upon EPIC de Cesar Chavez’s continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. One accreditation requirement is the obligation of schools to notify ACS WASC of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program (see attached).
May 2, 2018
EPIC de Cesar Chavez
Page 2

Another accreditation requirement is that schools and districts annually contribute members to participate on visiting committees. This is particularly helpful to newly accredited schools in order to gain a better understanding of the accreditation process. New members can sign up to serve on a visiting committee on the ACS WASC portal at https://webportal.acswasc.org. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of accreditation.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: “Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges,” until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the grade levels accredited, i.e., “Fully Accredited for Grades (9–12 for example) by the Accrediting Commission for Schools, Western Association of Schools and Colleges.”

Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the ACS WASC accredited seal which can be obtained from the ACS WASC office, or the “Accredited by ...” phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the programs or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools in the same communication. The information to include is:

Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

The Commission looks forward to EPIC de Cesar Chavez’s anticipated success and continuing improvement in keeping with ACS WASC’s pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

[Signature]

Stephen Cathers
Commission Chairperson

Enclosures: Initial Visit Visiting Committee Report
            ACS WASC Substantive Change Policy and Procedures
            ACS WASC Accreditation Stamp and Embosser Order Form

cc: Chairperson, Initial Visit Committee
    Superintendent
Dear School Principal,

The Accrediting Commission for Schools, Western Association of Schools and Colleges announces the action taken at the recent ACS WASC Commission Meeting regarding your school's accreditation status.

Please find attached the following documents:

- Official Letter
- Visiting Committee Report
- ACS WASC Substantive Change Policy
- ACS WASC Accreditation Stamp/Flag Information

NOTICE: In order to better serve you we are requesting read receipts on all official notifications.

Sincerely,

Accrediting Commission for Schools,
Western Association of Schools and Colleges
ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

INITIAL VISIT
VISITING COMMITTEE REPORT —
CALIFORNIA PUBLIC SCHOOLS

This form is to be used in conjunction with the ACS WASC Initial Visit Procedures Manual for California Public Schools and is to be used for all California Public and California Charter Schools. Note: Criterion A6 pertains only to California Charter Schools.

Part I

Name of School: EPIC de Cesar Chavez

School Address: 122 E. Tehachapi Blvd., Suite C

Grades Reviewed: High School

School Type(s): Charter School

Initial Visit Chair: Phil Matero 818-939-7545 pmatero@gmail.com

Initial Visit Team Member(s): Laura Schlottman

Date of Visit: March 21, 2018
Introduction

Write a paragraph summarizing the important information found in Part I and II of the Initial Visit Application/School Description for California Public Schools.

The Escuela Popular Instituto Campesino de César Chávez (EPIC) Charter School was authorized as an independent charter by the Nevada County Office of Education in April of 2014. Prior to becoming an independent charter, the organization that petitioned for the charter had over 10 years operating educational programs for adult farmworkers through the Farmworkers Institute of Education and Leadership Development (FIELD), an organization founded by César E. Chávez in 1978. Additionally, for the five years leading up to their charter approval, FIELD hosted a charter school onsite, and gained experience in the operations and management of an accredited charter school through those years of experience. EPIC Charter, though applying for initial accreditation for the first time, has considerable experience in the operations and management of a charter school.

EPIC Charter School provides a high school program to its students, all of whom are 18 or over, in areas of the state that are predominantly agricultural communities. When the school opened in 2014, it operated at four locations with about 190 students total. The school provides academic remediation, basic skills development, and credit recovery leading to a high school diploma for those who complete the required credits. Growth since the opening of the school has been steady. The school currently has approximately 360-400 students enrolled and operates at 13 locations in Kern, Riverside, Butte, Nevada, and Monterey Counties. The majority (85%) of the students are Hispanic; 93% meet the criteria for low socio-economic status and 85% are English Learners.

The curriculum is delivered through a standards-based set of textbooks and online materials used in a classroom setting. Students are enrolled as 12th graders in the school’s student data system, but classes cover the range of high school subjects and levels from 9-12 grade, because students have a wide range of classes that they need to complete in order to graduate. Any class needed to complete the requirements for graduation are offered at the school. Each class is taught by a credentialed teacher who is trained in the educational strategies that are most appropriate for the adult learners at EPIC. Student learning is measured using the Comprehensive Adult Student Assessment Systems (CASAS) standardized tests. The data from these tests are used to guide instruction at EPIC Charter School. The school performed an analysis of the testing data and demonstrated an understanding of what students need to progress academically.
Category A:
Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: INACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [INACOL Standard A, 2009]

Selected statements from the school application (optional):

The Farmworker Institute of Education and Leadership Development is a tax-exempt, 501(c)(3) non-profit public benefit corporation founded by Cesar E. Chavez in 1978. The Mission of FIELD is to promote economic and social prosperity to low-wage, low-skilled workers and their families and to strengthen rural communities.

These Student Learner Outcomes were developed during the process of the writing of the Charter petition and approved when the petition was granted. FIELD staff during the 2013-14 school year collaborated in the writing of the petition.

1. Students Read and Write Effectively
2. Students Obtain Key Life Skills
3. Students Appreciate History, Geography, and Current Events
4. Students Understand Government Processes
5. Students Understand and Apply Mathematical Concepts
6. Students Apply Scientific Concepts and Skills
Students Realize Their Own Interests and Talents

Visiting Committee comments:

The process for developing the mission statement and the student learner outcome goals was inclusive of the board of directors, staff and all stakeholders. In speaking with the board members, the VC learned that the mission and vision of the organization has roots back to the farm workers movement and Cesar Chavez’s vision for providing opportunities for personal and academic growth for field workers who have traditionally not had many opportunities to advance. This mission has deep relevance and connection to the needs of the students at EPIC and resonates with the staff and the students at the school.

In opening the EPIC de Cesar Chavez Charter School, the organization is fulfilling its commitment to provide an opportunity for farm workers to earn a high school diploma that will benefit them both personally and professionally.

The Student Learner Outcomes are appropriately crafted for the students at EPIC, given their need for basic academic skills, English language instruction, and for subject area skills that will prepare students to fully participate in society and in their careers. The Student Learner Outcomes, as well as the Mission and Vision, were clearly posted on walls at every campus.
A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

Online Programs: INACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [INACOL Standard B, 2009]

Selected statements from the school application (optional):

The School Board consists of six voting members, a president/CEO, and two non-voting members - the secretary and treasurer. The Board serves both the non-profit F.I.E.L.D. and EPIC charter high school.

The Board holds quarterly meetings and as needed special meetings throughout the calendar year. It's primary responsibility for EPIC is to approve the State and Federal compliance requirements including but not limited to, LCAP and WIOA. In addition, the Board is responsible for approval of the budget, hiring and dismissal of employees, curriculum adoptions and purchase of property and or facilities, among other agenda items.

The EPIC Board of Directors is provided informational and financial reports in order to review the operations, the budget, student achievement/performance data and status of the LCAP action steps, to ask questions and to make recommendations it deems necessary at regularly scheduled Board meetings. After review of the reports and data provided, it then gives final approvals at the following Board meeting. During the scheduled EPIC Board meetings the Head Accountant routinely provides fiscal health reports. The EPIC Executive Director also provides programs and operations reports.

Visiting Committee comments:

The board at EPIC meets quarterly and holds at least one additional meeting for LCAP every year. The minutes reveal that the board conducts its business in ways that are consistent with the Brown Act and expected school business operations.

The VC was able to interview board members and found that for many years they have conducted an intensive practice of evaluating the school’s performance in the Spring, leading up to the final budget development before the start of the new year. They evaluate the effectiveness of the school’s progress each year by looking at student learner outcomes data, facilities, equipment, teacher and staff evaluations, and graduation and attendance rates. The board evaluates the progress of the school and hears from the leadership team at the school as they make decisions about what will get prioritized in the budget and in what will be measured in the next school year. This process, followed for many years even before the LCAP was instituted in California, is a demonstration of the board’s commitment to ensuring that student learning is a priority, that staff are equipped to implement the schoolwide plans, and that the plan is being monitored year to year.
A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

**Online Programs: iNACOL Standard C: Leadership:** The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

**Online Programs: iNACOL Standard D: Planning:** A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

**Online Programs: iNACOL Standard F: Commitment:** In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

**Online Programs: iNACOL Standard I: Integrity and Accountability:** In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Selected statements from the school application (optional):

A needs assessment survey for all staff, students, and stakeholders is conducted at the end of each school year. Student forums have been held at most of the learning centers. Every summer an Academic Department analysis and review is conducted that is designed to identify the pressing issues and formulate the Education Action Plan for the following year. This plan informs the development of the LCAP for the following year. The Board and other stakeholders are currently going through a strategic long-term planning process for both FIELD and EPIC. The strategic planning process includes board members, staff, community members and business partners. Monthly management meetings are held to analyze the effectiveness of current school processes and revise the annual objectives as needed.

Visiting Committee comments:

The VC was able to review the student surveys that EPIC conducts and verify that the results of those surveys, along with student outcome data, and an assessment of student readiness for college and career, form the basis for the LCAP that is developed at EPIC. There appears to be involvement at all levels of the organization in the development of the Education Action Plan and the LCAP. There is a very thorough review of the plan annually and it is monitored regularly at board meetings.
A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Online Programs: iNACOL Standard E: Organizational Staffing:** A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Selected statements from the school application (optional):

All of EPIC certificated staff have been screened by the Human Resources (HR) director and audited by the HR department of the charter authorizer (Nevada County Office of Education). All teaching staff hold a valid California teaching credential or permit. NCOE has undertaken assignment monitoring for EPIC teachers and routinely makes recommendations as to how to better qualify staff for EPIC teaching positions. Administrative staff review every teacher applicant’s credentials, resume, and college transcripts for interviews and before offering a teaching position.

All EPIC staff are supervised and evaluated by the Executive Director and Deputy Director of EPIC who hold valid California Administrative Services Credentials. At the beginning of the school year or employment, staff is given instructional goals and focus for the year as well as other areas. Formal teacher observations/evaluations are held twice a year followed by a reflective post conference that also serves as a learning tool and self-assessment for teachers.

Visiting Committee comments:

Teachers at EPIC all hold valid credentials and the counselor has a PPS credential. Teachers reported to the VC that topics at Professional Development are intended to support them in their ability to meet student needs and improve student performance. Therefore, topics such as English language acquisition and basic skills improvement are commonly featured at PD. Teachers reported that they were well supported by the school administration, but in reviewing the evaluations performed by administrators, it appears that these are not conducted regularly. The administrators explained that they are prioritizing this in the future but are currently unable to perform evaluations twice a year for each teacher, as is their plan. The evaluations the VC reviewed were effectively done and provide good feedback for teachers in how to improve their practices.

A more consistent and thorough systematic approach to the continuous improvement of teachers is noted by EPIC as a goal and a priority for the school.

Additionally, though teachers have the required qualifications to teach in a charter school, the VC observed that the teaching staff did not employ highly effective instructional practices in the classroom. It appears that there is a lot of room for improvement in updating the teachers’ capacity.
A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: INACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [INACOL Standard G 2009]

Selected statements from the school application (optional):

Resources are allocated based on the students’ and teachers’ needs assessment survey, administration and board recommendations from the yearly Academic Services planning sessions, the previous LCAP, and monthly management meeting results. Using these analyses, the new LCAP goals are created or revised and a budget that prioritizes the action steps is submitted to the EPIC Board for approval. The budget is inclusive of learner needs, student needs, with the inclusion of academic standards and college- and career-readiness standards.

Leadership and staff are included in the monthly budget reports and Board meeting reporting. During the annual planning meetings, recommendations for allocation of resources are made based on the analyses of department needs. The FIELD/EPIC President/CEO, with input from the accounting department, makes the final approval on resource allocation decisions.

Visiting Committee comments:

The VC reviewed the budget with the School Administrator and found it to be reasonable and balanced on the whole. Of note was that approximately 79% of the budget is dedicated to staff salaries and benefits. However, only about a third of the budget for salaries is dedicated to the teaching staff. The rest is allocated for staffing operations at the site level and for support from the Admin office for attendance and finance. Teacher salaries are not on a level with the job market for teachers in the area, and this is probably why the VC did not see teaching that measured up to the best practices in the field. The Administrators want to be able to increase teacher salaries in the future and attract the best teachers possible, but this is an issue that will need support from the board of directors.

Budget allocations for books, supplies, and services related to operations seem sufficient to meet the needs of the students in the school. The challenges of operating a 13 campus school are many, but EPIC does a good job of getting resources and support to every location.
NOTE: CRITERION A6 APPLIES TO CHARTER SCHOOLS ONLY.

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Selected statements from the school application (optional):

The school’s long-range plan reviews have been effective in helping make decisions to further the school’s vision, mission and learner outcomes. The long-range plan reviews are conducted on an annual basis along with monthly meetings to make modifications to the plan as needed. This review is also done with the annual LCAP. Management and Board members take part in this review process to ensure that there is assessment for the future planning and capital needs of the school.

The FIELD/EPIC annual audit is prepared by a certified public accountant that has been approved by the state controller office and charter school board. The CPA and management share responsibilities that are stated through an engagement letter prior to start of the audit. As part of the CPA’s responsibilities they submit the audit to the State Controller’s Office as well as any other government entities required by law. The annual financial statements are prepared in accordance with US GAAP.

Visiting Committee comments:

The governing board and leadership team have done a good job of operating the school for four year and have kept it financially healthy year to year and have maintained a reasonable reserve fund of at least 5%. The audit report for the 2016-17 year was unqualified, and in reviewing past reports from auditors, the school has always addressed the issues that have been identified and responded to the deficiencies with corrective actions that have satisfied the auditors.

The financial planning for the school is done by the board, with input from staff and stakeholders. There are board policies in place that comply with GAAP and with CDE standards for fiscal management and guide the functions of school operations. Multi-year financial projections are reasonable and continue to reflect a commitment to sound planning and management.

The school is fiscally solvent and maintains a reserve fund of at least 5%.
Category B:
Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Selected statements from the school application (optional):

The written curriculum in use by EPIC de Cesar Chavez for the past three years was adopted from the previous accredited charter school with which EPIC was associated, John Muir Charter School. The original Charter petition includes all the standards and benchmarks that enable the teachers to target his or her instruction. EPIC is currently undergoing a revision of the JMCS course outlines in order to more closely align course outlines to the Common Core State Standards (CCSS), to the College and Career Readiness Standards (CCRS), and to up-dated more rigorous textbooks. Up to this year, the taught curriculum has been based on these adopted course outlines. In the order of the priorities established in the school’s annual review, the first curriculum revision is for the English Learner curriculum.

Several meetings have been held with partner community colleges and universities: College of the Sequoias, Palo Verde College, California State University Bakersfield, University of LaVerne, Hartnell College, and Bakersfield College to discuss Career Technical Education pathways, and college readiness pathways to prepare EPIC students for both the workforce and college enrollment.

Visiting Committee comments:

The curriculum that is used at EPIC is a series of textbooks that are standards-based and geared for lower level learners. As the staff noted, they are going through a revision of the curriculum at EPIC to update the materials and enhance them with newer CCSS and CCRS based materials that will be more relevant and rigorous than what is currently in place. The school feels tied to the curriculum as it is what is identified in their charter, but they are eager to update and improve the curriculum as they prepare for a new charter petition next year.

The Administrators conducts informal/formal observations at least once per semester (twice a year). During observation, the Administrators observes for the following: use of academic language, academic rigor, higher level of thinking, use of critical thinking skills by the student, level of student engagement, classroom management skills, and methods by which the teacher is checking for understanding. According to the LCAP report only 50% of teachers were evaluated in 2016-17 school year. The Administrators acknowledged that this is an area that requires improvement.
Collaboration and learning from each other. Teachers take advantage of the "google hangouts" and email as a quick and effective method for collaborating and by sharing best practices. Additionally, the central office offers 10 days of professional development days to all of their teaching staff. At the start of the school year the faculty and board members participate in a one-week professional development. The teachers are encouraged to lead the professional development breakout sessions, to build capacity and share best practices. According to the teacher interviews, by giving teachers the time to collaborate, they get to know each other better, and to share their best practices throughout the year. The VC found that a school culture where the staff enjoys working with each other is highly motivating to everyone doing their very best. In the end, the students are the ones who benefit the most.
B2. Access to Curriculum Criterion: All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: InACol Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [InACol Standard H, 2009]

Selected statements from the school application (optional):

EPIC's instructional programs focus on helping the student obtain a high school diploma. A Pupil Personnel Services credentialed counselor and/or trained teachers analyze students' transcripts, and students are assigned to courses at his or her level of functioning and need for completion of graduation requirements.

Every student has a written plan of goals and action steps that was drawn up in a 1:1 meeting between each student and a Pupil Personnel Services certificated counselor. As EPIC students enroll in varied stages of credit recovery needs, student schedules can be adjusted quarterly in order to meet requirements in a timely manner. The effectiveness is measured by the consistent increase in the percentages and numbers of students completing a high school diploma.

The 2016-17 school year was the first year in which a PPS credentialed counselor was hired to work directly with the students to assist them with their academic planning and college/career readiness. This individual travels between sites on a daily basis and meets with students and teachers.

Visiting Committee comments:

Individualized Learning plans for all students. During student interviews, the students mentioned that their teachers provide support to ensure that each student is challenged and continues on the path that leads them to their desired outcomes.

In the charter petition, it states that the students meet 1:1 with their instructors biweekly (pg. 15) to review attendance and for progress monitoring to ensure the students are on target to complete his/her goals indicated in the Individual Learning Plan. The VC heard from students that this was observed.

Every student at EPIC High School is provided with access to textbooks as the VC observed during the classroom visit. In addition, the ESL Pearson Side-by-Side workbooks have been ordered.

The Counselor meets with students individually to create their Individual Learning Plans, outlining the classes the student will need to complete to be on track with earning their High School diploma. The Counselor will review what students will take during high school and go over our graduation requirements. Hard and soft copies of their files are kept.

EPIC has textbooks in the classrooms for all core (math, biology, English, history) subjects and electives (life skills, foreign languages, ESL, health).
Category C:
Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Selected statements from the school application (optional):

The strength of EPIC high school instructional practices is the 1:1 attention given by EPIC teachers, and the variety of courses available to students according to their functioning levels from beginning English Learners to a-g college preparatory. The master schedule at each site is reviewed and revised quarterly to provide the maximum direct instruction to the most students. This determination is started with a thorough analysis of every single student’s graduation plan, the numbers of course completers each quarter, and the remaining course needs of the students that meet their graduation requirements. Once the analysis is made, the teachers determine what classes are needed by the most of the enrolled students in order to provide direct instruction to them in the most efficient manner.

Visiting Committee comments:

The VC agrees that the 1:1 attention that students receive at EPIC is a strength; however, it is not a guarantee that “all students are involved in challenging learning experiences,” and unfortunately, the classroom observation did not achieve this goal. The VC observed a class where students were listening to a presentation that was being read by a student, followed by a lesson to develop reading comprehension skills via the analysis of a text that was filled with outdated, arcane language and had little connection to the students’ experiences or familiarity. The instruction lacked relevance and was not challenging for all students. The challenge for EPIC is that even in a small classroom of students, the skill levels vary greatly, so effective classroom instruction would require more strategic innovation than the VC was able to observe.

In order to address the challenge of such great needs for differentiation, EPIC provides time for students to work at the computer in a self-paced academic skill builder program. The instructional time is split between classroom instruction and individualized learning opportunities.
C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

**Online Programs: iNACOL Standard K: Instruction:** A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

**Selected statements from the school application (optional):**

Teacher differentiation of instruction occurs when teachers teach to the students’ learning modalities, cognitive ability, and life experiences. Teachers utilize small group instruction, resources and courses taught in the students’ native language, cooperative/collaborative learning, 1:1 individualized instruction, SDAIE strategies, multi-media and Internet resources such as Khan Academy. The use of Cyber High and AGS textbooks allow teachers to place students at their appropriate academic working level. Project based learning, oral presentations, the use of chrome books to research material online help teachers differentiate instruction also.

Continuing professional development opportunities are offered to EPIC teachers through Outreach and Technical Assistance Network (OTAN) online. Teachers are currently not required to access this training. On occasion, a teacher has been asked to share material learned through their personal educational experiences, or through OTAN trainings. Teachers also share educational websites and lesson enrichment resources through their email group. Every classroom is supplied with a laptop, a projector, a document camera, and a printer/scanner for instructional use as needed.

**Visiting Committee comments:**

The VC was not able to observe all of the strategies described above, but it appeared that teachers make an intentional effort to get to know their students, understand their ability levels, and provide a variety of engagement strategies and resources. We heard from teachers and students that customizing learning experiences is widely practiced at the school. EPIC makes connections with workplace learning and with the goals that students have for their careers.
Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Selected statements from the school application (optional):

Teachers utilize the Student Information System (Aeries) reports, varied Cyber High progress reports, CELDT/ELPAC score reports, CASAS TOPSPRO results reports, teacher-made assessments, and previous transcripts to assess student academic needs. Data feedback from individual student TOPSPRO CASAS reports is just now being made available to teachers.

Student achievements reports are shared with the Nevada County Superintendent and Board. These include end of the semester, and end of year reports. The FIELD/EPIC School Board is kept informed of student achievement at regularly scheduled Board meetings. This same data is provided to all teachers with time allowed for small group analysis of the data during Professional Development meetings. Plans are underway to revise the FIELD website in which EPIC achievement data will be posted.

Visiting Committee comments:

EPIC staff were able to describe the data that they received from the CASAS system and indicated that it provided an adequate understanding of the needs of students and the progress that students are making. The testing is performed several times a year to provide this information to teachers.

As a comprehensive record of learning, students at EPIC are required to meet with an academic advisory to develop the “EPIC Student Achievement Plan.” The purpose of the EPIC student achievement plan (SAP) is to have a standardized method of storing and documenting student information, assessments, goals, and work samples.

The (SAP) procedures/sections are (Student portfolios):

Section 1: Enrollment
Section 2: Individual Learning Plan (ILP)
Section 3: Intake and Tracking
Section 4: Assessment
Section 5: Work Samples

Section 1 of the SAP are to be completed upon enrollment. Section 2-5 of the SAP are to be updated each semester/trimester. The EPIC SAP is kept on file for the authorizer to review and students should be familiar with their file. The outcomes of the SAP are to serve as an academic portfolio and to demonstrate EPIC student learning and achievement.
D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion:
Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Selected statements from the school application (optional):
Teachers utilize formative assessments, summative assessments, project based learning and presentations, teacher created assessments, textbook/curriculum provided tests and quizzes, written reports, oral presentations and Q&A on a daily basis. At the end of every unit, grades and credits are earned and uploaded quarterly. Due to the mobility of the rural adult students who enroll in EPIC, credits earned are captured as frequently as necessary, and systemically at the end of every quarter.

Visiting Committee comments:
The EPIC Administrator, as the instructional leader, ensures that all teachers employ a variety of strategies to evaluate student learning. The Administrator does this in two ways: by giving quick feedback during informal walkthroughs, and by conducting two formal observations throughout the year.

Teachers are given daily planning and reflection time in which they modify their lesson plans based on the results of the assessments given. Teachers share the findings of specific students with each other during their virtual collaboration and in person during their professional development days. It is critical that teachers are well informed about their students' understanding and mastery of content.

That is where a variety of formative and summative assessments, both formal and informal come into play, such as: homework, discussions, quizzes, exams, interactive notebooks, essays, projects, and verbal assessments. Teachers constantly check for understanding using warm up activities to assess students understanding immediately after class.
D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.

**Online Programs: iNACOL Standard R: Program Evaluation:** A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

**Online Programs: iNACOL Standard S: Program Improvement:** A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

**Selected statements from the school application (optional):**

Results from the school-wide CASAS assessments are used to drive decisions as to what professional development instruction and trainings to provide to the teachers. It is also used to reallocate resources to areas of need, such as the identified need for an ESL/ELD/ELA pathway and new curriculum and texts for the lower levels of English Language Development for students who desire to move into the high school and earn a diploma.

Small groups will continue to meet periodically to discuss and recommend curriculum adjustments within the graduation requirements and CTE courses. Professional development provided to teachers will continue to better prepare them with teaching strategies for adult English Learners who have unique academic needs. Articulation agreement and dual enrollment meetings will continue to be held with partner colleges to define available CTE courses needed for EPIC students to meet their vocational goals.

**Visiting Committee comments:**

Grades are kept in our proprietary Student Information System, Aries. Every six weeks, the teachers prints either progress reports or Report cards (end of each semester). Furthermore, students are given access to Aries online. Either way, they can see real-time scores for every assignment the teachers administer.

The results from the school-wide CASAS assessment shows that the school is using student achievement data to drive decisions about program enhancements, revisions of goals for student learning, and the allocation of resources.
Category E:
School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Involvement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: INACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students’ educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [INACOL Standard Q, 2009]

Selected statements from the school application (optional):

The school’s purpose, learner outcomes and academic standards are communicated to community members through newspaper articles, television interviews and reports, YouTube videos, information table set-ups at outdoor markets and anywhere the target audience congregates, presentations in churches and community organizations such as native American tribal councils, and farmworker labor camps, workforce development committee meetings, and community college staff meetings among other resources.

Visiting Committee comments:

EPIC goes far beyond what most schools do in connecting to the communities, families, businesses and industries where their school campuses are located. The school very intentionally has designed their program and set up their campuses to meet the needs of farm workers who are seeking to earn a high school diploma and advance in their careers. EPIC is well-respected by everyone in the local communities and receives tremendous support from community organizations and businesses to provide this high school to the local residents.

EPIC connects with partners through advisory councils, service projects, workplace learning supports with employers, and through a formal connection with the workforce development system.
E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

| Online Programs: INACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [INACOL Standard P, 2009] |

Selected statements from the school application (optional):

All learning centers/classes are allotted a monthly budget with which to provide cleaning and safety supplies. This includes floor cleaning, painting, academic environment supplies, charts and posters, supplementary books, etc. Every classroom has immediate access to clean and orderly properly supplied restrooms also. Teacher responses to the survey question of if they felt safe in the classroom, 84% responded with always or mostly always. 89% indicated that they felt their classroom areas were maintained.

Students are already adults, but ensuring that all doors, lights, and other mechanisms are in good working order provides a safe environment. At some sites, a security guard is provided with the property. Classes have exit routes posted in the event of an emergency.

One of the results of the end of year students surveys indicated that 85% of the students marked positive or very positive when asked to describe their experience with EPIC high school.

Other results of the student survey indicate that:

- 98% received adequate help
- 88% has a positive classroom atmosphere
- 86% stated that the clerical staff was helpful
- 94% stated that EPIC helped them reach their goals
- 98% stated that the teachers were helpful

Visiting Committee comments:

Prior to the visit, the VC took virtual tours of all the campuses. The facilities were all clean, well-organized, and each site had a very inviting and engaging learning environment. Each one had the required first aid kits, fire extinguishers, proper bathroom facilities, entries and exits. The appearance of each site and the staff was professional, and each campus had the same types of signage with regard to learning objectives, core values, and inspirational images from the farmworkers movement. The culture at every site was warm and friendly, and the students appeared to be engaged and interested in what the teachers were delivering in their lessons.
E3. Personal and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student’s success. [INACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [INACOL Standard O, 2009]

Selected statements from the school application (optional):

Academic, personal, and career support services have improved with the addition of a Pupil Personnel Services credentialed counselor to the staff. The counselor is constantly on the road visiting students, making presentations, providing personal counseling, referral services, school to career information, financial aid presentations and assistance, and meeting 1:1 with students and teachers in each of the learning centers in Kern County. The Director of Curriculum and Instruction also has a PPS credential and is available for 1:1 meetings with students as needed in the northern and southern school sites.

All students follow the same initial assessment processes and with the assistance of the counselor or teacher, set their personal and academic goals in their ILP folders. The decisions made at that time are communicated to the teacher who assigns the classes needed every quarter. There are no restrictions of courses that can be taken at EPIC, however limited English speakers are required to take ELD classes. All students have access to any course offered by EPIC according to their academic plan, and in addition will be able to enroll in college dual enrollment classes or articulated college courses.

Visiting Committee comments:

Students reported that the teachers are very supportive, caring and patient. They also said that they receive a lot of one-on-one attention and that teachers are well aware of their needs as students. The PPS counselor described her work going from site to site to meet with students individually once every week or two. Her work included a comprehensive list of personal supports that she and the school provide to their students.
Other areas to which the school has responded or to which the committee wishes to respond.

Type here...

Selected statements from the school application (optional):

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Visiting Committee comments:

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Ongoing School Improvement

Schoolwide Areas of Strength

1. The school offers a small, nurturing, empowering and safe environment.
2. The school has defined and adopted statements of Vision, Mission and Core Values that are part of the school’s culture.
3. The mission of the school is well-established and supported by a strong board of directors, the school’s stakeholders and the communities they serve.
4. Operations for fiscal management is solid. The organization has proven experience in managing funds and in following GAAP, as evidenced by several years of unqualified audit reports.
5. Students were all provided with instructional materials and technology adequate to their needs.
6. Teachers and counselors demonstrated a sincere care for their students, and students were motivated to learn because of this supportive culture at the school.
7. The use of the CASAS assessment of learning system is providing ample data for the school to accurately assess student needs and their academic progress over time.
8. The school facilities are clean and professional, well-organized and safe.
9. EPIC engages in exceptional outreach to the communities served by the school. EPIC brings the school to the students by strategically locating in community spaces that are very accessible to students.
10. Connections to career development and workplace learning is strong.

Critical Areas for Follow-up

1. Leadership and staff should prioritize teacher development and assessment of teacher performance.
2. Teachers need more Professional Development and resources in the areas of technology use, EL instruction, and Common Core Standards instruction.
3. Low teacher salaries are a concern for the future of the school and for quality instruction in the classroom. EPIC pays teachers significantly below the standard wage for teachers in the area. This is not a sustainable model for quality instruction and should be addressed. It was evident to the VC that the teachers were not current on methodologies and instructional practices that would make instruction more relevant and challenging to the students of EPIC.
4. Continue with the self-study accreditation process, developing an action plan through discussion of all criteria with all stakeholders.
SUBSTANTIVE CHANGES
IN ACCREDITED SCHOOLS

If a substantive change occurs in an accredited school, continuation of accredited status or inclusion of the substantive change in the institution’s previous grant of accreditation or pre-accreditation shall require:

- Prior application to the Commission regarding the proposed change
- Approval of the application by the President
- A one or two-day visit by a two-member team appointed by the President
- Subsequent approval by the Commission.

Examples of Substantive Change

A school initiating or experiencing a substantive change since its last ACS WASC visit must so report and seek approval of the substantive change pursuant to ACS WASC Policy A5.2 in order to maintain its accreditation or candidacy status. Examples of a substantive change include, but are not limited to:

- Change in location of school
- Addition of or transfer of programs to new or different buildings
- Change in grade level configuration
- Change in type of school
- Change in ownership and/or control
- Change in legal status or form of control of the institution
- Change in authorizer
- Opening a branch campus or classroom extension
- Change in established mission or purposes
- Addition of degree or diploma-granting program
- Material change in financial position that threatens the school’s ability to remain a going concern or otherwise threatens the school’s ability to effectively support its operations
- Addition of courses or programs that represent a significant departure, in terms of either the content or method of delivery, from those that were offered when ACS WASC most recently evaluated the institution
- Notification of adverse action taken or threatened by a state or other accrediting agency (please see ACS WASC Policy A11.2 for examples of adverse actions)
- Any other change representing a significant departure in circumstances from those that were present when ACS WASC most recently evaluated the school.
Review of Substantive Changes

All substantive changes must be reported within 30 days to the Commission. Failure to notify ACS WASC as required of a substantive change is grounds for the Commission to issue an order to show cause as to why the school’s status should not be withheld, with a time stated, to a candidate or accredited school. See ACS WASC Policy A11.3 for Review of Adverse Actions by Other Accrediting Agencies.

The Commission shall then undertake a prompt initial review of the substantive change to determine ACS WASC compliance. The President of the Commission, at his or her discretion, may schedule a visit of the school within 90 days of the receipt of notice to make a compliance determination. An independent audit of the school’s financial condition may also be required at the discretion of the President.

If after such initial review and opportunity for the school to respond, the Commission finds that the substantive change constitutes non-compliance with the standards of the Commission, the Commission shall issue an order to show cause as to why the school’s status should not be withheld, with a time stated, to a candidate or accredited school. The school must be notified of the specific grounds for the Commission’s adverse action, the specific standard(s) for which there has not been compliance, the nature of the action, and the right of the school to appeal if permitted by, and in accordance with, the Appeal Procedures in Policy A4.

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The Substantive Change Explanation Form can be found on the ACS WASC website at:
If a Substantive Change Visit is required, a visit fee will be billed.