

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Ark Independent Studies
Address	840 North Branciforte Ave. Santa Cruz, CA 95062
County-District-School (CDS) Code	44698234430096
Principal	Clyde Curley
District Name	Santa Cruz City Schools
SPSA Revision Date	May 5, 2023
Schoolsite Council (SSC) Approval Date	May 8, 2023
Local Board Approval Date	August 16, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

At the Ark Independent Studies we connect with students as individuals, inspire students to find meaning, motivate students to take responsibility, and support students to discover and pursue their interests.

School Profile

Ark Independent Studies High School is a fully accredited public high school that currently serves approximately 80 students in grades 6 through 12. Starting in the 2020-2021 school year, the Ark added a 100% online middle school option to address several issues faced by our school district due to COVID-19 and the move to distance learning. We have also added an A to G curriculum through the education program Edgenuity, to increase the ability for our students to have A to G pathways. During distance learning, the Ark Independent Studies program was essential in supporting students across the district. Ark enrollment increased during the pandemic. This resulted in an increase in staffing. Since the end of the pandemic, enrollment and staffing have returned to previous levels. For the 2023-24 school year the Ark will have 2.4 FTE Independent Study teachers and a 0.4 FTE Math Lab teacher.

The Ark is housed on a Santa Cruz City Schools' campus that is home to four small alternative schools. The Ark serves students in multiple locations across the county to provide students and families convenient locations and access to academic programs, emotional support, and social opportunities. The Ark's primary campus and textbook room is located on the Branciforte Small Schools Campus (BSSC) and the southside campus is at Soquel High. Students meet weekly with an instructor on a one-to-one basis. During that time, the students are given specific assignments covering a minimum of 20 hours, and feedback on coursework is offered and assignments are evaluated. Students complete their weekly course work independently from the school location. Students enrolled in a math course must attend a weekly Math Lab to receive focused support from a certificated math teacher. Assignments are tailored to fit the individual student's interests, needs, and learning styles. All Ark teachers are fully credentialed, with a broad range of teaching experience and expertise.

The Ark is a school of choice that students and families may initiate a transfer to, or a guidance counselor may advise enrollment due to a variety of reasons that range from the need to make up missing credits to a concern with mental and/or physical health issues. Traditionally, students were able to join the program at the beginning of their 9th grade year. However, we have expanded our program to allow for students to enroll starting in 6th grade (for 100% Edgenuity only). The program is available to self-disciplined and motivated students who are working toward a high school diploma. It provides over 60 course offerings that include textbook and online classes and are accredited by the Western Association of Schools and Colleges (WASC). Ark's program is in session for 180 days a year.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Many stakeholders were involved in the annual SPSA review and update. As part of our full self-study for WASC accreditation, the schoolwide action plan was closely reviewed and revised at multiple staff and parent meetings in Fall 2020. Our WASC visiting committee offered feedback on the plan during their March 2019 visit resulting in further changes to our SPSA action plan. Finally, the BSSC School Site Council reviewed progress on the 2022-2023 SPSA and approved the goals, metrics, and schoolwide action plan changes for the 2023-2024 SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	2.6%	2.33%	4.26%	2	2	2
African American	4.0%	4.65%	0%	3	4	0
Asian	%	1.16%	0%		1	0
Filipino	%	%	0%			0
Hispanic/Latino	34.2%	44.19%	40.43%	26	38	19
Pacific Islander	%	%	0%			0
White	55.3%	40.70%	51.06%	42	35	24
Multiple/No Response	4.0%	5.81%	4.26%	3	5	2
	Total Enrollment			76	86	47

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	4	1	
Grade 7	1	4	
Grade 8		3	
Grade 9	4	7	4
Grade 10	11	14	10
Grade 11	30	24	15
Grade 12	26	33	18
Total Enrollment	76	86	47

Conclusions based on this data:

1. Enrollment decreased in the 22-23 school year.
2. Ark enrollment increased during the pandemic years of 2020-21 and 2021-22.
3. Ark enrollment grows steadily through the school year. Ark enrollment at the end of the 22-23 school year was 65 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	2	10	6	2.60%	11.6%	12.8%
Fluent English Proficient (FEP)	14	17	9	18.40%	19.8%	19.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The number of English learners attending the Ark remains very low.
2. The administrator must continue to hold bi-annual language review team (LRT) meetings with Ark teachers of English Learners. This will ensure that the specific needs of English Learners are highlighted throughout the year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	4	*		0	*		0	*		0.0		
Grade 7	*	*		0	*		0	*				
Grade 8		4			4			4			100.0	
Grade 11	35	27		0	19		0	19		0.0	70.4	
All Grades	40	33		0	25		0	25		0.0	75.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11		2618.			31.58			42.11			10.53			15.79	
All Grades	N/A	N/A	N/A		24.00			44.00			12.00			20.00	

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 6		*			*			*			*
Grade 7		*			*			*			*
Grade 8		*			*			*			*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Conclusions based on this data:

1. Approximately 75% of enrolled students participated in ELA CAASPP testing in the 21-22 school year.
2. Of the students that participated in testing, approximately 84% met or exceeded standards for English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	4	*		0	*		0	*		0.0		
Grade 7	*	*		0	*		0	*				
Grade 8		4			4			4			100.0	
Grade 11	35	29		0	17		0	17		0.0	58.6	
All Grades	40	35		0	23		0	23		0.0	65.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11		2537.			5.88			5.88			41.18			47.06	
All Grades	N/A	N/A	N/A		4.35			13.04			39.13			43.48	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		*			*			*		
Grade 7		*			*			*		
Grade 8		*			*			*		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Conclusions based on this data:

1. Approximately 66% of enrolled students participated in Math CAASPP testing in the 21-22 school year.
2. Of the students that participated in testing, approximately 17% met or exceeded standards for Math. This indicates an ongoing need for math support for students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										*	9	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*		*	*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*		*	*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*		*	*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*		*	*		*	*		*	*	

Conclusions based on this data:

1. Too few English Learners took the ELPAC in 2021-22 to make any relevant conclusions.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
86	46.5	11.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Ark Independent Studies.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	11.6
Foster Youth		
Homeless	1	1.2
Socioeconomically Disadvantaged	40	46.5
Students with Disabilities	8	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	4.7
American Indian	2	2.3
Asian	1	1.2
Filipino		
Hispanic	38	44.2
Two or More Races	5	5.8
Pacific Islander		
White	35	40.7

Conclusions based on this data:

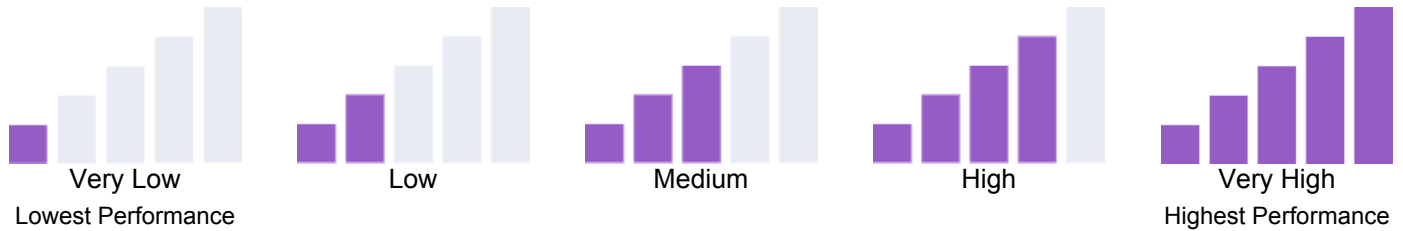
1. 46% of all students qualify for free or reduced lunch.
2. 11% of students are English learners.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

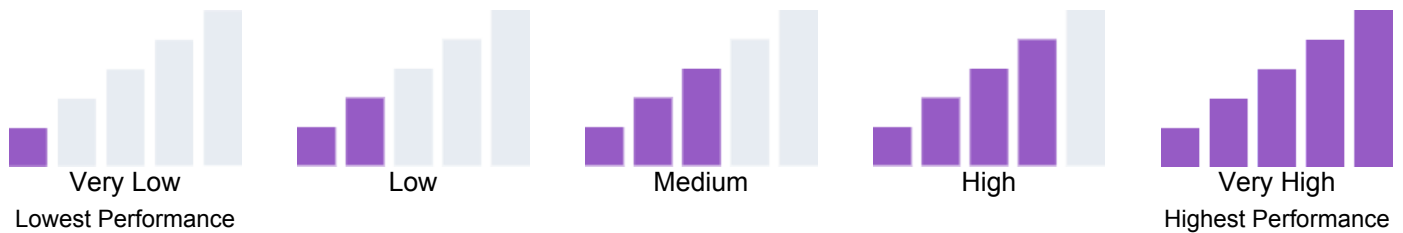
1. The Ark was able to maintain their 0% suspension rate.
2. Graduation rate numbers need to be improved and analyzed by individual student to determine if there are any patterns. The Ark has developed an end-of-year process to ascertain and analyze the reasons for student dropouts.
3. The Ark needs to look into a different A-G curriculum provider to increase enrollment in A-G pathways, with the intention of improving the College/Career Dashboard.

School and Student Performance Data

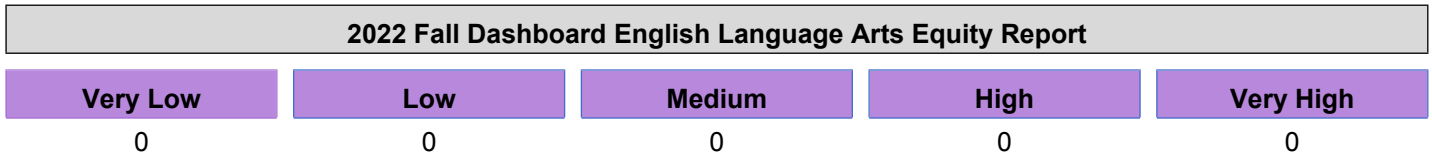
Academic Performance English Language Arts

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

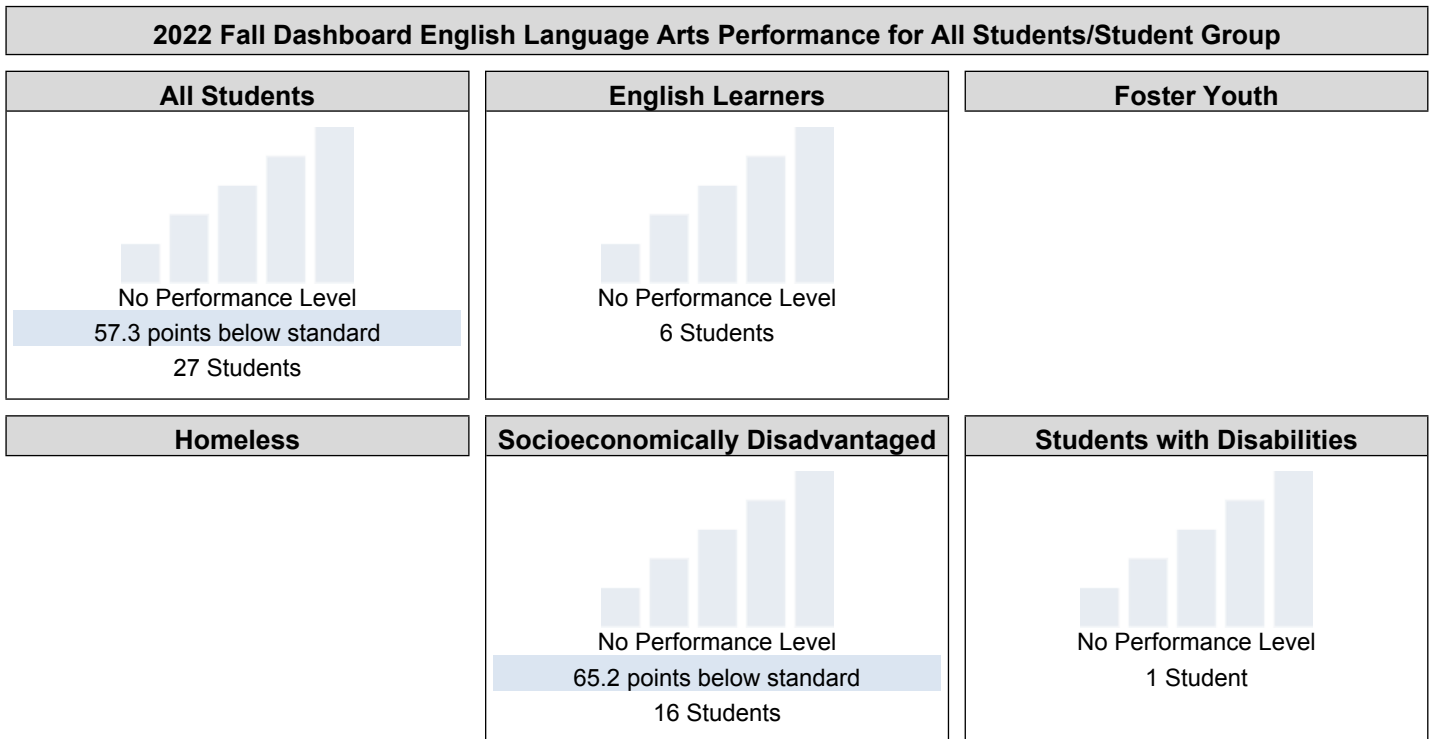
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



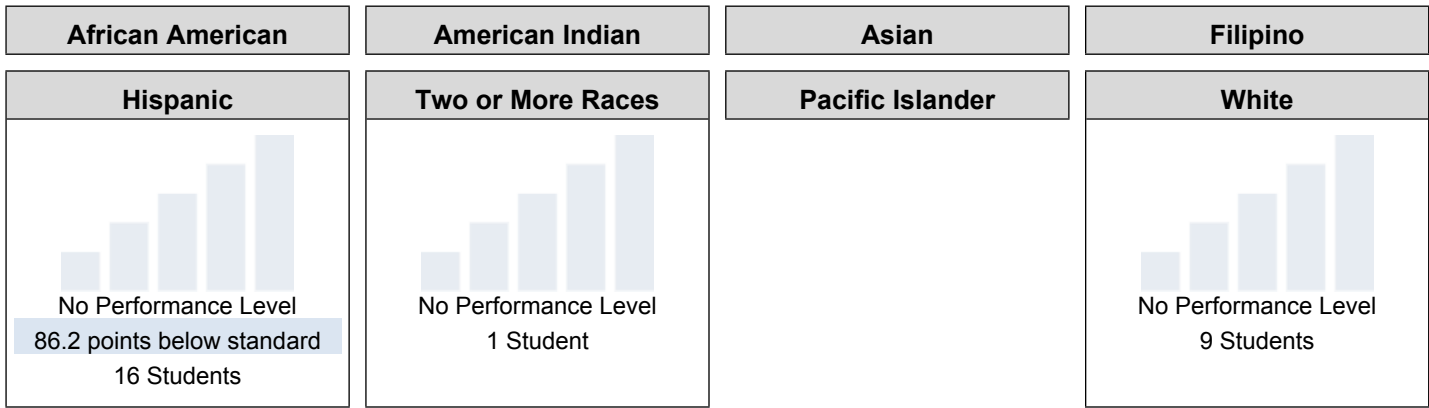
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students		10.8 points below standard 19 Students

Conclusions based on this data:

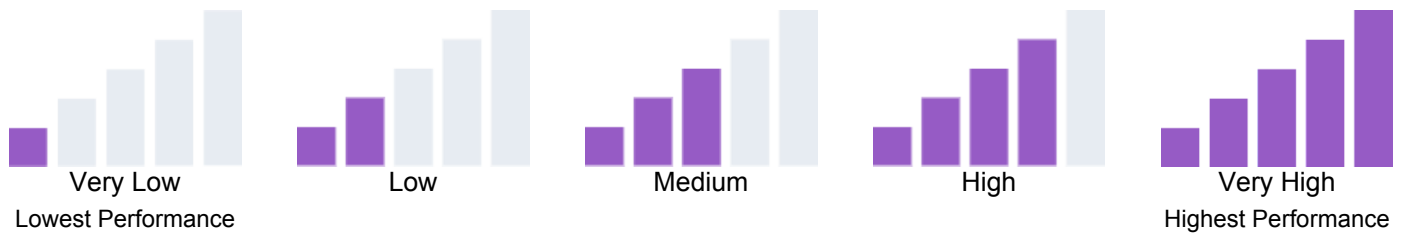
1. Numbers of students tested are not statistically significant for most groups.
2. Hispanic and Socio Economically Disadvantaged students show an achievement gap when compared to All Students.

School and Student Performance Data

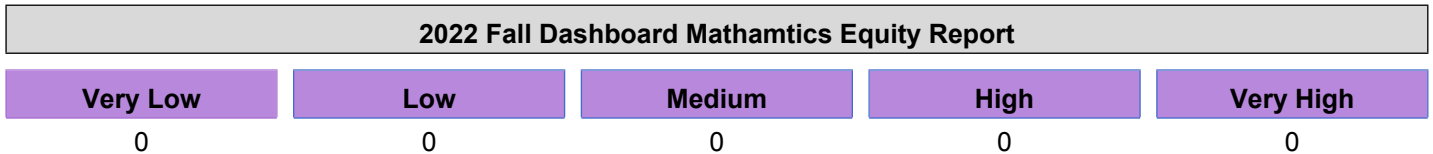
Academic Performance Mathematics

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

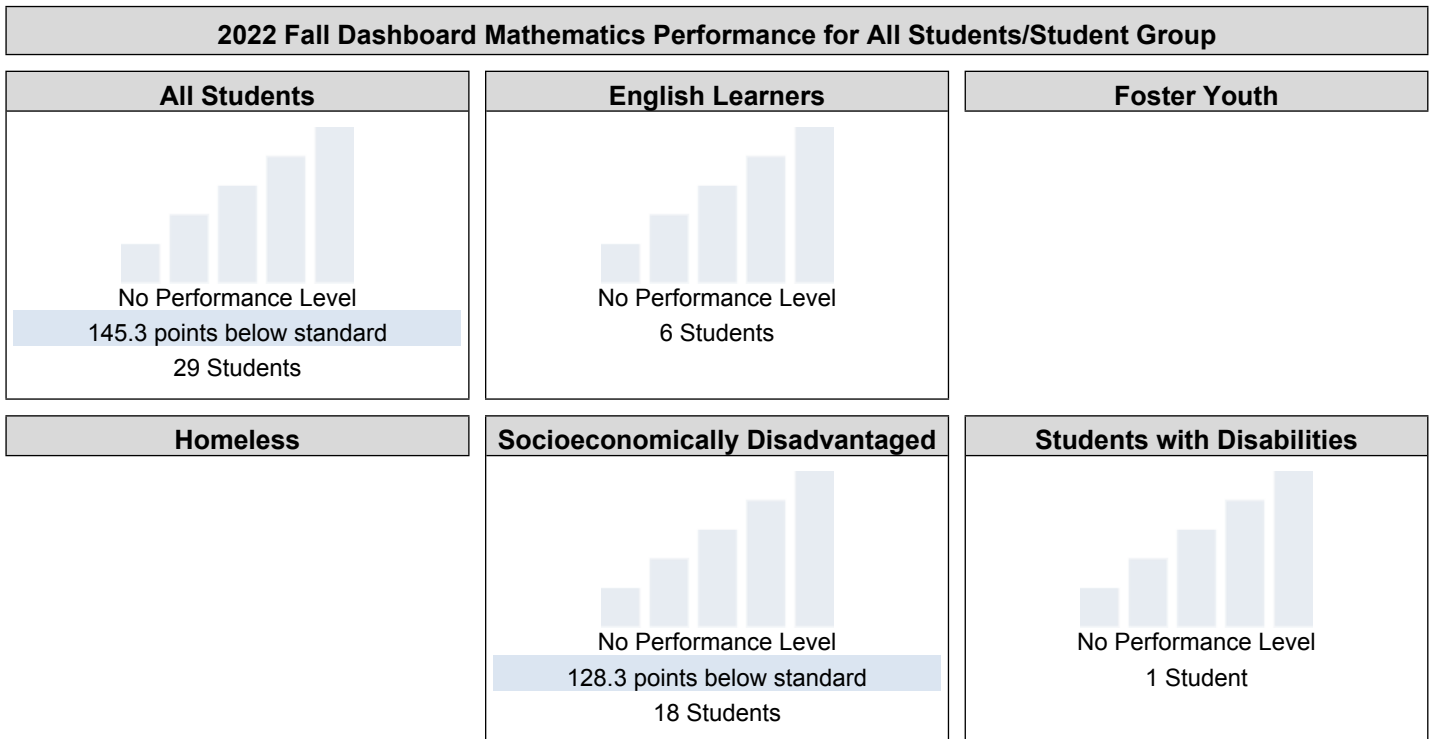
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



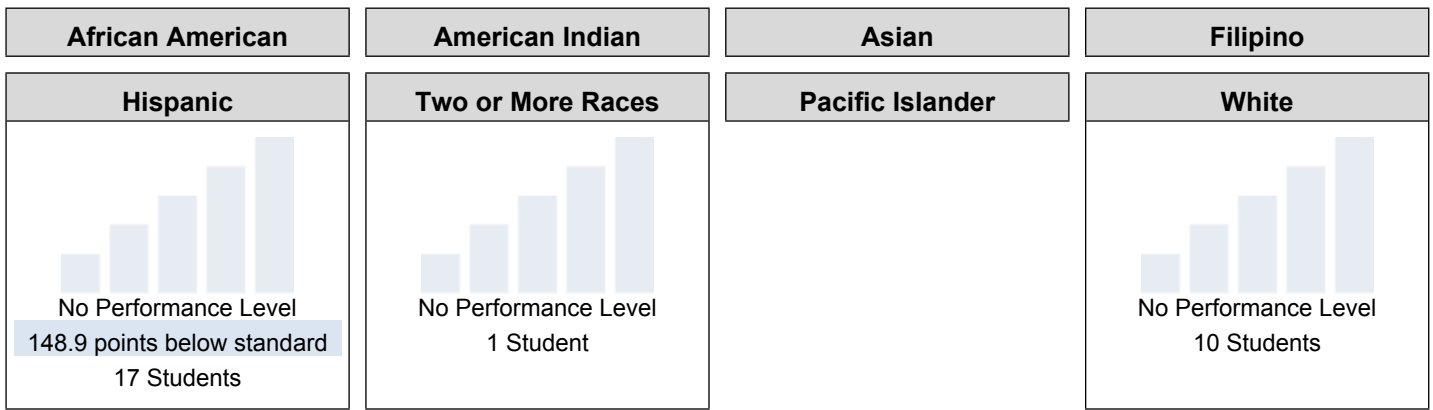
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students		127.1 points below standard 20 Students

Conclusions based on this data:

1. Numbers of students tested are not statistically significant for most groups.
2. Socio Economically Disadvantaged outperformed All Students in Math.
3. All students tested show a large distance from meeting standard.

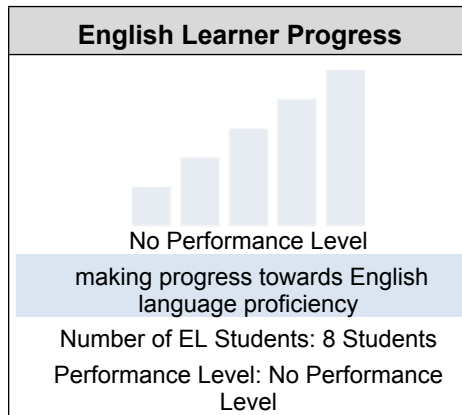
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

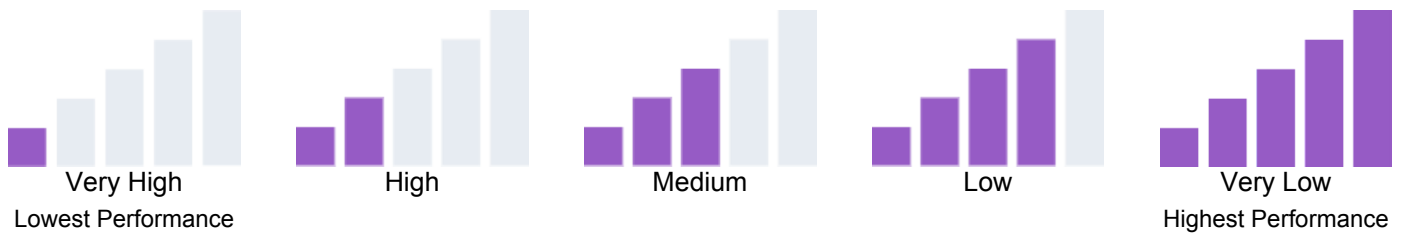
- The Ark has too few English Learners to make any conclusions.

School and Student Performance Data

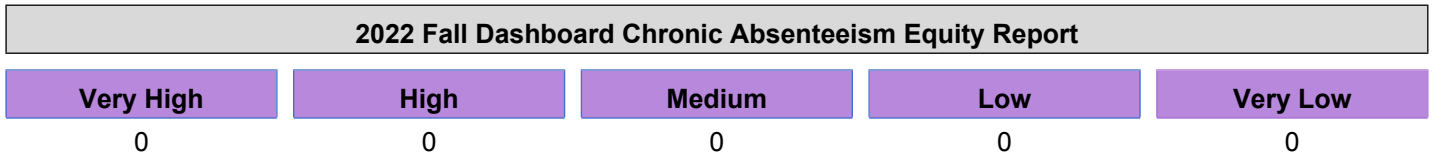
Academic Engagement Chronic Absenteeism

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

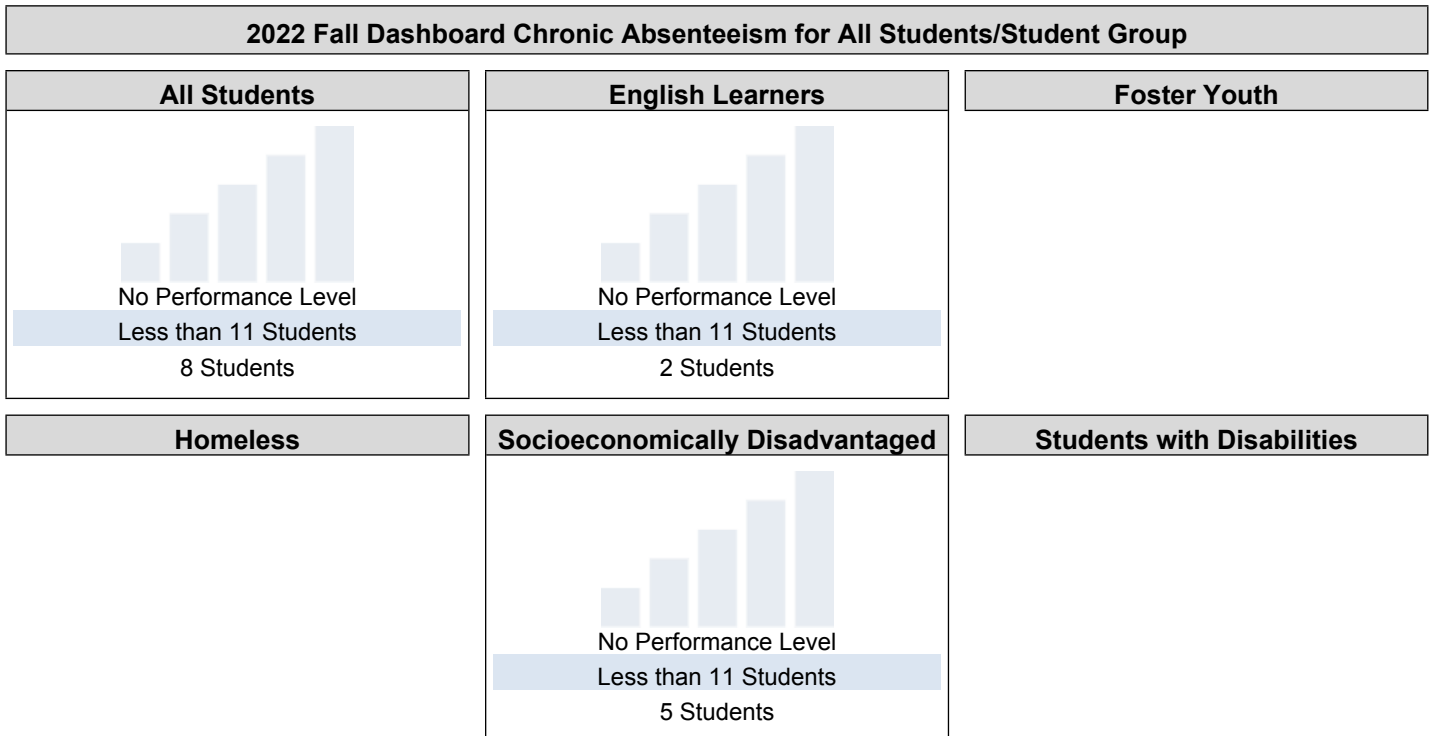
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



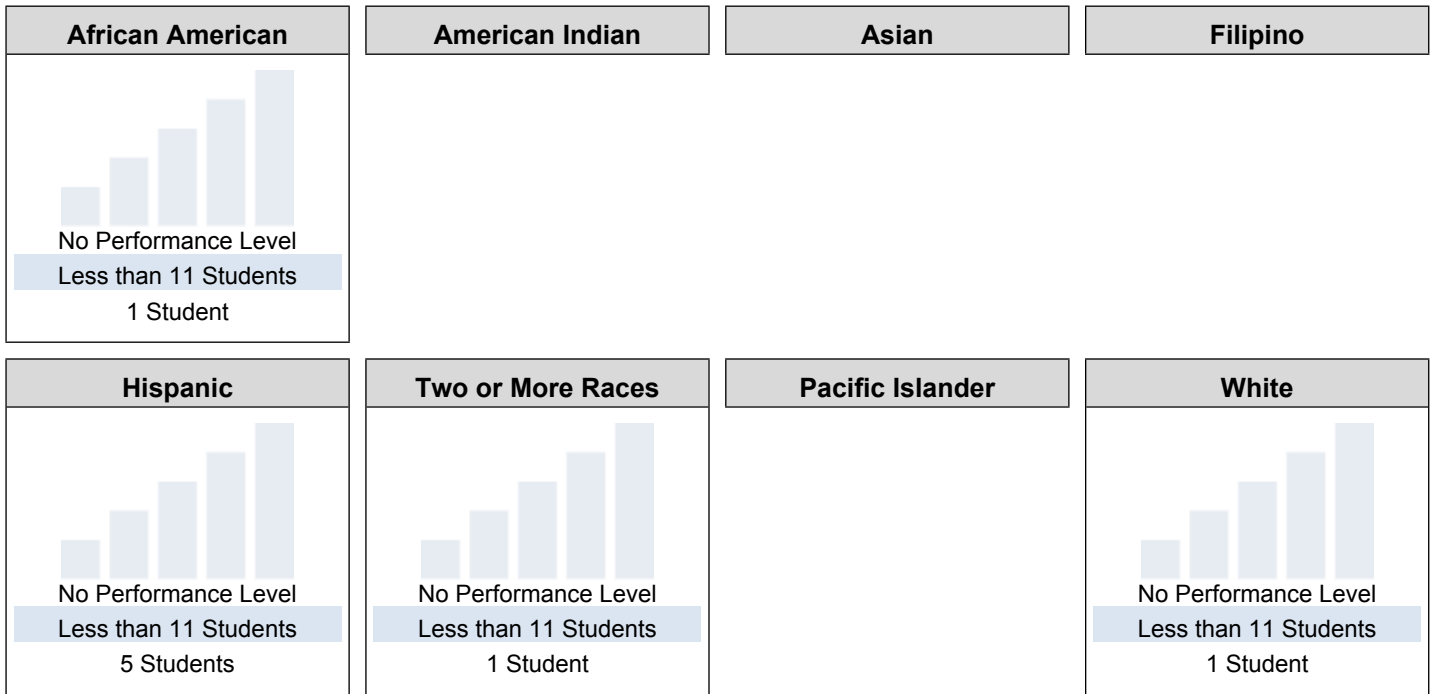
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



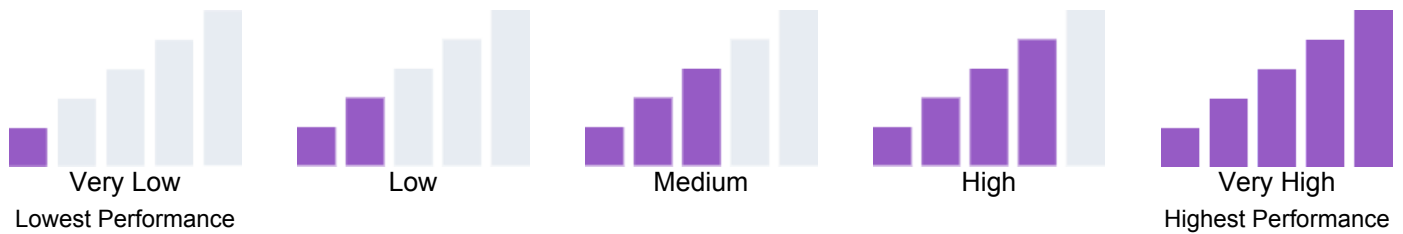
Conclusions based on this data:

1. Numbers of students are not statistically significant.

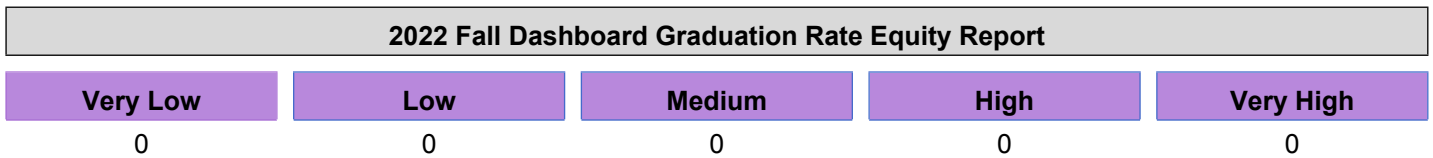
School and Student Performance Data

Academic Engagement Graduation Rate

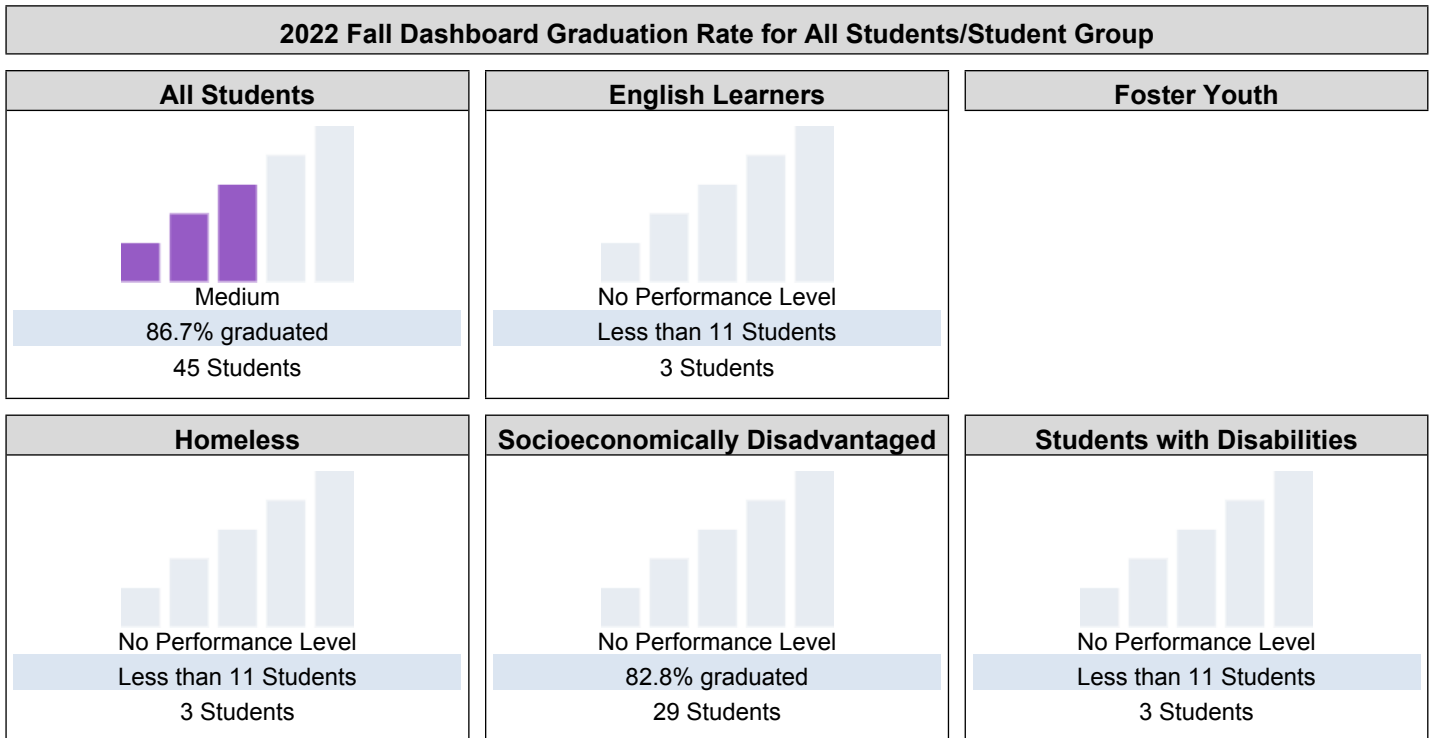
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



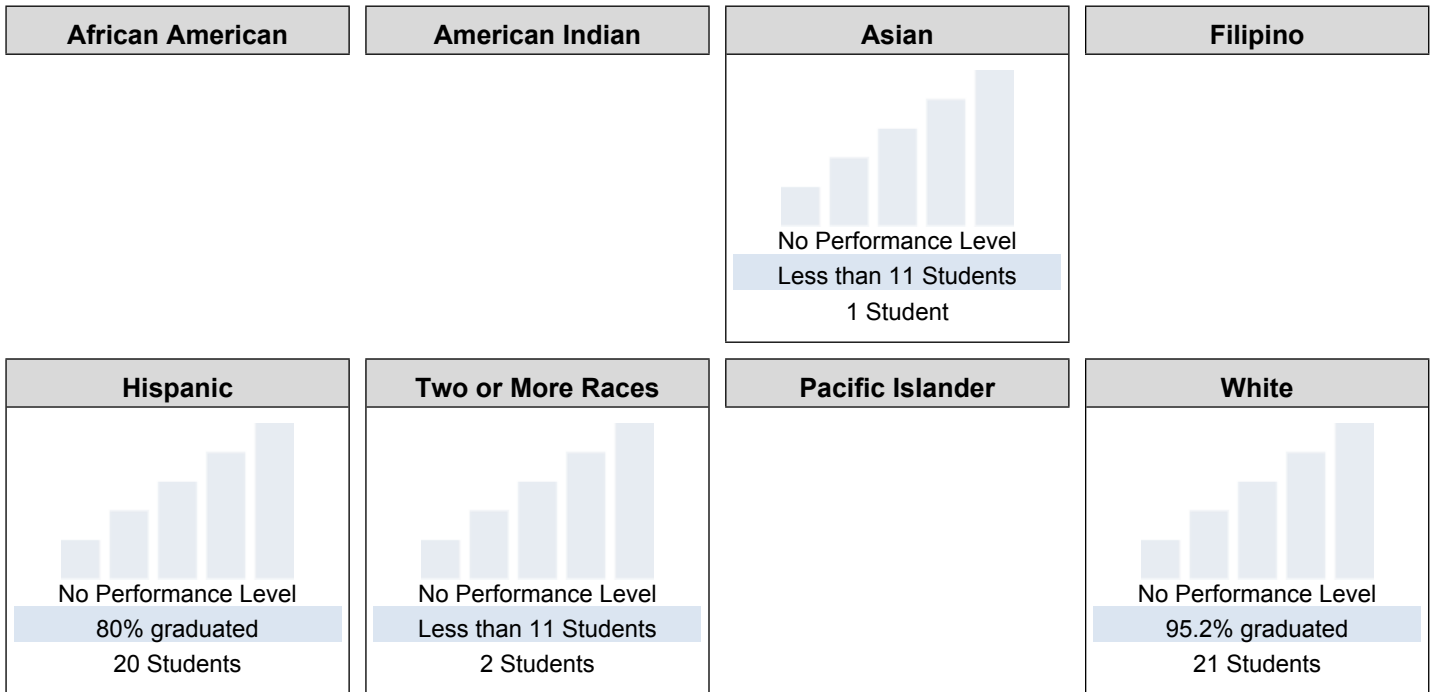
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

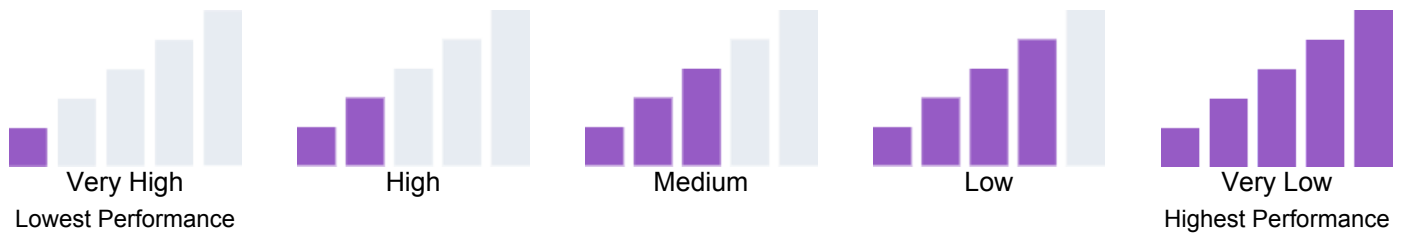
1. 87% of students graduated from the Ark.
2. Hispanic and Socioeconomically Disadvantaged students have a lower graduation rate than All Students.

School and Student Performance Data

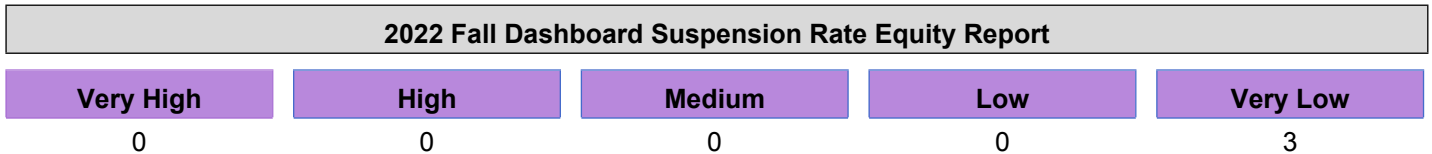
Conditions & Climate Suspension Rate

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

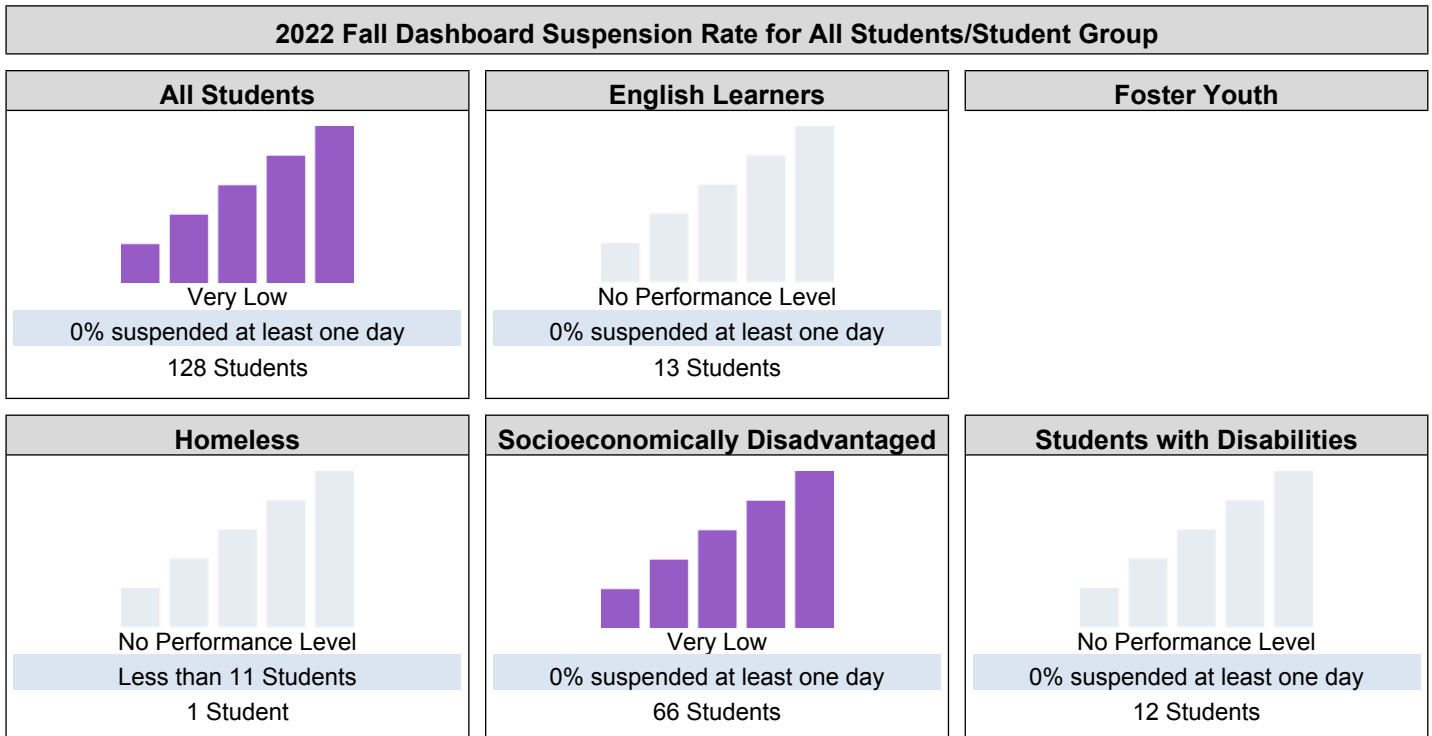
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



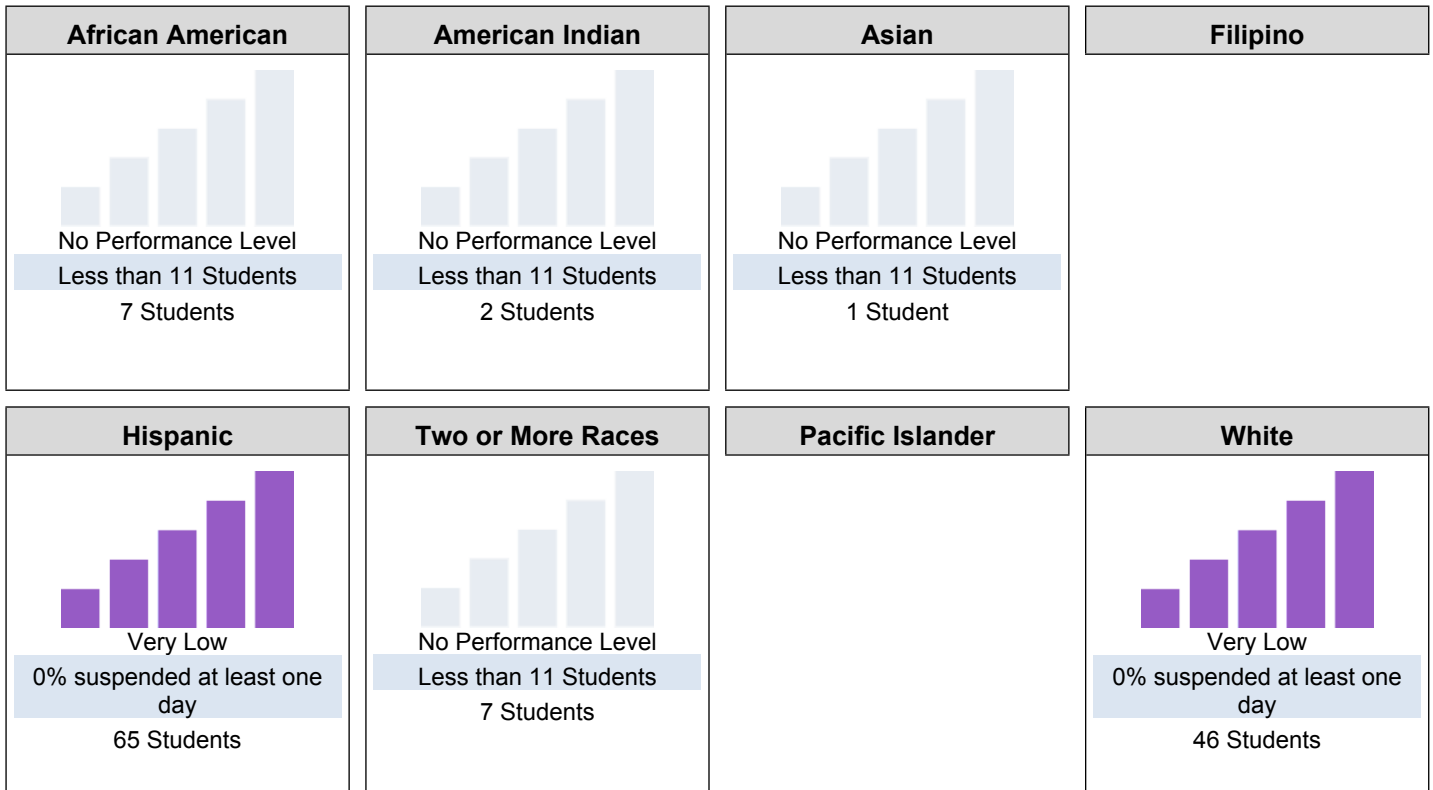
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The Ark has maintained their 0% suspension rate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Literacy

Goal Statement

With the goal of all students making academic literacy growth, we will begin implementation of Common Core ELA curriculum and assessments and modify instructional practices to increase opportunities for critical thinking and problem solving for all students.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
 Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
 Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Basis for this Goal

Despite gains related to reading achievement, student literacy achievement and literacy instruction must remain a focus to ensure academic growth.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
MAP Reading assessment Achievement	In 2021-22, 60.6% of Ark students who took two administration of MAP grew in reading RIT progress. In 2022-23, 67% of Ark students who took two administration of MAP grew in reading RIT progress.	Achievement Metric: 80% of students will show growth in fall to spring MAP reading.
Common Writing Assessment Achievement	In 2022-23, 87% of Ark students grew in writing from the Fall to Spring administration of writing assessment.	90% of students will grow in writing from the Fall to Spring administration of writing assessment.
Common Writing Assessment Participation	In 2022-23, 100% of Ark students participated in a common assessment in writing.	100% of Ark students will have taken a common assessment in writing. Staff will identify, administer, score, and analyze common writing assessment for each grade level.
CAASPP Participation	2021-22 Baseline: 72% of Ark students enrolled in the Spring semester participate in the CAASPP assessment. In 2022-23, 84% of students enrolled participated in CAASPP.	Participation Metric: 90% of Ark students enrolled will participate in the Spring administration of the CAASPP assessment in Reading and Math.

Planned Strategies/Activities

Strategy/Activity 1

Purchase and administer formative/summative assessments (MAP) in Reading and Math to all traditional Ark IS students at least twice a year; record and analyze results. Store and share results in shared Google document.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Ark teachers, Ark principal

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	MAP assessment for reading and math
Amount	600.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra hours for teacher planning and administration of MAP test.

Strategy/Activity 2

Develop course descriptions based on the new curriculum, submit to UC Board for A-G approval to be able to offer Ark students a non Edgenuity A-G option for the College/Career pathway.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Administrator, teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified

Budget Reference	None Specified
Description	Ark staff will work towards this goal in PLCs

Strategy/Activity 3

Monitor progress of EL students in ELA through LRT (Language Review Team); coordinate services for ELs and recently re-designated ELs, and purchase appropriate curricular materials.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-24

Person(s) Responsible

Administrator, teachers of English Learners

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 4

Purchase adopted curriculum in ELA and H/SS and relevant books and supplies that support student achievement of schoolwide learning outcomes.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Administrator, principal's secretary, teachers

Proposed Expenditures for this Strategy/Activity

Amount	1566
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of needed books and supplies, particularly those associated with Edgenuity.
Amount	6000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Purchase materials and supplies, supplemental books, textbooks, library books.

Amount	3500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra hours for teachers to inventory and organize Ark book room.
Amount	3500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Credit Recovery Materials

Strategy/Activity 5

Purchase & implement online program to support A-G pathway options and supplies and student achievement of schoolwide learning outcomes. Begin planning to develop traditional Independent Studies A-G pathway for submission and approval by UC Board.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Principal, Ark Teachers, Secondary Curriculum & Instruction Director

Proposed Expenditures for this Strategy/Activity

Amount	18,000
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	SCCS/The Ark will purchase Edgenuity online program in order to offer A-G pathways

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

To support the goal of all students who are taking math are also making mathematics growth, with the guidance of a 0.4 FTE credentialed math teacher, staff identifies and adopts mathematics curriculum and assessments that support student mastery of Common Core Power Standards, and also modifies instructional practices to increase opportunities for critical thinking and problem solving for all students.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
 Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
 Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Basis for this Goal

Student math achievement as measured by credit earning improved over the year, but fell far short of the expected outcome. It is clear that a change in Math Lab format is needed to improve student performance.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math Lab Credit Earning/Achievement	In 2021-22, 54% of Ark students earned 5 credits of math each semester. In 2022-23, 64% of Ark students earned 5 credits of math each semester.	All students taking semester long Math courses will earn 5 credits or the number of credits necessary to meet the graduation requirement.
MAP Math Assessment Achievement	In 22-23, 100% of students with two MAP scores in math showed growth from the Fall to Spring.	90% of students with two MAP scores in Math will show growth from the Fall to Spring.
MAP Math Assessment Participation	In 22-23, 85% of Ark students enrolled for the full year participated in two administrations of the MAP Math assessment.	100% of Ark students enrolled in a math class will participate in the MAP formative assessment.
CAASPP Participation	87% of students participated in CAASPP	Participation Metric: 90% of Ark students enrolled will participate in the Spring administration of the CAASPP assessment in Reading and Math.

Planned Strategies/Activities

Strategy/Activity 1

Continue to provide robust support for math program that includes a certificated math teacher based on a Math Lab model to provide CC Power Standards based course descriptions (a-g), curriculum, instruction, and assessments.

Students to be Served by this Strategy/Activity

Students enrolled in math class

Timeline

2023-24

Person(s) Responsible

Math lab teacher, tutor, teachers, administrator

Proposed Expenditures for this Strategy/Activity

Amount	47157
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.4 FTE Academic Intervention - Math
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Purchase District CC aligned math textbooks and materials as identified by a certificated math teacher.

Students to be Served by this Strategy/Activity

Students enrolled in math class

Timeline

2023-24

Person(s) Responsible

Math lab teacher, tutor, teachers, administrator

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies as needed by certificated math teacher

Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Credit Recovery Materials

Strategy/Activity 3

Align strategic CC Power Standards based instruction, and purposeful, authentic assessments to specified goals that are backed up with data that drives instruction.

Students to be Served by this Strategy/Activity

Students enrolled in appropriate math class aligned to their mathematics assessment data and previous experience in math coursework.

Timeline

2023-24

Person(s) Responsible

Math lab teacher, teachers, administrator

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 4

Purchase and administer formative and summative assessments (MAP) to all traditional Ark IS students at least twice a year; record and analyze results. Store and share results in Infinite Campus and/or shared Google document.

Students to be Served by this Strategy/Activity

All Ark students

Timeline

2023-24

Person(s) Responsible

Principal, Ark Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	For funding of the MAP Assessment, please see Goal #1, Activity 1.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Connectedness

Goal Statement

Improve school culture and climate through increased student participation and implementation of trauma informed tenets and Restorative Justice practices.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
 Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
 Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
 Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

The Ark's continued focus on trauma informed practices and new focus on restorative justice principles and practices will ensure that students are taught, practice, and reflect on the use of self-regulation strategies and effective communication skills. Many Ark students have faced, or are facing, significant health issues. In order to help them continue to be successful despite these issues, while still maximizing their learning, students need tools to reduce stress in the face of difficult circumstances. Survey and credit earning data shows that solidifying trauma informed practices will continue to benefit our students' connection to school and their academic performance.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent/teacher/student conference attendance	In 2021-2022, 95% of Ark parents attended Fall & Spring conferences. In 2022- 2023, 97% of Ark parents attended Fall & Spring conferences.	98% of parents/guardians will attend Fall and Spring Semester conferences.
Locally created student and parent survey	In 2021-22, 94% responded that they feel positive about their experience with being supported and respected. In 2022-23, 90% responded that they feel positive about their experience with being supported and respected.	95% of students & parents will respond positively to questions 2, 3 & 5 on the student & parent surveys (2=school considers social & emotional student needs, 3=teachers explain stress relief techniques, 5=students feel respected by teachers)
Credit earning by semester	In 2022-23, 89% of students earned 20 credits or more. Average credits earned per semester by all students was 20.3.	90% of students will earn at least 20 academic credits per semester while enrolled at the Ark.

Planned Strategies/Activities

Strategy/Activity 1

Communicate Student Learning Outcomes (SLOs) to students and families

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Administrator, teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 2

Explore, seek out, and participate in appropriate and relevant professional learning opportunities to better serve students in an independent studies program.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Teachers, administrator

Proposed Expenditures for this Strategy/Activity

Amount

300.00

Source

Title I

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Calciano Symposium

Amount

600.00

Source

Title I

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Attendance at CCIS conference

Amount

2000.00

Source	Title I Part A: Professional Development (PI Schools)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Staff training on social emotional learning including: restorative justice, trauma informed practices and other areas.
Amount	500.00
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Staff training on social emotional learning including: restorative justice, trauma informed practices and other areas.Trauma informed best practice professional development

Strategy/Activity 3

Review school needs, goals and governance opportunities at the beginning and throughout the school year. Review the Ark Family Orientation PowerPoint for late starting students/families.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Teachers, administrator

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional hours for attendance/health clerk to adhere to the standards of CCIS and state reporting requirements.

Strategy/Activity 4

Hold 3 family/guardian conferences per year: start of school year, mid Semester 1, and mid Semester 2. Inform re UC A-G and non- A-G tracks throughout the school year. Provide interpretation of all meetings for parents when needed and translate all relevant materials for Spanish speaking parents.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Teachers, administrator, school counselor

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 5

Structure and define specific academic and post high school pathways to ensure all students are prepared for college, career, and other postsecondary high school options.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Teachers, administrator, school counselor

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 6

Staff development on social emotional learning including: restorative justice, trauma informed practices, mindfulness and other areas.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Administrator, consultant, teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 7

Continue to offer enrichment opportunities (field trips, mini-classes) for students and families

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Teachers, administrator

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 8

Develop a monitoring system (dropout rate analysis, academic barriers table maintained, teacher input requested, principal and counselor consultation) to respond to student mental health needs to provide access to support services to support students (e.g an internal google form to track student mental health needs and our response).

Students to be Served by this Strategy/Activity

Students in need of mental health support

Timeline

2023-24

Person(s) Responsible

Administrator, school counselor, mental health counselor, teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Pilot a weekly College & Career exploration opportunity for students to learn more about Career Pathways in the community and beyond

Students to be Served by this Strategy/Activity

All Ark Students

Timeline

2023-24

Person(s) Responsible

Administrator, Ark Teachers, CTE Counselor

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 10

Purchase graduation supplies.

Students to be Served by this Strategy/Activity

All graduating Ark students

Timeline

23-24

Person(s) Responsible

Admin

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Graduation robes, caps and diploma covers

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

With the goal of all students making academic literacy growth, we will begin implementation of Common Core ELA curriculum and assessments and modify instructional practices to increase opportunities for critical thinking and problem solving for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
MAP-Reading assessment Achievement	Achievement Metric: 80% of students will show growth in fall to spring MAP reading.	67% of students made growth.
MAP-Reading assessment Participation	New Participation Metric: 100% of Ark students enrolled for the full year will participate in two administrations of the MAP formative assessment.	Outcome achieved.
Response to narrative text rubric scores	N/A in 22-23	N/A
Common Writing Assessment Achievement	New Achievement Metric: In 22-23, 90% of students will grow in writing from the Fall to Spring administration of writing assessment.	87% of students met growth target
Common Writing Assessment Participation	New Participation Metric. By spring 2023, 100% of Ark students will have taken a common assessment in writing. Staff will identify, administer, score, and analyze common writing assessment for each grade level.	Met. 100% of students participated in a writing assessment in the spring of 2023.
CAASPP Participation	Participation Metric: 85% of Ark students enrolled for the full year will participate in the Spring administration of the CAASPP assessment in Reading and Math.	84% of students participate in CAASPP.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services
Purchase and administer formative/summative assessments (MAP) in Reading and Math to all traditional Ark IS students at least twice a year; record and analyze results. Store and share results in shared Google document.	Action implemented
Develop course descriptions based on the new curriculum, submit to UC Board for A-G approval to be able to offer Ark students a non Edgenuity A-G option for the College/Career pathway.	Action implemented

**Planned
Actions/Services**

**Actual
Actions/Services**

Place students who score below grade level on the MAP reading assessment on a Reading Advancement Plan with agreement from parent/ guardian, teacher, and student to support and advance reading skills.

Action not implemented

Monitor progress of EL students in ELA through LRT (Language Review Team); coordinate services for ELs and recently re-designated ELs, and purchase appropriate curricular materials.

Action implemented

Purchase adopted curriculum in ELA and H/SS and relevant books and supplies that support student achievement of schoolwide learning outcomes.

Action implemented

Purchase & implement online program to support A-G pathway options and supplies and student achievement of schoolwide learning outcomes. Begin planning to develop traditional Independent Studies A-G pathway for submission and approval by UC Board.

Action implemented

Analysis

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

All actions were implemented with the exception of placing students who score below grade level on the MAP reading assessment on a Reading Advancement Plan with agreement from parent/ guardian, teacher, and student to support and advance reading skills. This was due to new staff and other priorities, but will be addressed in 23-24.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Ark saw strong course completion and strong achievement data.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no major material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

This goal will remain the same for 23-24.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

To support the goal of all students who are taking math making mathematics growth, with the guidance of a 0.4 FTE credentialed math teacher, staff identifies and adopts mathematics curriculum and assessments that support student mastery of Common Core Power Standards, and modifies instructional practices to increase opportunities for critical thinking and problem solving for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math Lab Credit Earning/Achievement	All students taking semester long Math courses will earn 5 credits or the number of credits necessary to meet the graduation requirement.	Not met. Students enrolled in Math earned an average of 3.5 credits.
Math Lab Assessment Participation	New Participation Metric: All students enrolled in a Math class will participate in math assessment in the Fall semester. Students finishing a Math course (or needed math credits) will take a summative version of the assessment.	Met.
Math Lab Assessment Achievement	New Achievement Metric: In 22-23, 90% of students will grow in math from the Fall to Spring administration of assessment.	Met. 100% of students made growth from fall to spring.
MAP Math Assessment Participation	Participation Metric: In 22-23, 100% of Ark students enrolled for the full year will participate in two administrations of the MAP formative assessment.	Not met. 85% of students enrolled for the full year participated in two administrations.
MAP Math Assessment Achievement	Achievement Metric: 80% of students will show growth in fall to spring MAP mathematics.	Met. 100% of students made growth from fall to spring.
CAASPP Participation	Participation Metric: 85% of Ark students enrolled for the full year will participate in the Spring administration of the CAASPP assessment in Reading and Math.	Met. 87% of students participated in CAASPP.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services
Continue to provide robust support for math program that includes a certificated math teacher based on a Math Lab model to provide CC Power Standards based course descriptions (a-g), curriculum, instruction, and assessments.	Action implemented

**Planned
Actions/Services**

**Actual
Actions/Services**

Purchase District CC aligned math textbooks and materials as identified by a certificated math teacher.

Action implemented

Align strategic CC Power Standards based instruction, and purposeful, authentic assessments to specified goals that are backed up with data that drives instruction.

Action implemented

Purchase and administer formative and summative assessments (MAP) to all traditional Ark IS students at least twice a year; record and analyze results. Store and share results in Infinite Campus and/or shared Google document.

Action implemented

Analysis

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

All strategies and activities were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

100% of students made growth on Math MAP.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no major material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

The goal will remain the same for 23-24.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Improve school culture and climate through increased student participation and implementation of trauma informed tenets and Restorative Justice practices.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent/teacher/student conference attendance	98% of parents/guardians will attend Fall and Spring Semester conferences.	Not met. 88% of parents attended both Fall and Spring conferences.
Locally created student and parent survey	95% of students & parents will respond positively to questions 2, 3 & 5 on the student & parent surveys (2=school considers social & emotional student needs, 3=teachers explain stress relief techniques, 5=students feel respected by teachers)	Not met. 90% of students and parents responded positively.
Credit earning by semester	90% of students will earn at least 20 academic credits per semester while enrolled at the Ark.	Met. Average credits earned per semester by all students 20.3.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services
Communicate Student Learning Outcomes (SLOs) to students and families	Met. Communicated at back to school orientation.
Explore, seek out, and participate in appropriate and relevant professional learning opportunities to better serve students in an independent studies program.	Met. Compliance conference attended.
Review school needs, goals and governance opportunities at the beginning and throughout the school year. Review the Ark Family Orientation PowerPoint for late starting students/families.	Met. Presentation reviewed and updated.
Hold 3 family/guardian conferences per year: start of school year, mid Semester 1, and mid Semester 2. Inform re UC A-G and non- A-G tracks throughout the school year. Provide interpretation of all meetings for parents when needed and translate all relevant materials for Spanish speaking parents.	Met.
Structure and define specific academic and post high school pathways to ensure all students are prepared for college, career, and other postsecondary high school options.	Met. Students informed of credit track options and supported in accessing post secondary college and career opportunities.

Planned Actions/Services	Actual Actions/Services
Continue mindfulness and Trauma Informed training for teachers.	Met. Trauma informed PD held.
Continue to offer enrichment opportunities (field trips, mini-classes) for students and families	Met. Weekly community building circle held. Field trips held as possible.
Develop a monitoring system (dropout rate analysis, academic barriers table maintained, teacher input requested, principal and counselor consultation) to respond to student mental health needs to provide access to support services to support students (e.g an internal google form to track student mental health needs and our response).	Met. Referral form used for students needing mental health support.
Pilot a weekly College & Career exploration opportunity for students to learn more about Career Pathways in the community and beyond	Not met. Not held weekly.
Purchase graduation supplies.	Met.

Analysis

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

Though we did not meet the goal for the first two metrics, the percentages are still relatively high.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All three actions, though they did not meet goal targets, were implemented and showed positive growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no major material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

This goal will remain the same for 23-24.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	11,900
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	89,723.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	18,000.00
LCFF	1,500.00
LCFF - Supplemental	61,257.00
Lottery: Instructional Materials	2,566.00
None Specified	0.00
Title I	4,400.00
Title I Part A: Professional Development (PI Schools)	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	51,257.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	34,066.00
5000-5999: Services And Other Operating Expenditures	600.00
5800: Professional/Consulting Services And Operating Expenditures	2,800.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
4000-4999: Books And Supplies	District Funded	18,000.00
4000-4999: Books And Supplies	LCFF	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	47,757.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,566.00
4000-4999: Books And Supplies	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	3,500.00
5000-5999: Services And Other Operating Expenditures	Title I	600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Clyde Curley	Principal
Maria Diaz Perez	Classroom Teacher
Amelia von Gerer	Classroom Teacher
Deutron Kebebu	Parent or Community Member
Zack Garban	Classroom Teacher
Fran Wisnowski	Parent or Community Member
Michelle Easter	Parent or Community Member
Gail Mabrouk	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.