School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Clara County Community School	43104394330320	March 7, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Santa Clara County Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Comprehensive Support and Improvement
> This plan will support use of federal funds to provide college and career readiness for students in alignment with Santa Clara County Office of Education's Local Control Accountability Plan goals.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Santa Clara County Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

> Comprehensive Support and Improvement

This plan will support use of federal funds to provide college and career readiness for students in alignment with Santa Clara County Office of Education's Local Control Accountability Plan goals.

Santa Clara County Community School will meet Every Student Succeeds Act (ESSA) requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California School Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the Local Control Accountability Plan (LCAP) regarding student outcomes and student and parent engagement. Goals will support the school in improving California School Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard. Specific areas of emphasis are goals to ensure students graduate or transition back to home districts with academic credits toward graduation, college and career readiness, and positive attendance rates. The Community School qualified for Comprehensive Support and Improvement per the 2023 CA Accountability Dashboard due to status of graduation rate.

Educational Partner Involvement

How, when, and with whom did Santa Clara County Community School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met to review the needs assessment and progress of student groups on January 25, 2024 and during this meeting defined actions and services and budget priorities. The School Site Council approved the 2024-25 SPSA on March 7, 2024. Participants included: (a) parent, (b) students, (c) teachers, (d) counselors, (e) community partners, and (f) administrative staff. Voting members included the English Learner Advisory Committee, a representative from the special education department, and voting members of the School Site Council.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Resource inequities for the Santa Clara County Office of Education (SCCOE) Community School were reflected in data analysis to include: (a) a need for college and career processes for students, (b) a need for student engagement and addressing the social and emotional needs of students, (c) support for student literacy to include supplemental support for students who receive English language proficiency services, and (d) attention to climate regarding attendance and suspension. These areas are defined as areas of need in the CA School Dashboard and local data. Resource allocation is equitable for all students with Local Control Funding Formula supplemental and concentration funding as a priority for: (a) students who receive English language proficiency coursework, (b) students receiving foster services and (c) students who represent as low income. Funds are also utilized to address needs of unhoused students in alignment with the SCCOE Board Policy.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension rate

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

n/a

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Reading level fluency

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Santa Clara County Community School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	2.56%	0%	%	1	0	
African American	5.13%	2.38%	1.89%	2	2	2
Asian	10.26%	11.9%	9.43%	4	10	10
Filipino	2.56%	1.19%	2.83%	1	1	3
Hispanic/Latino	53.85%	69.05%	73.58%	21	58	78
Pacific Islander	%	1.19%	%		1	
White	23.08%	9.52%	9.43%	9	8	10
Multiple/No Response	2.56%	4.76%	0.94%	1	4	1
			Total Enrollment	39	84	106

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 6	2		
Grade 7	2	4	8
Grade 8	1	4	15
Grade 9	8	21	21
Grade 10	7	26	23
Grade 11	3	13	17
Grade 12	16	15	22
Total Enrollment	39	83	106

Conclusions based on this data:

1. Student enrollment fluctuates from year to year.

2. The percentage of students who identify as Latino has declined but remains the prominent student group by ethnicity in the Community Schools.

3. The primary grades serviced in the Community Schools are high school aged so pathways to graduation and career readiness remain a priority.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	5	18	31	14.70%	12.8%	29.2%
Fluent English Proficient (FEP)	13	22	24	30.70%	33.3%	22.6%
Reclassified Fluent English Proficient (RFEP)				18.2%	0.0%	

Conclusions based on this data:

1. The population of students who receive English language services increased.

2. The percentage of students designated Fluent English Proficient increased.

3. Reclassification of students needs to remain a high priority.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6		*	5		*	5		*	5			100.0
Grade 7	*	*	13	*	*	12	*	*	12			92.3
Grade 8	9	15	21	4	9	17	4	9	17	44.4	60.0	81.0
Grade 11	24	11	11	18	8	10	18	8	10	75.0	72.7	90.9
All Grades	34	30	50	23	20	44	23	20	44	67.6	66.7	88.0

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	*	*	2404.	*	*	8.33	*	*	0.00	*	*	16.67	*	*	75.00
Grade 8	*	*	2376.	*	*	0.00	*	*	0.00	*	*	5.88	*	*	94.12
Grade 11	2466.	*	*	0.00	*	*	5.56	*	*	27.78	*	*	66.67	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	6.82	8.70	10.00	4.55	26.09	10.00	9.09	65.22	80.00	79.55

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	6.82	*	*	25.00	*	*	68.18

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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	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	6.82	*	*	13.64	*	*	79.55

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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	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	4.55	*	*	43.18	*	*	52.27

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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	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	4.55	*	*	40.91	*	*	54.55

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Conclusions based on this data:

1. Participation rate for ELA CAASPP testing is a priority.

2. Literacy Development Focus is critical to improving students scoring below standard

3. Designated and integrated English Language Development courses will remain a focus to support the growth of students who receive English language proficiency services.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6		*	5		*	5		*	5			100.0
Grade 7	*	*	13	*	*	12	*	*	12			92.3
Grade 8	9	15	21	4	8	16	4	8	16	44.4	53.3	76.2
Grade 11	24	11	11	18	7	10	18	7	10	75.0	63.6	90.9
All Grades	34	30	50	23	18	43	23	18	43	67.6	60.0	86.0

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	*	*	2353.	*	*	8.33	*	*	0.00	*	*	8.33	*	*	83.33
Grade 8	*	*	2407.	*	*	6.25	*	*	0.00	*	*	12.50	*	*	81.25
Grade 11	2440.	*	*	0.00	*	*	5.56	*	*	11.11	*	*	83.33	*	*
All Grades	N/A	N/A	N/A	0.00	5.56	9.30	4.35	0.00	2.33	8.70	5.56	6.98	86.96	88.89	81.40

Overall Achievement for All Students

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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	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	9.30	*	*	13.95	*	*	76.74

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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	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	9.30	*	*	27.91	*	*	62.79

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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	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	9.30	*	*	27.91	*	*	62.79

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The percent of students who meet or exceed standards in math has increased each year.

2. Small student groups require the school to maintain a focus on local assessments.

3. Participation rate of students testing in CAASPP math remains a priority.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	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
8	*	*	*	*	*	*	*	*	*	*	8	6
9	*	1521.4	1517.9	*	1535.7	1527.9	*	1506.8	1507.3	*	12	16
10	*	*	*	*	*	*	*	*	*	*	*	7
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										8	25	30

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	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
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	0.00	18.75	*	33.33	6.25	*	25.00	37.50	*	41.67	37.50	*	12	16
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	20.00	*	28.00	6.67	*	32.00	40.00	*	40.00	33.33	*	25	30

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	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
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	16.67	18.75	*	50.00	31.25	*	25.00	43.75	*	8.33	6.25	*	12	16
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	16.00	23.33	*	48.00	26.67	*	24.00	40.00	*	12.00	10.00	*	25	30

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	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
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	0.00	6.25	*	8.33	0.00	*	25.00	25.00	*	66.67	68.75	*	12	16
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	6.67	*	16.00	3.33	*	20.00	20.00	*	64.00	70.00	*	25	30

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	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
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	0.00	6.25	*	66.67	68.75	*	33.33	25.00	*	12	16
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	10.00	*	68.00	53.33	*	32.00	36.67	*	25	30

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	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
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	66.67	50.00	*	33.33	37.50	*	0.00	12.50	*	12	16
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	52.00	56.67	*	36.00	30.00	*	12.00	13.33	*	25	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	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
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	8.33	6.25	*	25.00	31.25	*	66.67	62.50	*	12	16
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	12.00	6.67	*	20.00	26.67	*	68.00	66.67	*	25	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	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
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	0.00	0.00	*	33.33	50.00	*	66.67	50.00	*	12	16
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	3.33	*	40.00	60.00	*	60.00	36.67	*	25	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Low numbers of students tested makes data analysis difficult. The school utilizes local assessment data to determine progress of students receiving English language services.

2. There was an increase in the number of students tested in the 22-23

3. The school will benefit from monitoring individual student scores on the ELPAC since no group scores are available.

School and Student Performance Data

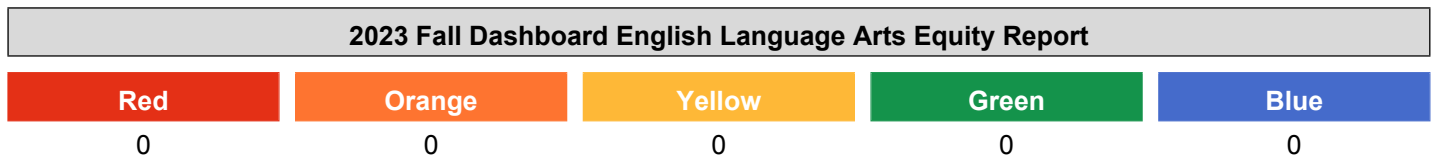## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
83	**65.1**	**20.5**	**1.2**
Total Number of Students enrolled in Santa Clara County Community School.	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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	17	20.5
Foster Youth	1	1.2
Homeless	2	2.4
Socioeconomically Disadvantaged	54	65.1
Students with Disabilities	13	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	2.4
Asian	10	12
Filipino	1	1.2
Hispanic	57	68.7
Two or More Races	4	4.8
Pacific Islander	1	1.2
White	8	9.6

Conclusions based on this data:

1. The majority of students identify as Latinx.

2. 15.7% of students represent as Students with Disabilities.

3. The percentage of students who identify as socioeconomically disadvantaged in the school continues to be about 65.1%.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
College/Career No Status Level	**Graduation Rate** Yellow	**Suspension Rate** Red

Conclusions based on this data:

1. The Graduation Rate is a concern and area of focus. DASS graduation rate for 2022-23 is 100%

2. Chronic absenteeism is on a downward trend.

3. The suspension rate has increased.

School and Student Performance Data

Academic Performance
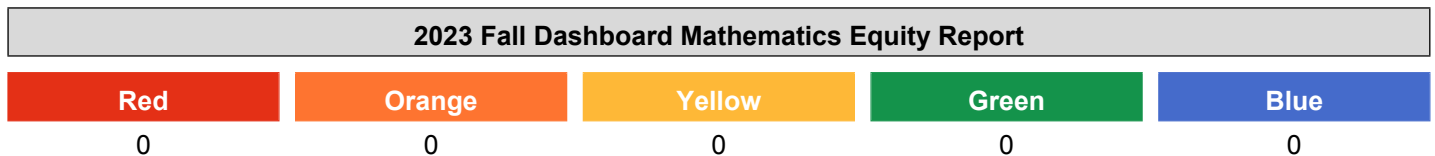### English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Less than 11 Students 10 Students	Less than 11 Students 3 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 4 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 5 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 1 Student

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students

Conclusions based on this data:

1. Less than 11 students show no significant data.

2. There is no student score for students who receive English language proficiency services on the CAASPP

3. There is no significant data reported due to low numbers

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
123.4 points below standard	Less than 11 Students	No Performance Color
Increased Significantly +223.6 points		
	4 Students	0 Students
11 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Less than 11 Students	Less than 11 Students
0 Students	7 Students	4 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 6 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students

Conclusions based on this data:

1. No significant testing group data was available.

2. There was an increase of 223 points on the all students performance index.

3. Based on local assessments, students are averaging Grade Level Equivalent of 5.1 (Fifth grade, month 1).
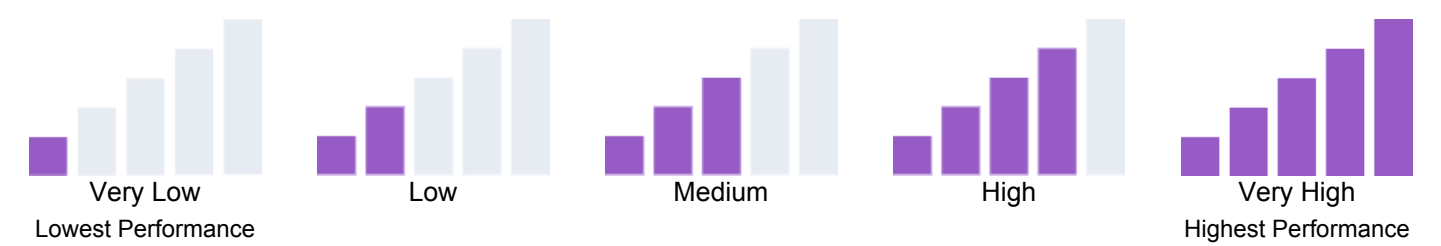
School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
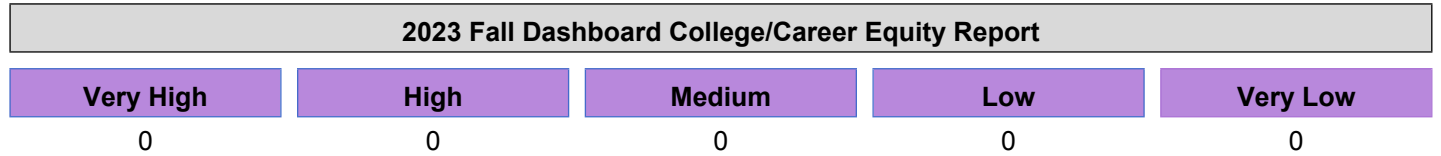
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
28% making progress towards English language proficiency
Number of EL Students: 25 Students
Performance Level: No Performance Level

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

2023 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
9	9	3	4

Conclusions based on this data:

1. 25 EL students tested.

2. 28 points above standards making progress towards English language proficency.

3. There is no performance level indicated.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	0

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students

3.6 Prepared

28 Students

English Learners

Less than 11 Students

7 Students

Foster Youth

0 Students

Homeless

Less than 11 Students

2 Students

Socioeconomically Disadvantaged

0 Prepared

21 Students

Students with Disabilities

Less than 11 Students
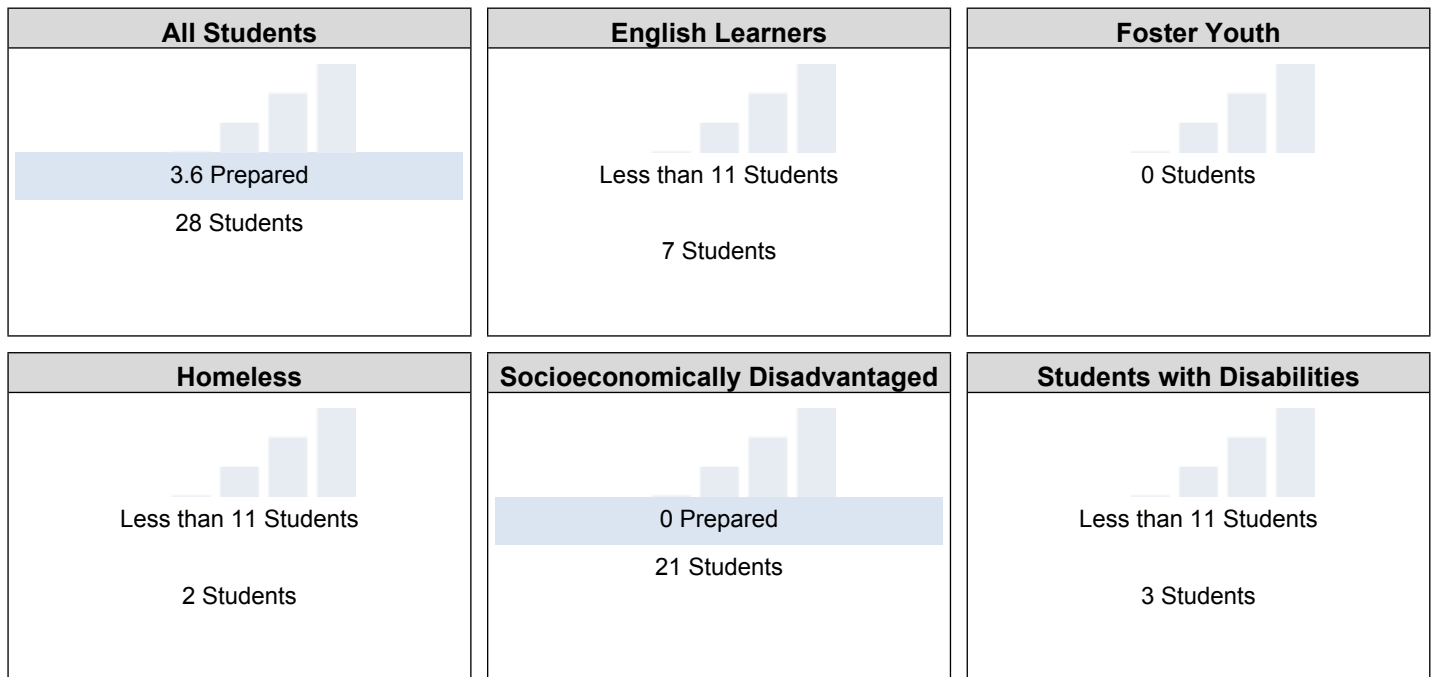
3 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

Less than 11 Students

1 Student

American Indian

0 Students

Asian

Less than 11 Students

3 Students

Filipino

Less than 11 Students

1 Student

Hispanic

0 Prepared

17 Students

Two or More Races

Less than 11 Students

2 Students

Pacific Islander

0 Students

White

Less than 11 Students
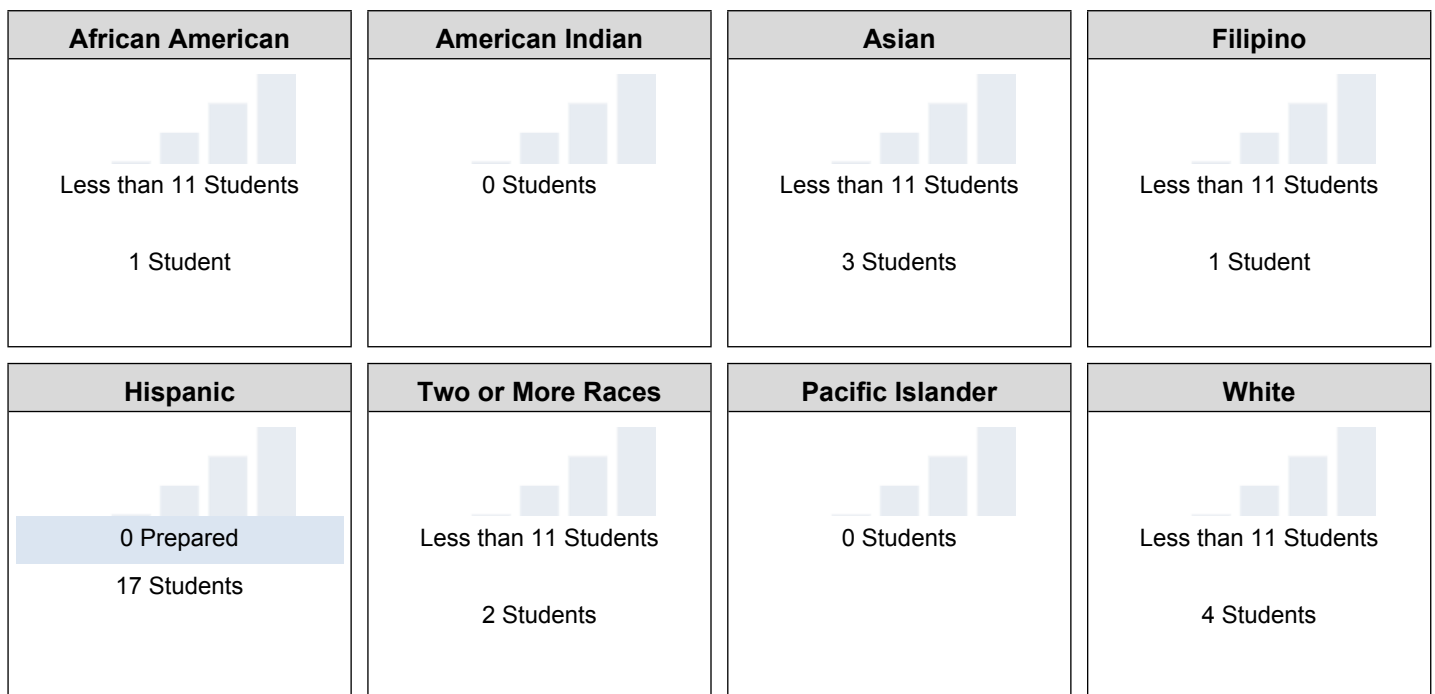
4 Students

Conclusions based on this data:

1. 28 students are reported as prepared by the College and Career indicator.

2. Low numbers of EL students make it so no data is reported for that population.

3. A focus on established career pathways for seniors will support college and career preparedness.

School and Student Performance Data

Academic Engagement
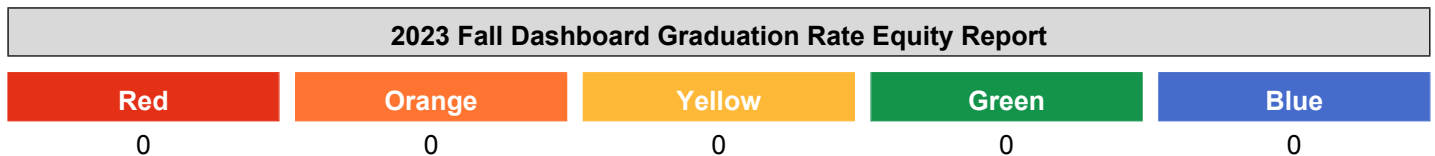### Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
43.6% Chronically Absent	Less than 11 Students	No Performance Color
Increased 14.4		
	7 Students	0 Students
39 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	37.5% Chronically Absent	41.7% Chronically Absent
	Increased 8.9	0
1 Student		
	24 Students	12 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
46.9% Chronically Absent Increased 11.2 32 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 3 Students

Conclusions based on this data:

1. 43.6% of students are chronically absent, this was an increase from the 22-23SY

2. 37.5% of chronically absent students identify as socioeconomically disadvantaged.

3. 41.7% of chronically absent students are students with disabilities.

School and Student Performance Data

Academic Engagement
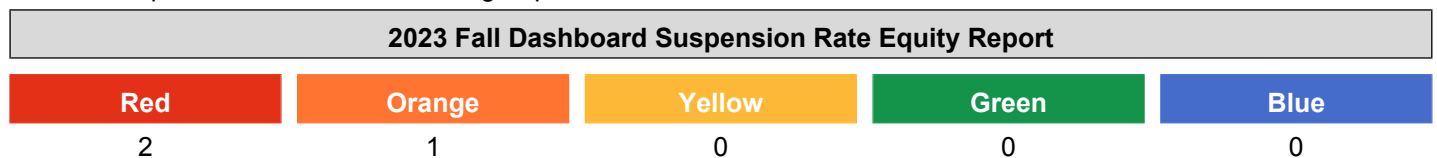### Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 77.1% graduated Increased Significantly 16.2 35 Students	Less than 11 Students 9 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 4 Students	75% graduated Increased Significantly 20.5 28 Students	Less than 11 Students 6 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
73.9% graduated Increased Significantly 13.9 23 Students	Less than 11 Students 2 Students	No Performance Color 0 Students	Less than 11 Students 5 Students

Conclusions based on this data:

1. The 4/5 year graduation rate is 61%.

2. The one year DASS graduation rate is 89.3%.

3. Over half of graduates identify as socioeconomically disadvantaged.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	1	0	0	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	Less than 11 Students
10.7% suspended at least one day	12.5% suspended at least one day	4 Students
Increased Significantly 4.7	Declined -2.2	
214 Students	48 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	23.8% suspended at least one day
7 Students	12.9% suspended at least one day	Increased 9
	Increased 6.2	42 Students
	140 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	No Performance Color 0 Students	0% suspended at least one day 14 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 11% suspended at least one day Increased Significantly 3.3 154 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	7.4% suspended at least one day Increased 7.4 27 Students

Conclusions based on this data:

1. Suspension rates have increased to 10.7% from 6% the previous SY.

2. 12.5% of suspensions are students who receive English language proficiency coursework.

3. 12.9% of suspensions include students who identify as socio-economically disadvantaged.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Students will participate in rigorous, relevant, and engaging instruction**
> Students will participate in rigorous, relevant, and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> All students will participate in rigorous, relevant, and engaging instruction aligned to 21st-century skills to eliminate barriers, promote achievement, and address access and achievement gaps.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Students are performing below their academic potential, their peers, and are 2-3 years behind in credits.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	CAASPP Scores 2020-21 Community School ELA- 8.70% Meet and Exceed Community School Math- 4.35% Meet and Exceed CAASPP Scores 2021-22 Community School ELA- 10% Meet and Exceed Community School Math- 5.56% Meet and Exceed CAASPP Scores 2022-23 Community School ELA- 11.37% Meet and Exceed Community School Math- 11.63% Meet and Exceed Update ELPAC % Proficient Level Four (No Data is available for 2019-20) 2020-21 Community-* (Small sub group) 2021-22 Community-0% 2022-23 Community-0% Ren Star Reading 2021- Grade Equivalency= 5.1 2022- GE= 5.7 2023- GE= 4.2 Ren Star Math 2021-GE= 5.7 2022- GE=5.5 2023- GE=5.1	Increase CAASPP % who meet or exceed by 3% Increase % of EL students who reach ELPAC Level Four by 3% Ren STAR Math and Reading- Increase GE by 6 months each quarter.
Graduation Rate	Graduation Rate Per 2023 Dashboard 61% No Color 2019-2020-44.4% 2019-20- DASS Dashboard Grad Rate 100% 2020-21 DASS Dashboard Grad Rate- 73.3% 2021-22 Non Dass Grad Rate - 61% 2021-22 DASS Graduation Rate- 89.3%	Increase graduation rate by 3%
College and Career Indicator	% Prepared- 0 (Red) 2020-21 CA Dashboard % Prepared= 0% prepared 2021-22 CA Dashboard No Data 2022-23 CA Dashboard No Data	Increase % prepared by 10%

Suspension Rate	Dashboard= 23% Orange- Has not been revised since 2019 Data Quest- 2020-21 0% 2021-22 6% 2022-23 6%	Reduce by 10%
Chronic Absenteeism	Dashboard 57% Orange-Has not been revised since 2019 Data Quest- 2020-21= 71.1% 2021-22 71.5% 2022-23 75.4%	Reduce by 25%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Online learning platform supports student credit recovery and independent study curriculum.	All students to include low readers and students who receive English language proficiency services.	132000 LCFF - Supplemental 7000-7439: Other Outgo Edgenuity and RenStar contracts 60500 LCFF 7000-7439: Other Outgo LCFF Concentration Edgenuity and RenStar contracts 100000 LCFF 5000-5999: Services And Other Operating Expenditures LCFF Add- on towards credit recovery 11000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra hours for teacher to provide credit recovery
1.2	Inclusion collaborative IOSA will support full inclusion of community school students. (IOSA.5)	All students to include students with disabilities.	60500 LCFF 5000-5999: Services And Other Operating Expenditures Contract with inclusion collaborative for inclusion pd
1.3	Intervention materials and supplies to support English Learner supplemental instruction and intervention for all students.	Students who receive English language proficiency services and all students	3485 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Intervention materials and supplies. 3326

			Title III 4000-4999: Books And Supplies Materials and supplies for Students who receive English language proficiency services
1.4	Professional Development to Support Transition of Students Facing Expulsion	All students	5500 Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs Materials and supplies for meetings with school districts
1.5	Support and professional development to reduce the suspension rate	All students	5500 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures PD contracts

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Staff have engaged in professional development in order to enhance instruction and plan the use of new core curriculum for science and history, supplemental materials and intervention tools. Students have been able to experience new learning opportunities to enhance their academic success.

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

There is minimum to no differences in planned to actual expenditures. The only apparent difference is the increase in IS students as well as students in credit recovery which necessitates the purchase of technology and licenses for our lms.

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

No changes are being made. We have seen an increase in our CAASPP scores for ELA and will continue with the goal as written.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.
Goal 2 - All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 2 - All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students need to be prepared for post secondary education, college and career. This includes career preparation, academic support, and opportunities for credit recovery.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	CAASPP Scores 2020-21 Community School ELA- 8.70% Meet and Exceed Community School Math- 4.35% Meet and Exceed CAASPP Scores 2021-22 Community School ELA- 10% Meet and Exceed Community School Math- 5.56% Meet and Exceed CAASPP Scores 2022-23 Community School ELA- 11.37% Meet and Exceed Community School Math- 11.63% Meet and Exceed Update ELPAC % Proficient Level Four (No Data is available for 2019-20) 2020-21 Community-* (Small sub group) 2021-22 Community-0% 2022-23 Community-0% Ren Star Reading 2021- Grade Equivalency= 5.1 2022- GE= 5.7 2023- GE= 4.2 Ren Star Math 2021-GE= 5.7 2022- GE=5.5 2023- GE=5.1	Increase CAASPP % who meet and exceed by 3% Increase ELPAC students attaining Level Four by 3%
Graduation Rate	Graduation Rate Per 2023 Dashboard 61% No Color 2019-2020-44.4% 2019-20- DASS Dashboard Grad Rate 100% 2020-21 DASS Dashboard Grad Rate- 73.3% 2021-22 Non Dass Grad Rate - 61% 2021-22 DASS Graduation Rate- 89.3%	Increase grad rate to 95%
College and Career Indicator	Dashboard= 23% Orange- Has not been revised since 2019 Data Quest- 2020-21 0% Dahsboard 2021-22 6% 2022-23 - 6%	Increase % prepared by 10% annually

Suspension Rate	Dashboard= 23% Orange- Has not been revised since 2019 Data Quest- 2020-21 0% Dashboard 2021-22 6% 2022-23 - 6%	Reduce to less than 3%
Chronic Absenteeism	Dashboard 57% Orange-Has not been revised since 2019 Data Quest- 2020-21= 71.1% Dashboard 2021-22 71.5% 2022-23 - 75.4%	Reduce to less than 3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Students will participate in CTE, Arts and Group counseling in partnership with Rebekah's Center	All Students	5815 Title IV 5000-5999: Services And Other Operating Expenditures SV Creates 199082 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures CTE and Rebekah Children's Services contracts
2.2	Supplies, materials, and programming will support CTE programming expansion and maintenance.	All Students	129250 LCFF - Supplemental 4000-4999: Books And Supplies Materials & supplies for CTE and other instructional purposes 29851 LCFF 4000-4999: Books And Supplies LCFF Concentration Materials and supplies to support instruction 3759 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials and supplies for CTE consumables 2200 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures CTE Contracts

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Students have had the opportunities to engage in career exploration, access mental health supports, and benefit from supplemental materials and enhanced school libraries. All of this will benefit the student preparation for college and/or career.

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

There are no apparent differences.

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

No changes planned. After reviewing program enhancements with students and staff, our community supports continuing with the goal as planned.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 3 - In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.
Goal 3 - In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 3 - Foster relationships with educational partners to promote a positive, inclusive, and collaborative environment focused on student achievement.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent and community engagement in the: (a) School Site Council, (b) the English Learner Advisory Committee, and (c) the Local Control Accountability Plan Parent Advisory Committee are priorities in order to involve parents in decision making and outcomes.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	1-3 parents at meetings	Increase numbers to 6

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Enrichment activities and elective classes will provide supplemental opportunities for students in county programs to include visual and performing arts, social-emotional learning, therapy, coaching, sports, opportunities for students to experience hands-on learning in iSTEAM and Environmental Literacy, science material, and supplies, as well as educational excursions aligned to family engagement, academic programs in order to improve student engagement which will lead to an improvement student attendance rates, chronic absenteeism and suspension rate.	All students	35750 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Contracts, subscriptions, fees 27053 LCFF 4000-4999: Books And Supplies Materials and supplies for students enrichment and family engagement 349 Title I Part A: Parent Involvement

			4000-4999: Books And Supplies Materials and supplies for family engagement
3.2	Materials and supplies for students experiencing homelessness and students receiving foster services, students receiving English language acquisition services, and other family engagement	Unhoused students and students receiving foster services.	27500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for foster and students experiencing homelessness 27052 LCFF 4000-4999: Books And Supplies EL materials and supplies and Family Engagement
3.3	In partnership with Rebekahs, Fresh Lifelines for Youth (FLY) and New Hope for Youth, students will learn participate in law related curriculum and SEL strategies	All students	74800 LCFF 5000-5999: Services And Other Operating Expenditures LCFF Concentration (FLY contract) and other SEL contracts 132000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures New Hope for Youth contract 24756 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures New Hope for Youth contract 7944 Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies social emotional supplies and materials 100000 LCFF 5000-5999: Services And Other Operating Expenditures LCFF Add on- social emotional supports
3.4	School Therapist to support mental health and wellness	All students	47004 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .3 FTE School Therapist base salary 18120 LCFF - Supplemental 3000-3999: Employee Benefits .3 FTE School Therapist employee benefits

3.5	Manager Implementation and Compliance, will support continuous improvement processes to include parent engagement 30%	All Students	25725 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 12.5% FTE Manager, base salary 12244 LCFF - Supplemental 3000-3999: Employee Benefits 12.5% FTE Manager, base benefits

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The goal and planned expenditures resulted in an increase in parent engagement at school meetings, increased linkages to county social services, enhanced mental health services, and partnerships with community based organizations.

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

There are no major differences between intended and implemented strategies.

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

No changes planned. We are pleased to see more parent involvement and community partners.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$42190
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,312,065.00
Total Federal Funds Provided to the School from the LEA for CSI	$163444

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$163,444.00
Title I Part A: Allocation	$24,756.00
Title I Part A: Disadvantaged Students	$7,944.00
Title I Part A: Parent Involvement	$349.00
Title III	$3,326.00
Title IV	$5,815.00

Subtotal of additional federal funds included for this school: $205,634.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$479,756.00
LCFF - Supplemental	$626,675.00

Subtotal of state or local funds included for this school: $1,106,431.00

Total of federal, state, and/or local funds for this school: $1,312,065.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	163,444.00
LCFF	479,756.00
LCFF - Supplemental	626,675.00
Title I Part A: Allocation	24,756.00
Title I Part A: Disadvantaged Students	7,944.00
Title I Part A: Parent Involvement	349.00
Title III	3,326.00
Title IV	5,815.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	58,004.00
2000-2999: Classified Personnel Salaries	25,725.00
3000-3999: Employee Benefits	30,364.00
4000-4999: Books And Supplies	259,569.00
5000-5999: Services And Other Operating Expenditures	740,403.00
5700-5799: Transfers Of Direct Costs	5,500.00
7000-7439: Other Outgo	192,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	11,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	7,244.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	139,700.00

5700-5799: Transfers Of Direct Costs	Comprehensive Support and Improvement (CSI)	5,500.00
4000-4999: Books And Supplies	LCFF	83,956.00
5000-5999: Services And Other Operating Expenditures	LCFF	335,300.00
7000-7439: Other Outgo	LCFF	60,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	47,004.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,725.00
3000-3999: Employee Benefits	LCFF - Supplemental	30,364.00
4000-4999: Books And Supplies	LCFF - Supplemental	156,750.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	234,832.00
7000-7439: Other Outgo	LCFF - Supplemental	132,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	24,756.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	7,944.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	349.00
4000-4999: Books And Supplies	Title III	3,326.00
5000-5999: Services And Other Operating Expenditures	Title IV	5,815.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	381,811.00
Goal 2	369,957.00
Goal 3	560,297.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Mark Camilleri	Principal
Angela Brown	Classroom Teacher Other School Staff
Michael Pressman	Classroom Teacher
Janie Montemayor	Other School Staff
Student One	Secondary Student
Student Two	Secondary Student
Parent One	Parent or Community Member
Chris Tsang	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
DocuSigned by: *(signature)* 589A56FE977C447... **Michael Pressman**	English Learner Advisory Committee
	Special Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on March 7, 2024.

Attested:

Mark Camilleri	Principal, Mark Camilleri on March 7, 2024
DocuSigned by: *(signature)* Christopher Tsang C1754507C7C6493...	SSC Chairperson, Chris Tsang on March 7, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table
A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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