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 Office of Education Court School	43104394330254	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 Office of Education Court 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 Office of Education Court 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 Court School Program will meet Every Student Succeed Act (ESSA) requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the California approved 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: (a) school climate, (b) academic achievement,(c) graduation rate,(d) college and career readiness, and (e) 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. Goals and actions are also aligned to priorities suggested from parent/guardian input sessions and the annual LCAP survey.

Educational Partner Involvement

How, when, and with whom did Santa Clara County Office of Education Court 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 also reviewed LCAP survey results and LCAP Input Session findings to ensure these needs were represented in the Single Plan for Student Achievement. The SPSA was approved on March 7, 2024 by the School Site Council with representatives from the English Learner Advisory Committee and Special Education.

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) Court Schools were reflected in data analysis and include: (a) a need for college and career processes for students, (b) a need for career technical education programs to support college and career readiness, and (c) support for student literacy to include supplemental support for students receiving English language acquisition services. These areas are defined as areas of need in the CA School Dashboard and will address graduation rate and college and career indicators. Resources are available to support programs so no fiscal inequities are evident. Resource allocation is equitable for all students with Local Control Funding Formula supplemental and concentration funding as a priority for students who identify as: (a) English Learners, (b) foster youth, and (c) students who represent as low income. Funds are also utilized to address needs of unhoused students in alignment with 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.

Graduation 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.

Socioeconomically disadvantaged students high school graduation rate

Other Needs

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

Not Applicable

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 Office of Education Court 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	%	0%	%		0	
African American	5.88%	5.56%	6.78%	3	3	4
Asian	%	5.56%	%		3	
Filipino	1.96%	0%	1.69%	1	0	1
Hispanic/Latino	84.31%	79.63%	81.36%	43	43	48
Pacific Islander	%	0%	%		0	
White	5.88%	5.56%	10.17%	3	3	6
Multiple/No Response	1.96%	3.7%	%	1	2	
			Total Enrollment	51	54	59

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 8			1
Grade 9	8	12	13
Grade 10	12	11	18
Grade 11	13	10	10
Grade 12	14	8	17
Total Enrollment	47	41	59

Conclusions based on this data:

1. The population of our court schools has held steady around 50 youth.

2. Students who identify as Latinx represent the largest student group in the school at 79.63

3. The 23-24 SY has slightly more 9th, 10th, and 12th graders than the previous years.

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	19	14	24	42.90%	40.4%	49.0%
Fluent English Proficient (FEP)	8	12	11	19.60%	17.0%	22.4%
Reclassified Fluent English Proficient (RFEP)				8.3%		

Conclusions based on this data:

1. The number and percentage of students who identify as English Learners declined by over 6%.

2. Increased focus on progression toward reclassification is a continual need.

3. The numbers of students who meet reclassification requirements increased by 12%.

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.

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 7	*			*			*					
Grade 8	*	6	5	0	5	*	0	5	*		83.3	
Grade 11	15	14	15	13	6	7	13	6	7	86.7	42.9	46.7
All Grades	17	20	20	14	11	10	14	11	10	82.4	55.0	50.0

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.

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 7	*			*			*			*			*		
Grade 8		*	*		*	*		*	*		*	*		*	*
Grade 11	2397.	*	*	0.00	*	*	0.00	*	*	7.69	*	*	92.31	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	*	0.00	0.00	*	7.14	9.09	*	92.86	90.91	*

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 7	*			*			*		
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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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 7	*			*			*		
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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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 7	*			*			*		
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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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 7	*			*			*		
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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Conclusions based on this data:

1. Increase focus on participation rate to meet State standard of 95% participation.

2. Assess literacy skill level, and deliver appropriate remediation supports to improve ELA performance.

3. No students met or exceeded standards

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.

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 7	*		*	*		0	*		0			0.0
Grade 8	*	6	5	0	5	*	0	5	*		83.3	
Grade 11	15	15	17	13	6	11	13	6	11	86.7	40.0	64.7
All Grades	17	21	23	14	11	14	14	11	14	82.4	52.4	60.9

* 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 7	*			*			*			*			*		
Grade 8		*	*		*	*		*	*		*	*		*	*
Grade 11	2395.	*	2386.	0.00	*	0.00	0.00	*	0.00	0.00	*	0.00	100.0	*	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0

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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 7	*			*			*		
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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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 7	*			*			*		
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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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 7	*			*			*		
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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Conclusions based on this data:

1. Need to increase focus on participation rate to meet State standard of 95% participation rate.

2. Increased focus on initial assessments to identify remediation supports will enable individual attention to student needs.

3. CAASPP % who meet and exceed = 0% in 22-23SY.

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	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		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	8	5	8
10	*	*	*	*	*	*	*	*	*	7	5	7
11	*	*	*	*	*	*	*	*	*	6	*	6
12	*	*	*	*	*	*	*	*	*	7	4	*
All Grades										28	18	25

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.86	5.56	8.33	17.86	22.22	29.17	35.71	38.89	45.83	28.57	33.33	16.67	28	18	24

Overall Language — Percentage of Students at Each Performance Level for All Students

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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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	16.67	20.83	35.71	50.00	29.17	28.57	11.11	41.67	7.14	22.22	8.33	28	18	24

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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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	11.11	4.17	17.86	11.11	20.83	14.29	16.67	50.00	60.71	61.11	25.00	28	18	24

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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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	11.11	12.50	64.29	61.11	70.83	35.71	27.78	16.67	28	18	24

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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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	85.19	46.67	56.52	11.11	46.67	34.78	3.70	6.67	8.70	27	15	23

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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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.71	6.25	8.33	21.43	31.25	75.00	67.86	62.50	16.67	28	16	24

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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.57	5.88	4.17	50.00	23.53	79.17	46.43	70.59	16.67	28	17	24

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. Overall, there has been a decline in the number of students who identify as English Learners.

2. Increased need for mastery of reading and writing and literacy standards will improve student ELPAC scores.

3. 8% of students achieved level 4 on the ELPAC.

School and Student Performance Data

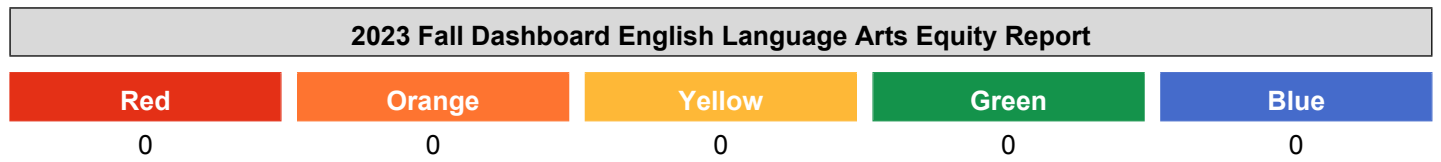## California School Dashboard
Student Population

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**
41	**100**	**31.7**	**4.9**
Total Number of Students enrolled in Santa Clara County Office of Education Court 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	13	31.7
Foster Youth	2	4.9
Homeless	4	9.8
Socioeconomically Disadvantaged	41	100
Students with Disabilities	23	56.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	7.3
Asian	2	4.9
Hispanic	31	75.6
Two or More Races	2	4.9
White	3	7.3

Conclusions based on this data:

1. All enrolled students are categorized as socioeconomically disadvantaged due to classification of wardship under the juvenile courts.

2. Increased need to connect students and families with advocacy groups/efforts to identify obstacles at home or at school and provide supports for student success.

3. Programming for achievement of students who receive language acquisition services is a relevant need.

School and Student Performance Data

Overall Performance

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

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

Conclusions based on this data:

1. 2022 Dashboard data indicates that the 4/5 year cohort graduation rate was 65.1%.

2. An increased effort on 12th grade student credit progress and graduation goals is needed.

3. Suspension rates indicate as "very low" on the 2022-23 SY CA School Dashboard for the Court Schools.

School and Student Performance Data

Academic Performance
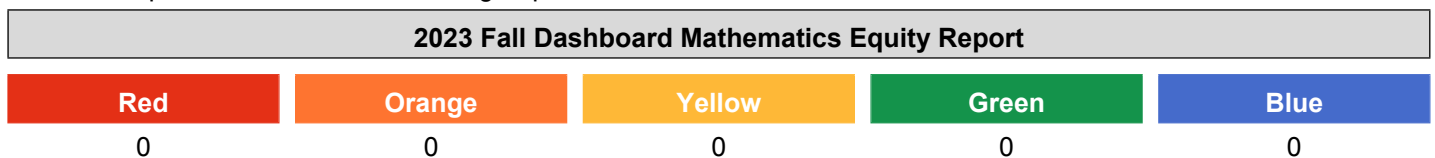### English Language Arts

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	Less than 11 Students	Less than 11 Students
7 Students	2 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Less than 11 Students	Less than 11 Students
0 Students	7 Students	2 Students

2023 Fall Dashboard English Language Arts Performance 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	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 5 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

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	0 Students	Less than 11 Students 4 Students

Conclusions based on this data:

1. Student groups are small and no overall data is available.

2. Although student data shows below standard performance on the English Language Arts CAASPP, our local assessment shows an increased reading level of GLE 4.6.

3. Staff continue to receive literacy training and supplemental resources for teaching.

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**
Less than 11 Students 7 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students

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

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	0 Students	Less than 11 Students
3 Students		3 Students

Conclusions based on this data:

1. Renaissance math grade equivalency is 5.0

2. Math scores are below standard on CAASPP

3. Identify additional math interventions that will best support our students.

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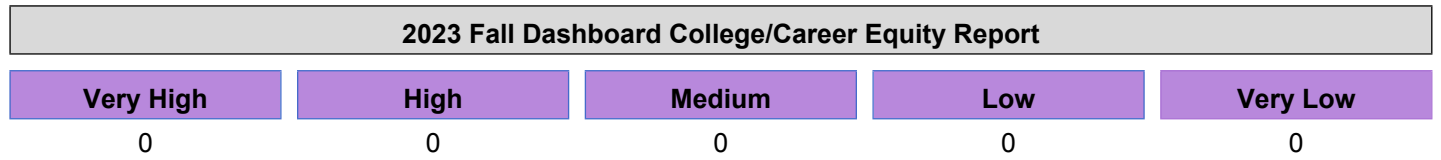
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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."

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
76.9% making progress towards English language proficiency
Number of EL Students: 13 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**
1	2	0	10

Conclusions based on this data:

1. 76.9% of students who identify as English Learners are making progress towards English language proficiency.

2. 10 Progressed at least one level on the ELPAC

3. 1 student decreased one level

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.

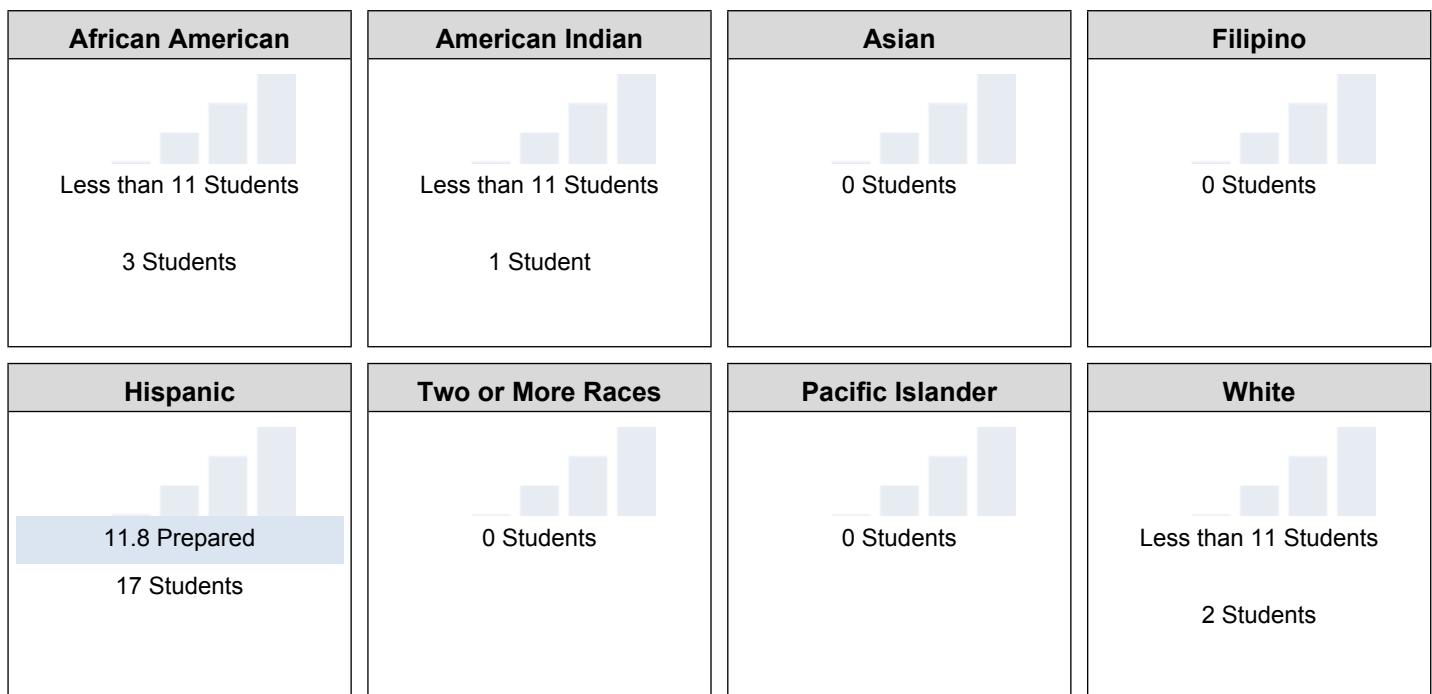| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	0

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	English Learners	Foster Youth
13 Prepared	Less than 11 Students	Less than 11 Students
23 Students	4 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	13 Prepared	Less than 11 Students
3 Students	23 Students	7 Students
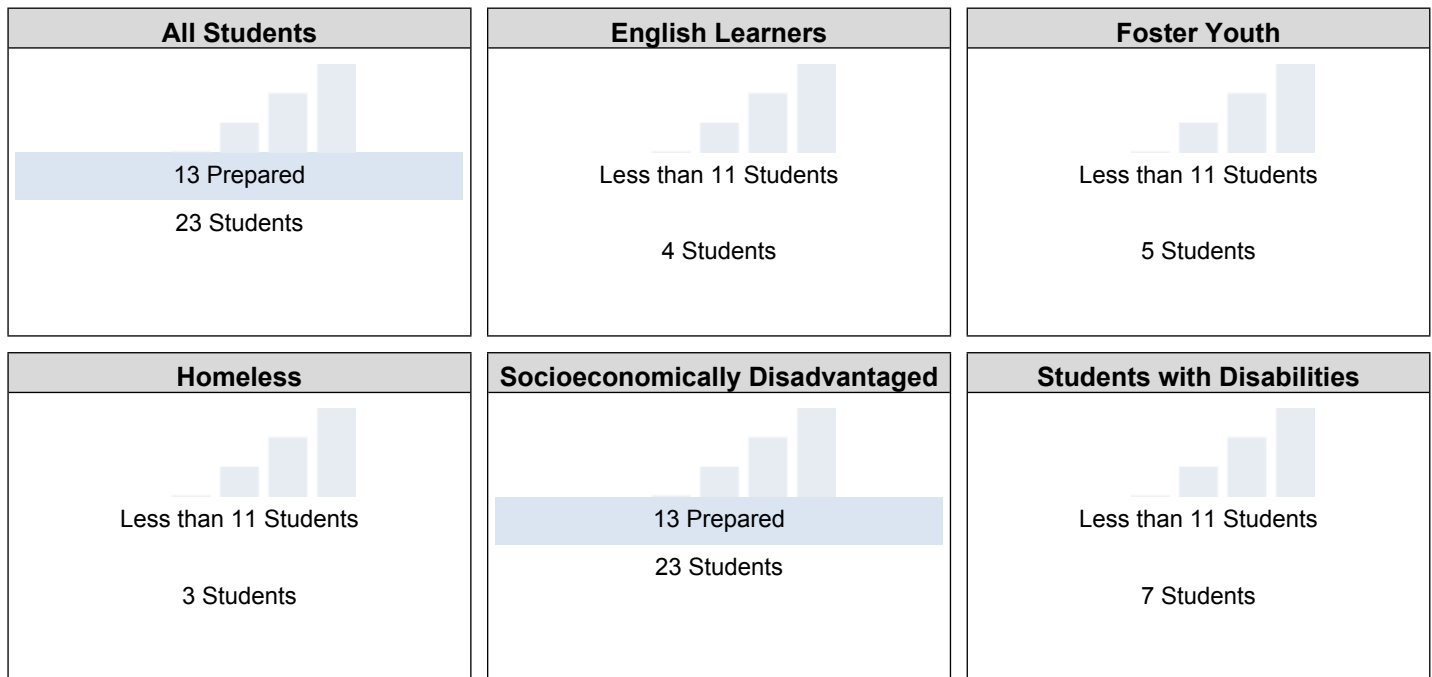
2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	0 Students	0 Students
3 Students	1 Student		

Hispanic	Two or More Races	Pacific Islander	White
11.8 Prepared	0 Students	0 Students	Less than 11 Students
17 Students			2 Students

Conclusions based on this data:

1. The College and Career Indicator data is not available on the Dashboard.

2. 100% of students have access to A-G courses.

3. We provide year round schooling to support the effort of college and career readiness.

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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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
Less than 11 Students	Less than 11 Students	Less than 11 Students
5 Students	2 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	5 Students	2 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	No Performance Color 0 Students

Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 2 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student

Conclusions based on this data:

1. Chronic Absenteeism is not an issue for Court Schools.

2. Students enter and exit our school all throughout the school year, and due to the nature of court schools an enrolled student will have mandated attendance.

3. Due to the low numbers reported we do not have data available in most of these metrics.

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**
1	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**
Red 66.7% graduated Increased 1.6 30 Students	Less than 11 Students 6 Students	Less than 11 Students 5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 6 Students	Red 66.7% graduated Increased 1.6 30 Students	Less than 11 Students 10 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	No Performance Color	No Performance Color
4 Students	1 Student	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
72.7% graduated	No Performance Color	No Performance Color	Less than 11 Students
Increased Significantly 10.2	0 Students	0 Students	3 Students
22 Students			

Conclusions based on this data:

1. Need to increase focus on graduation rate and student transition.

2. Current graduation rate is 66.7%

3. Enrollment trends impacts the ability to compare annually so individual data analysis of student progress is necessary throughout the year.

School and Student Performance Data

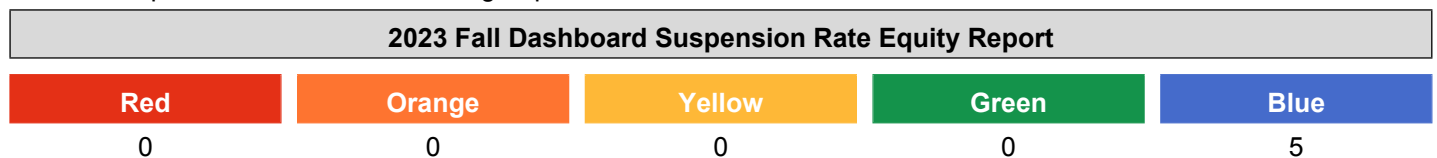## Conditions & Climate
Suspension Rate

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 Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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**
Blue	Blue	0% suspended at least one day
0% suspended at least one day	0% suspended at least one day	
Maintained 0	Maintained 0	Maintained 0
376 Students	121 Students	28 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Blue	Blue
	0% suspended at least one day	0% suspended at least one day
Maintained 0	Maintained 0	Maintained 0
31 Students	376 Students	145 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue 0% suspended at least one day Maintained 0 45 Students	Less than 11 Students 2 Students	0% suspended at least one day Maintained 0 12 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Maintained 0 279 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students	0% suspended at least one day Maintained 0 26 Students

Conclusions based on this data:

1. Court schools score in very low levels with all data recognized student groups.

2. Court School students were not suspended in 2022 or 23-24SY

3. 0 out of 376 students were suspended

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 far behind their academics due to many contributing factors. Students historically score far below basic on standardized tests and are credit deficient.

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 2022-23 ELA-No Data% Meet and Exceed Math- 0% Meet and Exceed Update ELPAC % Proficient Level Four 2022-23 5.56% Ren Star Reading 2023- GE= 4.6 Ren Star Math 2023 - GE= 5.0	CAASPP Increase % who meet and exceed by 3% ELPAC Increase % who meet Level 4 by 3% Ren Star Reading and Math-Increase Ge by 6 months each quarter.
Graduation Rate	Graduation Rate Per Dashboard 2022-23 - 66.7% DASS 1-Year Graduation Rate Court School: 90.5%	Increase graduation rate by 3% annually
College and Career Indicator	% Prepared- 2022-23 - 13%	Increase % prepared by 10%
Suspension Rate	0%	Maintain current status.

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	Supplemental reading materials; Scholastic, and multi-lingual reading materials will support students with reading skills, math skills and reading for pleasure.	All students to include low readers and English Learners	8953 Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Supplemental supplies and reading materials for literacy and library. 67120 Title I Part A: Allocation 4000-4999: Books And Supplies Supplemental educational applications and supplemental online program subscriptions for math, reading, and literacy.
1.2	Supplemental materials and training to support students who identify as English Learners in the classroom.	Students who identify as English Learners.	11183 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental materials and supplies for Long Term English Learners 3326 Title III 4000-4999: Books And Supplies Supplemental materials and supplies for English Learners 24800 LCFF 4000-4999: Books And Supplies Supplemental materials and supplies for English Learners
1.3	Consulting services focused on staff development in providing a safe and well rounded academic environment for students. These include leadership development and contracts with the SCCOE Professional Learning and Support Division to coach teachers in providing curriculum related to ethnic studies, environmental literacy, and civic engagement.	All students to include low readers and students who identify as English Learners.	60500 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures IOSA for PLSD to coach teachers in providing curriculum in Ethnics Studies, Civic Engagement, Environmental studies and EL coaching
1.4	Intervention Teacher to support literacy development and English learners.	All students to include low readers and English Learners.	163822 Other 1000-1999: Certificated Personnel Salaries

			1.0 FTE Intervention Teacher base salary 61250 Other 3000-3999: Employee Benefits Employee benefits
1.5	Extra hours for staff to provide credit recovery	All students	44000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries salary extra hours

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.

We continue to see a high level of effectiveness in our professional development efforts to support our EL students and inclusion practices. Additionally, our intervention teachers have provided enhancements to our Math and ELA intervention programming.

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 the intended and actual expenditures.

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

There are no planned changes to the goal.

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 educaiton, college and career. Our students are academically behind their peers and are credit deficient.

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	2018-19 CAASPP Court School ELA-2.78% Meet and Exceed Court School Math-0% Meet and Exceed 2019-20 State Assessments were suspended due to COVID-19 so no up to date data is available for the CAASPP or the ELPAC. CAASPP Scores 2020-21 Court School ELA-0% Meet and Exceed Court School Math- 0% Meet and Exceed CAASPP Scores 2021-22 ELA-0% Meet and Exceed Math- 0% Meet and Exceed CAASPP Scores 2022-23 ELA-No Data Meet and Exceed Math- 0% Meet and Exceed Update ELPAC % Proficient Level Four (No Data is available for 2019-20) 2018-19 13.73% 2020-21 17.86% 2021-22 5.56% 2022-23 5.56% Ren Star Reading 2021- Grade Equivalency= 5.1 2022- GE= 4.6 2023- GE= 4.6 Ren Star Math 2021-GE= 5.7 2022- GE=5 2023 - GE=5	CAASPP and ELPAC assessments were suspended for 2019-20 due to the COVID-19 pandemic. Increase % who meet and exceed in CAASPP by 3% annually. Increase % of EL students in Level Four by 3% annually. Increase Ren Star reading and math average grade equivalency by 9 months annually.
Graduation Rate	Graduation Rate Per 2019 Dashboard 65% 2019-2020-61.2% (DASS) 2020-21-58.9% (DASS) 2021-22-65.1% 2021-22 DASS Grad Rate- 85.7% 2022-23 - 66.7%	Increase grad rate by 3% annually
College and Career Indicator	% Prepared- 0 2021 2022 Not Published 2023 Not Published	Increase % prepared by 10%

Suspension Rate	2022 Dashboard- Very Low	Maintain
Chronic Absenteeism	2022 Dashboard Very Low	Maintain

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	College and career liaisons will support student transition to college and career. (Position partially funded by Probation)	All Students	107331 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1.0 FTE College Liaison 64131 Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits
2.2	College and career programs for students who participate in alternative education programs.	All students	31010 Title I Part D 4000-4999: Books And Supplies Materials and supplies for iCEV certifications and CTE 114616 Title I Part D 5000-5999: Services And Other Operating Expenditures professional consulting and operating expenses for CTE expansion 194152 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Contracts for LiUna and other CTE Contracts 45561 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies CTE supplies and expansion 77402 LCFF - Supplemental 4000-4999: Books And Supplies CTE Materials and supplies 15950 LCFF 5000-5999: Services And Other Operating Expenditures CTE Contracts and consultation 2200

| | | | | Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures CTE Contracts and consultation 6796 Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Myers Briggs license 100000 LCFF 4000-4999: Books And Supplies LCFF Add on- CTE materials and supplies |
| 2.3 | Career Technical Education teacher will support students' career readiness and certifications as a means to positive transition and career readiness. | All Court School Students | 147829 Title I Part D 1000-1999: Certificated Personnel Salaries 1.0 FTE CTE Teacher 56683 Title I Part D 3000-3999: Employee Benefits 1.0 FTE CTE Teacher |

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.

We have provided the opportunity for all our students to be college and career ready with our college liaisons. Our students can be dually enrolled, are provided academic supports, and are exposed to post-secondary opportunities. ICEV provides students exposure to careers in small engine, financial literacy and many more career pathways. Our CTE teacher provides students career explorations courses as well as supporting partnerships with local community college partnerships.

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 the 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.

There are no planned changes.

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.

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 School Site Council, the ELAC, and the LCAP Parent Advisory Committee are always a priority as SCCOE looks to increase participation.

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 10

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	Increase communication and access for parents regarding School Site Council, ELAC, and LCAP Parent Advisory Meetings as well as DELAC and community partners. Purchase of bus tokens, parking passes, print costs for mailings, and translation devices.	All parents are invited to all activities.	
3.2	Manager Implementation and Compliance will support continuous improvement processes to include parent engagement 12.5%	All Students	25725 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Manager 12.5% salary 12244 LCFF - Supplemental 3000-3999: Employee Benefits Manager 12.5% benefits

3.3	.5 Position for Foster Youth Services will support Foster Youth as they exit programs.	Foster Youth	92875 Title I Part D 1000-1999: Certificated Personnel Salaries .5 FTE Foster Youth Liaison 32825 Title I Part D 3000-3999: Employee Benefits .5 FTE Foster Youth Liaison
3.5	Materials and Supplies to support parent engagement; communication and mailings	All Parents/Guardians	3,076 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent resource library, pamphlets, materials and mailings for both court schools
3.6	Well rounded students and supplemental materials for social emotional learning.	All students	6645 Title IV 5000-5999: Services And Other Operating Expenditures Silicon Valley Creates contract for SEL support 31336 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .2 FTE School Therapist 12079 LCFF - Supplemental 3000-3999: Employee Benefits .2 FTE School Therapist benefits 100000 LCFF 5000-5999: Services And Other Operating Expenditures LCFF Add- on Social-emotional learning and support 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.

We have had a record number for parents involved in our school site council, graduations, and other school engagement opportunities. We rely on our Foster Youth Liaison. We also provide a newsletter to our community to educate and inform our community on school and the importance of attendance and resources.

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

There were no 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.

There are no planned changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

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

Increase engagement and improve the graduation rate of socioeconomic disadvantaged students.

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

By June 2027, Court School will increase engagement and improve the graduation rate of socioeconomic disadvantaged students.

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.

improve the graduation rate of socioeconomic disadvantaged students.

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
% of socioeconomic disadvantaged students participating in credit recovery	100%	100%
High School Graduation rate	2023 Graduation Rates as Indicated in the CA Accountability Dashboard Court- 66.7% Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School- 90.5%	2023 Graduation Rates as Indicated in the CA Accountability Dashboard Court- 70% Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School- 95%
CA Dashboard	2023 Graduation Rates as Indicated in the CA Accountability Dashboard Court- 66.7% English Language Arts-Data not displayed for privacy Math-Data not displayed for privacy English Learner Progress- 76.9% Making Progress College Career Indicator- 13% Prepared Chronic Absenteeism Rate- data not displayed for privacy Graduation Rate- 66.7% Suspension Rate- 0%	CA Accountability Dashboard Court- 70% English Language Arts-Data not displayed for privacy Math-Data not displayed for privacy English Learner Progress- 80% Making Progress College Career Indicator- 15% Prepared Chronic Absenteeism Rate- data not displayed for privacy Graduation Rate- 70% Suspension Rate- 0%
High School Dropout rate	4-Year-Adjusted Cohort Dropout Rate	4-Year-Adjusted Cohort Dropout Rate

	2022-23 Court Schools- 28.6%	Court Schools- 25%
% of Socioeconomic disadvantaged students enrolled in CTE programs/ certificates	96% of socioeconomic disadvantaged students participated in CTE programs	100% of socioeconomic disadvantaged students will participate in CTE programs

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
4.1	The navigator position will provide transition services for students who exit Court Schools.	All court school students	87013 LCFF 1000-1999: Certificated Personnel Salaries .90 FTE Navigator salary 55526 LCFF 3000-3999: Employee Benefits .90 FTE Navigator benefits 8327 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .10 FTE Navigator salary 5313 LCFF - Supplemental 3000-3999: Employee Benefits .10 FTE Navigator benefits
4.2	Credit recovery programs/ support	All court school students	100000 Other 1000-1999: Certificated Personnel Salaries Extra hours for staff to provide credit recovery 65782 Other 4000-4999: Books And Supplies Credit Recovery materials and supplies
4.3	Support for Arts and Music Programming	All court school students	30000 Other 5000-5999: Services And Other Operating Expenditures art and music contracts and program subscriptions 25000 Other 4000-4999: Books And Supplies Art and music materials, equipment and supplies
4.4	Support to expand CTE Pathways	All court school students	100000 Other

			4000-4999: Books And Supplies CTE materials, supplies and equipment 65000 Other 5000-5999: Services And Other Operating Expenditures CTE Contracts, professional consulting, subscriptions

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.

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

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.

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	$743216
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,267,381.00
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	$238,582.00
Title I Part A: Disadvantaged Students	$15,749.00
Title I Part A: Parent Involvement	$3,076.00
Title I Part D	$475,838.00
Title III	$3,326.00
Title IV	$6,645.00

Subtotal of additional federal funds included for this school: $906,660.00

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	$383,289.00
LCFF - Supplemental	$366,578.00
Other	$610,854.00

Subtotal of state or local funds included for this school: $1,360,721.00

Total of federal, state, and/or local funds for this school: $2,267,381.00

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	383,289.00
LCFF - Supplemental	366,578.00
Other	610,854.00
Title I Part A: Allocation	238,582.00
Title I Part A: Disadvantaged Students	15,749.00
Title I Part A: Parent Involvement	3,076.00
Title I Part D	475,838.00
Title III	3,326.00
Title IV	6,645.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	782,533.00
2000-2999: Classified Personnel Salaries	25,725.00
3000-3999: Employee Benefits	300,051.00
4000-4999: Books And Supplies	563,213.00
5000-5999: Services And Other Operating Expenditures	595,859.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	44,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	56,744.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	62,700.00

1000-1999: Certificated Personnel Salaries	LCFF	87,013.00
3000-3999: Employee Benefits	LCFF	55,526.00
4000-4999: Books And Supplies	LCFF	124,800.00
5000-5999: Services And Other Operating Expenditures	LCFF	115,950.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	39,663.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,725.00
3000-3999: Employee Benefits	LCFF - Supplemental	29,636.00
4000-4999: Books And Supplies	LCFF - Supplemental	77,402.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	194,152.00
1000-1999: Certificated Personnel Salaries	Other	263,822.00
3000-3999: Employee Benefits	Other	61,250.00
4000-4999: Books And Supplies	Other	190,782.00
5000-5999: Services And Other Operating Expenditures	Other	95,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	107,331.00
3000-3999: Employee Benefits	Title I Part A: Allocation	64,131.00
4000-4999: Books And Supplies	Title I Part A: Allocation	67,120.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	8,953.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Disadvantaged Students	6,796.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,076.00
1000-1999: Certificated Personnel Salaries	Title I Part D	240,704.00
3000-3999: Employee Benefits	Title I Part D	89,508.00
4000-4999: Books And Supplies	Title I Part D	31,010.00
5000-5999: Services And Other Operating Expenditures	Title I Part D	114,616.00
4000-4999: Books And Supplies	Title III	3,326.00
5000-5999: Services And Other Operating Expenditures	Title IV	6,645.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	444,954.00
Goal 2	963,661.00
Goal 3	316,805.00
Goal 4	541,961.00

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
Eugene Santillan	Principal
Michelle DeCaro	Other School Staff
Tiffany Jones	Other School Staff
Maria Andrade	Other School Staff
Probation	Parent or Community Member
Student One	Secondary Student
Student Two	Secondary Student
Parent One	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
Michelle DeCaro	State Compensatory Education Advisory Committee
Michelle DeCaro	English Learner Advisory Committee
Anna Wayne	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 23, 2023.

Attested:

Signature	Role
Eugene Santillan	Principal, Principal, Eugene D. Santillan on March 7, 2024
Michelle DeCaro	SSC Chairperson, SSC Chairperson, Michelle DeCaro 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.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, 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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