

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

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 24, 2022	June 15, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

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.

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

Santa Clara County Court Schools 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 Accountability 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 Accountability 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.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

On an annual basis the school facilitates a needs assessment through the collaboration of the: (a) English Language Advisory Committee (ELAC), (b) School Site Council (SSC), and (c) Local Control Accountability Plan (LCAP) processes. Surveys are provided to: (a) students, (b) parents, (c) teachers, (d) administrators, and (e) community members. The data is gathered and evaluated through several committees that inform both the School Plan for Student Achievement and the Local Control Accountability Plan. The results are reported out during subsequent meetings. Thereafter, these discussions inform the development of both the SPSA and LCAP and the goals, actions items, and budgets are aligned accordingly. Needs assessment priorities are also established through parent input sessions in alignment with the planning of the Local Control Accountability Plan. 2021 LCAP survey results indicate five top priorities for Court Schools: (a) internet access and connectivity, (b) social-emotional mental health well being services, (c) health services, (d) home and school communication, and (e) academic interventions. These priorities are addressed in planning for the SPSA as well as the LCAP.

## Classroom Observations

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

Classroom observations occur regularly as illustrated in: (a) frequent daily walkthroughs, (b) visits, and (c) informal and formal observations. The Alternative Education Department contracts with the Professional Learning and Instructional Support department and the Inclusion Collaborative through the Santa Clara County Office of Education. These providers support: (a) coaching, (b) curriculum alignment and planning, and (c) Professional Learning Communities.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

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

On a yearly basis the school facilitates state and local assessments to inform student success. Due to the nature of student enrollment and attrition rates and the unique learning conditions that Court School students experience, the use of local assessments are a priority for up-to-date information on student levels. These local assessments are the Renaissance Star (Ren Star) reading and math assessments. Students receive these assessments within the first 10 days of enrollment and quarterly thereafter.

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

Student learning results from both state standardized assessments and local assessment data is shared with staff. During Professional Learning Community meetings: (a) teachers, (b) curriculum coordinators, and (c) administrators evaluate learning outcomes and calibrate instructional practices to address student learning needs.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of staff are highly qualified as defined by the state of California. Ongoing professional development is provided to ensure staff is current with standards based instruction and interventions.

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

100% of staff are highly qualified as defined by the state of California. The school is sufficiently staffed with credentialed teachers, classified staff, and administration.

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

Professional Development is aligned to the needs assessment and is focused on the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP) goals. The majority of the professional development is facilitated through the Santa Clara County Office of Education Professional Learning and Instructional Support Division. Content Coordinators facilitate professional development through the coordination of Professional Learning Communities with special emphasis on inclusion practices and strategies to support students who receive English Language Proficiency services. Support staff also provide professional development to staff to support the social and emotional needs of students.

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

Professional development is aligned to the needs assessment and is focused on the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP) goals. The majority of the professional development is facilitated through the Santa Clara County Office of Education Professional Learning and Instructional Support Division. Content Coordinators facilitate professional development through the coordination of Professional Learning Communities and in-class curriculum coaching.

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

Teachers collaborate within the school and across the department during: (a) Professional Learning Communities, (b) textbook adoption processes, and (c) committees.

## Teaching and Learning

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

Curriculum and instructional practices are aligned to: (a) the California Common Core State Standards, (b) the Every Student Succeeds Act (ESSA), (c) the School Plan for Student Achievement (SPSA) and (d) the Local Control Accountability Plan (LCAP) priority goals. On an ongoing basis staff collaborate through the Professional Learning Communities to ensure teachers gain valuable strategies and resources by the Professional Learning and Instructional Support Content Coordinators. Through this work staff refine practices and interventions to meet the needs of students.

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

The school adheres to state and federal guidelines for instructional minutes per grade level.

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

Students and their enrollment and attrition rates illustrate the need for personalized learning. The Court Schools provide: (a) credit recovery, (b) complete courses, (c) interventions, (d) course acceleration opportunities, (e) English Language Learner instruction, and (f) special education support within the master schedule. Students who graduate during detainment are offered college and career counseling and college course enrollment.

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

The school utilizes a variety of instructional materials to meet the needs of students. These resources are standards based and aligned to instructional programs and Common Core standards. Some Edgenuity online courses are also A-G aligned.

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

The school utilizes a variety of instructional materials to meet the needs of students. These resources are standards-based and aligned to instructional programs. Materials include: (a) online resources (Edgenuity, Accelerated Reader), (b) textbooks, and (c) online assessments (Renaissance Star).

## Opportunity and Equal Educational Access

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

Within the Court School program students have access to: (a) credit recovery, (b) core curriculum, (c) complete courses, (d) course and credit acceleration, (d) interventions, and (e) English Learner and Special Education services. The Court Schools are unique alternative educational programs that personalize learning for each student within the core academic program. The unique nature of: (a) the schools' settings, (b) year-round programming, and (c) student enrollment and attrition rates present challenges and the school team works to meet student needs in a changing environment. Staff members are trained to ensure student needs are met.

Evidence-based educational practices to raise student achievement

The Court Schools use several evidence-based strategies to support students' academic goals. They include: (a) accommodations (per IEP and 504s), (b) reading and math intervention programs and strategies, (c) credit recovery on core academic content, (d) course acceleration as appropriate, (e) services for English Learners, and (f) extended school day.

## Parental Engagement

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

Parent engagement opportunities include: (a) the English Language Advisory Committee (ELAC), (b) School Site Council (SSC), (c) Parent Project, and (d) collaboration with Probation. District wide engagement opportunities include the Parent Advisory Committee and the District English Learner Advisory Committee. Through a collaborative process which also includes student intake and transition, the school team works with educational partners to provide resources and meet student needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, (b) parents, (c) teachers, (d) staff, (e) community members, (f) Probation partners, and (g) the administration are actively involved in the development of: (a) the School Plan for Student Achievement (SPSA), (b) the Local Control Accountability Plan (LCAP), (c) Western Association of Schools and Colleges (WASC) Accreditation, (d) the LCAP Federal Addendum, and (e) the Consolidated Application process (Title I, III, IV budgets) On a regular basis groups review: (a) student enrollment and demographics, (b) academic performance, (c) reclassification, and (d) English Language Learner demographics. Parents/guardians, (b) staff, and (c) students, as well as educational partners engage in the review and development of site goals in relation to the Alternative Education Department and Santa Clara County Office of Education. These groups provide opportunity for stakeholder engagement and continuous improvement. All parents are invited individually to meetings as they occur and communication is language specific. The Annual LCAP Survey and LCAP Input Sessions provide additional opportunity for parents/guardians and educational partners to prioritize needs.

## Funding

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

The Court Schools utilize funding from Title I, III, and IV.

Fiscal support (EPC)

EPC funds are utilized by Court Schools to support student instruction and facilities maintenance.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The School Site Council met to review the needs assessment and progress of student groups on February 10, 2022 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 24, 2022 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.

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 English Learners. These areas are defined as areas of need in the CA Accountability 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: (a) English Learners, (b) foster youth, and (c) students who represent as low income. Funds are also utilized to address needs of homeless students in alignment with SCCOE Board Policy.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

### Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	1		
Grade 8	1	2	
Grade 9	9	10	16
Grade 10	19	46	17
Grade 11	37	36	15
Grade 12	50	31	8
<b>Total Enrollment</b>	117	125	56

#### Conclusions based on this data:

1. According to the data above, Court School enrollment numbers continue to increase from year to year. In contrast, during the 2020-21 school year the Court Schools' enrollment showed a decrease.
2. Number and population percentage of Hispanic/Latino students has increased.
3. Most court school population consists of high school students, and each year over 50% are within grades 11 and 12.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
<b>English Learners</b>	37	43	24	31.6%	34.4%	42.9%
<b>Fluent English Proficient (FEP)</b>	25	23	11	21.4%	18.4%	19.6%
<b>Reclassified Fluent English Proficient (RFEP)</b>	0	0	3	0.0%	0.0%	7.0%

### Conclusions based on this data:

1. The number and percentage of English Learners continues to increase annually.
2. Increased focus on EL progression toward reclassification is a continual need.
3. The numbers of students who meet reclassification requirements continue to increase.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*		*	*		*	*		*			
Grade 8	*	7	*	*	7	0	*	7	0	*	100	
Grade 11	58	35	15	48	29	13	48	29	13	82.8	82.9	86.7
All Grades	68	42	17	57	36	14	57	36	14	83.8	85.7	82.4

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*		*	*		*	*		*	*		*	*		*
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2389.	2413.	2397.	0.00	3.45	0.00	2.08	0.00	0.00	4.17	10.34	7.69	93.75	86.21	92.31
All Grades	N/A	N/A	N/A	0.00	2.78	0.00	1.75	0.00	0.00	3.51	8.33	7.14	94.74	88.89	92.86

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*		*	*		*	*		*
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	3.45	*	18.75	24.14	*	81.25	72.41	*
All Grades	0.00	2.78	*	17.54	22.22	*	82.46	75.00	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*		*	*		*	*		*
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	3.45	*	6.25	13.79	*	93.75	82.76	*
All Grades	0.00	2.78	*	5.26	13.89	*	94.74	83.33	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*		*	*		*	*		*
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	35.42	37.93	*	64.58	62.07	*
All Grades	0.00	0.00	*	33.33	30.56	*	66.67	69.44	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*		*	*		*	*		*
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	14.58	10.34	*	85.42	89.66	*
All Grades	0.00	0.00	*	14.04	11.11	*	85.96	88.89	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Increase focus on participation rate to meet State standard of 95% participation.
- Assess literacy skill level, and deliver appropriate remediation supports to improve ELA performance.
- Due to the transient nature of the student population, year to year data performance is high level. The Court Schools use Renaissance STAR math and reading assessments to supplement data and Court School students have shown growth in grade level equivalency from Spring of 2021 to December of 2021 in both math and reading. Math Grade Equivalency= 5.7 to 5.9 and Reading Grade Equivalency= 5.1 to 5.9. CAASPP % who meet and exceed = 2.78 in 2019-20 and 0% in 2020-21. Math % who meet and remains constant at 0%

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*		*	*		*	*		*			
Grade 8	*	7	*	*	7	0	*	7	0	*	100	
Grade 11	58	37	15	48	29	13	48	29	13	82.8	78.4	86.7
All Grades	68	44	17	57	36	14	57	36	14	83.8	81.8	82.4

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*		*	*		*	*		*	*		*	*		*
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2372.	2362.	2395.	0.00	0.00	0.00	2.08	0.00	0.00	2.08	3.45	0.00	95.83	96.55	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	1.75	0.00	0.00	1.75	2.78	0.00	96.49	97.22	100.0

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*		*	*		*	*		*
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	4.17	0.00	*	95.83	100.0	*
All Grades	0.00	0.00	*	3.51	0.00	*	96.49	100.0	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*		*	*		*	*		*
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	14.58	6.90	*	85.42	93.10	*
All Grades	0.00	0.00	*	12.28	5.56	*	87.72	94.44	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*		*	*		*	*		*
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	16.67	20.69	*	83.33	79.31	*
All Grades	0.00	0.00	*	14.04	16.67	*	85.96	83.33	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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. Due to the transient nature of the student population, year to year data performance is high level. The Court Schools use Renaissance STAR math and reading assessments to supplement data and Court School students have shown growth in grade level equivalency from Spring of 2021 to December of 2021 in both math and reading. Math Grade Equivalency= 5.7 to 5.9 and Reading Grade Equivalency= 5.1 to 5.9. CAASPP % who meet and exceed = 2.78 in 2019-20 and 0% in 2020-21. Math % who meet and remains constant at 0%

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	1541.6	1531.8	*	1548.0	1526.5	*	1534.6	1536.7	*	12	15	8
<b>10</b>	1534.3	1584.5	*	1537.3	1595.2	*	1530.9	1573.3	*	12	11	7
<b>11</b>	1525.3	1510.5	*	1526.2	1509.0	*	1523.7	1511.8	*	24	13	6
<b>12</b>	1529.1	1561.6	*	1532.1	1571.9	*	1525.5	1550.7	*	15	12	7
<b>All Grades</b>										68	51	28

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	*	6.67	*	*	33.33	*	*	40.00	*	*	20.00	*	12	15	*
<b>10</b>	*	36.36	*	*	18.18	*	*	18.18	*	*	27.27	*	12	11	*
<b>11</b>	*	0.00	*	*	15.38	*	50.00	38.46	*	*	46.15	*	24	13	*
<b>12</b>	*	16.67	*	*	25.00	*	*	41.67	*	*	16.67	*	15	12	*
<b>All Grades</b>	20.59	13.73	17.86	26.47	23.53	17.86	35.29	35.29	35.71	17.65	27.45	28.57	68	51	28

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	*	6.67	*	*	53.33	*	*	40.00	*		0.00	*	12	15	*
<b>10</b>	*	36.36	*	*	27.27	*	*	27.27	*		9.09	*	12	11	*
<b>11</b>	*	7.69	*	58.33	46.15	*	*	23.08	*	*	23.08	*	24	13	*
<b>12</b>	*	41.67	*	*	25.00	*	*	25.00	*	*	8.33	*	15	12	*
<b>All Grades</b>	35.29	21.57	28.57	41.18	39.22	35.71	16.18	29.41	28.57	*	9.80	7.14	68	51	28

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	13.33	*	*	13.33	*	*	20.00	*	*	53.33	*	12	15	*
10	*	18.18	*	*	36.36	*	*	0.00	*	*	45.45	*	12	11	*
11	*	0.00	*	*	0.00	*	*	15.38	*	54.17	84.62	*	24	13	*
12	*	0.00	*	*	16.67	*	*	41.67	*	*	41.67	*	15	12	*
All Grades	*	7.84	7.14	17.65	15.69	17.86	30.88	19.61	14.29	50.00	56.86	60.71	68	51	28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	*	*	60.00	*	*	40.00	*	12	15	*
10	*	27.27	*	*	45.45	*	*	27.27	*	12	11	*
11	*	0.00	*	50.00	30.77	*	*	69.23	*	24	13	*
12	*	8.33	*	*	58.33	*	*	33.33	*	15	12	*
All Grades	29.41	7.84	0.00	42.65	49.02	64.29	27.94	43.14	35.71	68	51	28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	100.00	*	*	0.00	*		0.00	*	12	15	*
10	*	90.91	*	*	9.09	*		0.00	*	12	11	*
11	58.33	61.54	*	*	23.08	*	*	15.38	*	24	13	*
12	73.33	75.00	*	*	25.00	*	*	0.00	*	15	12	*
All Grades	67.65	82.35	85.19	27.94	13.73	11.11	*	3.92	3.70	68	51	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	*	20.00	*	*	26.67	*	*	53.33	*	12	15	*
<b>10</b>	*	54.55	*	*	0.00	*	*	45.45	*	12	11	*
<b>11</b>	*	0.00	*	*	7.69	*	70.83	92.31	*	24	13	*
<b>12</b>	*	8.33	*	*	41.67	*	*	50.00	*	15	12	*
<b>All Grades</b>	*	19.61	10.71	27.94	19.61	21.43	69.12	60.78	67.86	68	51	28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	*	0.00	*	*	73.33	*	*	26.67	*	12	15	*
<b>10</b>	*	0.00	*	*	90.91	*	*	9.09	*	12	11	*
<b>11</b>	*	0.00	*	70.83	53.85	*	*	46.15	*	24	13	*
<b>12</b>	*	0.00	*	73.33	100.00	*	*	0.00	*	15	12	*
<b>All Grades</b>	*	0.00	3.57	73.53	78.43	50.00	*	21.57	46.43	68	51	28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Most of ELPAC participants scored "well developed" under speaking domain.
2. Increased need for reading and writing and literacy standards will improve student ELPAC scores.
3. No group level ELPAC scores are available for program analysis for 2020-21 due to the pandemic. The percentage of students meeting Level 4 proficiency increased from 2019-20 to 2020-21. (13.73 to 17.86)

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>56</b>	<b>100%</b>	<b>22</b>	<b>7.1</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	22
Foster Youth	4	7.1
Homeless	1	1.8
Socioeconomically Disadvantaged	56	100%
Students with Disabilities	24	42.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	16.1
American Indian or Alaska Native		
Asian		
Filipino	1	1.8
Hispanic	43	76.8
Two or More Races	1	1.8
Native Hawaiian or Pacific Islander		
White	2	3.6

### Conclusions based on this data:

- All enrolled students were categorized 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 English Learner achievement is a relevant need.







# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  Red	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  No Performance Color	<b>Chronic Absenteeism</b>  No Performance Color	
<b>College/Career</b>  Orange		

### Conclusions based on this data:

- 2021 Dashboard data indicates that 0% of students were college and career prepared at the Court Schools.
- An increased effort on 12th grade student credit progress and graduation goals is needed. DASS graduation rates dropped from 2019-20 to 2020-21. (81.3% to 64.7%)
- Full CA Dashboard data has not been published since December of 2019.

# School and Student Performance Data

## Academic Performance English Language Arts

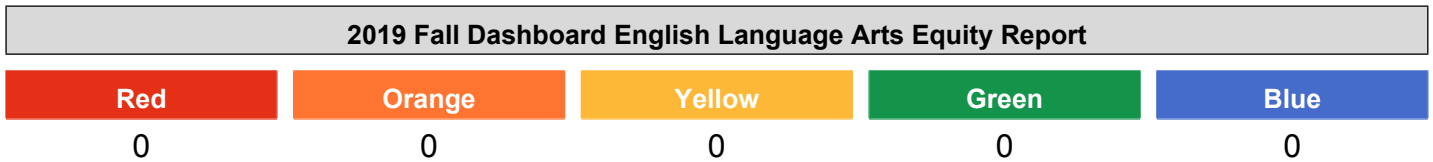
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>172.6 points below standard</p> <p>Increased Significantly +21.1 points 13</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>172.6 points below standard</p> <p>Increased Significantly +21.1 points 13</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p><b>African American</b></p>  <p>No Performance Color 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Hispanic</b></p>  <p>No Performance Color 167.2 points below standard Increased Significantly +30.3 points 12</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color 0 Students</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>Less than 11 Students - Data Not Displayed for Privacy 6</p>	<p><b>Reclassified English Learners</b></p> <p>0 Students</p>	<p><b>English Only</b></p> <p>Less than 11 Students - Data Not Displayed for Privacy 6</p>

**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, an increase of 31.1 points indicates growth. CA Dashboard data is from December of 2019.
3. Court School students continue to show growth in local reading assessments to include an increase in grade level equivalency of 5.1 to 5.9 from Spring 2021 to December of 2021.

# School and Student Performance Data

## Academic Performance Mathematics

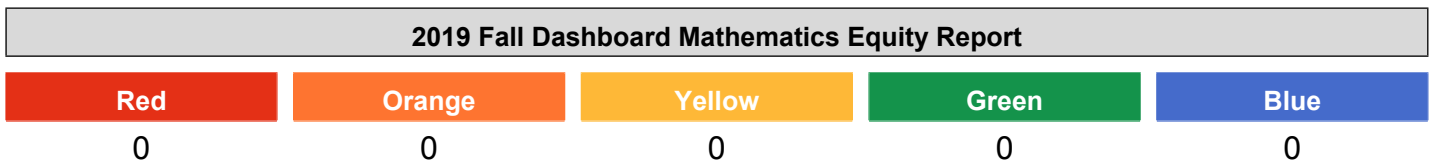
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>258.9 points below standard</p> <p>Declined -10.8 points</p> <p>13</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p>
<p><b>Homeless</b></p> <p>No Performance Color</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>258.9 points below standard</p> <p>Declined -10.8 points</p> <p>13</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color	No Performance Color
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 251 points below standard Declined -8 points 12	No Performance Color	No Performance Color	No Performance Color

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color	Less than 11 Students - Data Not Displayed for Privacy 6

#### Conclusions based on this data:

1. CA Accountability Dashboard data is not available for small subgroups of students. Renaissance math grade equivalency increased from 5.1 to 5.9 from Spring of 2021 to December of 2021.
2. Math scores are below standard.
3. An increased focus on analyzing local math assessment scores will enable student growth.



# School and Student Performance Data

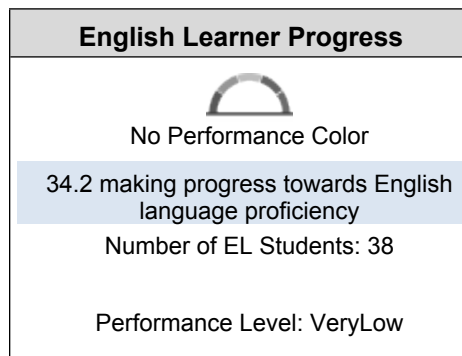
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 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
42.1	23.6	5.2	28.9

#### Conclusions based on this data:

- 2019 CA Accountability Dashboard results indicate that 38 students were tested with the ELPAC.
- 28.9% of students tested showed an increase of at least one level on the EL Proficiency Indicator on the Dashboard in 2019.
- Supporting English Learners needs to be a priority for the school. The percentage of EL students in Level 4 Proficiency on the ELPAC increased from 2020 to 2021 by 4.0. Reclassification of English Learners continues to increase for Court Schools.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	17	100
<b>African American</b>	1	5.9
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	16	94.1
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	10	58.8
<b>Socioeconomically Disadvantaged</b>	17	100
<b>Students with Disabilities</b>	6	35.3
<b>Foster Youth</b>	1	5.9
<b>Homeless</b>		

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. Court Schools show growth from red to orange on 2019 CA Accountability Dashboard for career indicators.
2. Court School students grew by 2% in college/ career preparedness from 2018 to 2019.
3. College/ career preparedness continues to be an area of need for students. For the 2021 CA Dashboard, Court Schools show 0% students as college and career prepared.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

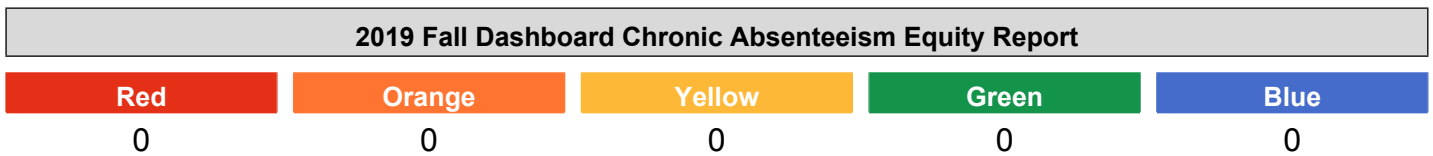
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p><b>English Learners</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>Foster Youth</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>
<p><b>Homeless</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

**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.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	17	11	0	64.7
English Learners	10		0	
Foster Youth	1		0	
Homeless				
Socioeconomically Disadvantaged	17	11	0	64.7
Students with Disabilities	6		0	
African American	1		0	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	16	10	0	62.5
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. Need to increase focus on graduation rate and student transition.
2. Graduation rates fluctuate from year to year. DASS graduation rates for Court Schools decreased from 2020 to 2021. (81.3 to 64.7%)
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

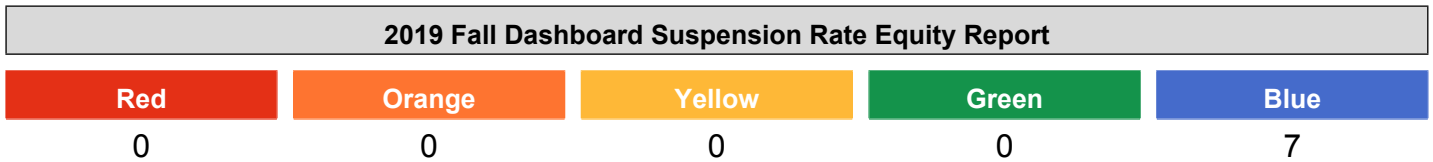
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0.1</p> <p>Maintained +0.1</p> <p>682</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>192</p>	<p><b>Foster Youth</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>66</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0.1</p> <p>Maintained +0.1</p> <p>682</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>203</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
<p><b>African American</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>57</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>8</p>	<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>31</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>5</p>
<p><b>Hispanic</b></p>  <p>Blue</p> <p>0.2</p> <p>Maintained +0.2</p> <p>504</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>19</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>7</p>	<p><b>White</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>51</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0	0.1

**Conclusions based on this data:**

1. Court schools score in blue with all data recognized student groups.
2. Court School students are not suspended at any high rates.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Students will participate in rigorous, relevant, and engaging instruction

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>2018-19 CAASPP Court School ELA-2.78% Meet and Exceed Court School Math-0% Meet and Exceed</p> <p>2019-20 State Assessments were suspended due to COVID-19 so no up to date data is available for the CAASPP or the ELPAC.</p> <p>CAASPP Scores 2020-21 Court School ELA-0% Meet and Exceed Community School Math- 0% Meet and Exceed</p> <p>Update ELPAC % Proficient Level Four (No Data is available for 2019-20) 2018-19 Court-13.73 2020-21 Court-17.86</p>	<p>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.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Ren Star Reading 2021- Grade Equivalency= 5.1 2022- GE= 5.9  Ren Star Math 2021-GE= 5.7 2022- GE=5.9	
Graduation Rate	Graduation Rate Per 2019 Dashboard 65% 2019-2020-61.2% (DASS) 2020-21-58.9% (DASS)	Increase graduation rate by 3% annually
College and Career Indicator	% Prepared- 0 (Red) 2020-21 Dashboard-	Increase % prepared by 10%
Suspension Rate	Dashboard= Blue	Maintain current status.
Chronic Absenteeism	Dashboard Blue	Maintain current status.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students to include low readers and English Learners

### Strategy/Activity

Supplemental reading materials; Scholastic, and multi-lingual reading materials will support students with reading skills and reading for pleasure.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

3,134.00

#### Source(s)

Title I Part A: Allocation  
 4000-4999: Books And Supplies  
 Supplemental Reading materials for literacy and library to include Scholastic Reading and multi lingual

7,412.00

Title I Part D

4000-4999: Books And Supplies  
Library Books to Support CDE Core Reading List

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners.

**Strategy/Activity**

Supplemental materials and training to support English Learners in the classroom.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

1,698.00

Title III  
4000-4999: Books And Supplies

787.00

Title III  
5800: Professional/Consulting Services And Operating Expenditures  
IOSA - PLISD

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students to include low readers and English Learners.

**Strategy/Activity**

Studer Education consulting services focused on leadership development in providing a safe and well rounded academic environment for students

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

45,388.00

Title I Part D  
5800: Professional/Consulting Services And Operating Expenditures

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Librarian and Literacy Teacher to support literacy development and academic achievement of all students

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

142,102.00

Source(s)

Title I Part D  
1000-1999: Certificated Personnel Salaries  
Base salary

48,532.00

Title I Part D  
3000-3999: Employee Benefits  
Benefits

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Materials Tech to help organize and distribute literacy materials and provide interventions support at court schools.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

12,576.00

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
20% salary Title I Part A Administrative Costs

7,893.00

Title I  
3000-3999: Employee Benefits  
20% benefits Title I Part A Administrative Costs

**Annual Review**

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.



## ANALYSIS

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

Actions for 2021-22 SPSA were partially implemented. The Librarian, Materials Tech, and EL program were implemented. Translation devices to support student needs, as well as the Brain Pop program and Scholastic Online program were purchased. These strategies all supported student literacy and academics. Funds also were used to purchase books, Spanish materials, and tutoring outside of the school day. Training to support English Learners was provided through other funding but all staff benefited from a focus on integrated and designated ELD.

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

Major differences occurred as some funds earmarked for literacy materials were purchased as literacy materials and some funds were used to provide additional implementation of career technical education. (CSI funds)

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

The staff listed in Goal One for 2020-21 will continue to support Court Schools and literacy and intervention. Goal One funding will also support additional library materials and continuous improvement support for data analysis and professional inquiry for administration and staff.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

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.

## Goal 2

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

Students need to be prepared for post secondary education, college and career. Our students are academically behind their peers and are credit deficient.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>2018-19 CAASPP Court School ELA-2.78% Meet and Exceed Court School Math-0% Meet and Exceed</p> <p>2019-20 State Assessments were suspended due to COVID-19 so no up to date data is available for the CAASPP or the ELPAC.</p> <p>CAASPP Scores 2020-21 Court School ELA-0% Meet and Exceed Community School Math- 0% Meet and Exceed</p> <p>Update ELPAC % Proficient Level Four (No Data is available for 2019-20) 2018-19 Court-13.73 2020-21 Court-17.86</p>	<p>CAASPP and ELPAC assessments were suspended for 2019-20 due to the COVID-19 pandemic.</p> <p>Increase % who meet and exceed in CAASPP by 3% annually.</p> <p>Increase % of EL students in Level Four by 3% annually.</p> <p>Increase Ren Star reading and math average grade equivalency by 9 months annually.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Ren Star Reading 2021- Grade Equivalency= 5.1 2022 GE= 5.9  Ren Star Math 2021-GE= 5.7 2022- GE=5.9	
Graduation Rate	Graduation Rate Per 2019 Dashboard 65% 2019-2020-61.2% (DASS) 2020-21-58.9% (DASS)	Increase grad rate by 3% annually
College and Career Indicator	% Prepared- 0 2021	Increase % prepared by 10%
Suspension Rate	2019 Dashboard- 0 Blue	Maintain
Chronic Absenteeism	2019 Dashboard 0-Blue	Maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Two college and career liaisons will support student transition to college and career. (Position partially funded by Probation)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

151,537.00

#### Source(s)

Title I Part A: Allocation  
 2000-2999: Classified Personnel Salaries  
 2FTE College Liaisons Salary

88,076.00

Title I Part A: Allocation  
 3000-3999: Employee Benefits  
 2 FTE College Liaisons Benefits

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Supplies for career technical education to include ICEV certification tokens.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

**Amount(s)**

6,441

**Source(s)**

Title I Part A: Allocation  
4000-4999: Books And Supplies

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Court School Students

**Strategy/Activity**

Career Technical Education teacher will support students' career readiness and certifications as a means to positive transition and career readiness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

**Amount(s)**

112,965.00

**Source(s)**

Title I Part D  
1000-1999: Certificated Personnel Salaries

42,099.00

Title I Part D  
3000-3999: Employee Benefits

# Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Goals for Goal Two of the 2021-22 SPSA were implemented and increased offerings for career technical education and pathways to graduation for students. College and career liaisons, as well as career technical education teacher were fully hired. Funds were spent to support career technical education, industry (ICEV) certifications, and professional development. The Naviance contract was not expended nor was the Facilities Management Course as funding for these expenditures was founded elsewhere.

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

The goal was met.

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.

Positions will remain the same for 2022-23 as will ICEV funding and money allocated for career technical education contracts and consumables. No changes will occur related to metrics.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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.

## LEA/LCAP Goal

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

## Goal 3

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.

## Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	1-3 parents at meetings	Increase numbers to 10

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All parents are invited to all activities.

### Strategy/Activity

Increase communication and access for parents regarding School Site Council, ELAC, and LCAP Parent Advisory Meetings as well as DELAC and offer Parent Project to all parents in Spanish and English. Purchase of bus tokens, parking passes, print costs for mailings, and translation devices.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
-----------	-----------

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Coordinator of State and Federal will support continuous improvement processes to include parent engagement 17%

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

27,147.00

Source(s)

Title I Part D  
3000-3999: Employee Benefits  
Administrator State and Federal Benefits 17%

9,031.00

Title I Part D  
1000-1999: Certificated Personnel Salaries  
Administrator State and Federal Salary 17%

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Foster Youth

Strategy/Activity

.5 Position for Foster Youth Services will support Foster Youth as they exit programs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

71,757.00

Source(s)

Title I Part D  
1000-1999: Certificated Personnel Salaries

24,739.00

Title I Part D  
3000-3999: Employee Benefits

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Parents/Guardians

Strategy/Activity

Materials and Supplies to support parent engagement; communication and mailings

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3,616.00

Source(s)

Title I Part A: Parent Involvement  
4000-4999: Books And Supplies  
Parent resource library, pamphlets, materials for both court schools

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Well rounded students and supplemental materials for social emotional learning.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

4239.00

Source(s)

Title IV  
4000-4999: Books And Supplies  
SEL learning

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Parent engagement and input is a continual goal. Funds were expended to increase parent engagement to include purchase of translation devices and books for family book studies. Parent Project was not implemented. Positions for the Administrator of State and Federal and Foster Youth Liaison were filled. Funds were also used to purchase materials for family resource centers in waiting areas and family backpacks which contained training materials and supports on parenting.



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

No material differences occurred in implementation of this 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.

Changes in this goal will relate to intent. As this goal relates to engagement, funding and actions are earmarked for 2022-23 to support mental health and well being supplies and materials for students and families. The annual outcomes will not change and a focus on parent and family engagement will continue.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$811,169.00
Total Federal Funds Provided to the School from the LEA for CSI	\$00.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$811,169.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$20,469.00
Title I Part A: Allocation	\$249,188.00
Title I Part A: Parent Involvement	\$3,616.00
Title I Part D	\$531,172.00
Title III	\$2,485.00
Title IV	\$4,239.00

Subtotal of additional federal funds included for this school: \$811,169.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$811,169.00

# 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

<b>Funding Source</b>	<b>Amount</b>	<b>Balance</b>
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### Expenditures by Funding Source

Funding Source	Amount
Title I	20,469.00
Title I Part A: Allocation	249,188.00
Title I Part A: Parent Involvement	3,616.00
Title I Part D	531,172.00
Title III	2,485.00
Title IV	4,239.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	335,855.00
2000-2999: Classified Personnel Salaries	164,113.00
3000-3999: Employee Benefits	238,486.00
4000-4999: Books And Supplies	26,540.00
5800: Professional/Consulting Services And Operating Expenditures	46,175.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I	12,576.00
3000-3999: Employee Benefits	Title I	7,893.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	151,537.00

3000-3999: Employee Benefits	Title I Part A: Allocation	88,076.00
4000-4999: Books And Supplies	Title I Part A: Allocation	9,575.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,616.00
1000-1999: Certificated Personnel Salaries	Title I Part D	335,855.00
3000-3999: Employee Benefits	Title I Part D	142,517.00
4000-4999: Books And Supplies	Title I Part D	7,412.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	45,388.00
4000-4999: Books And Supplies	Title III	1,698.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	787.00
4000-4999: Books And Supplies	Title IV	4,239.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	269,522.00
Goal 2	401,118.00
Goal 3	140,529.00

# 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 Di Caro	Other School Staff
Tiffany Jones	Other School Staff
Maria Andrade	Other School Staff
Carolyn Schaupp	Classroom Teacher
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.

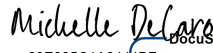


# Recommendations and Assurances

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
DocuSigned by:  69E885C1A6444BF...	State Compensatory Education Advisory Committee
DocuSigned by:  69E885C1A6444BF...	English Learner Advisory Committee
DocuSigned by:  EE06ACEAFF0F4A8...	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 24, 2022.

Attested:

DocuSigned by:  BAE9A9B7D29A40C...	Principal, Eugene D. Santillan on March 24, 2022
DocuSigned by:  69E885C1A6444BF...	SSC Chairperson, Michelle De Caro on March 24, 2022

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



## Goals, Strategies, Expenditures, & Annual Review

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.

### Goal

State the goal. 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that 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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

### Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

#### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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



## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## **Appendix C: Select State and Federal Programs**

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019