

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: Special Education	43104394330320	March 22, 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
Comprehensive Support and Improvement
The purpose of this plan is to provide a well-rounded educational program for students through coordination of federal funds and in alignment with the Santa Clara County Office of Education's Local Control Accountability Plan

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.

The Santa Clara County Special Education Department will meet ESSA requirements to support academic achievement so that all students, particularly those who are low-achieving, demonstrate proficiency on the California Content Standards and California Dashboard Indicators. School goals will influence the entire educational program and are directly aligned with the goals of the LCAP, specifically in the areas of student outcomes and student and parent engagement. Goals support school improvement on state Dashboard indicators related to: (a) school climate, (b) academic achievement, (c) graduation rate, (d) college and career readiness, and (e) other locally defined indicators.

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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).

A yearly LCAP survey is conducted to collect data from all stakeholders. In this survey, parents and guardians identified the following needs: (a) social, emotional and mental health services, (b) professional development to support teaching and learning, (c) more opportunities for parent engagement, and (d) an increase in educational excursions. Students also participate annually in the CA Healthy Kids Survey.

Classroom Observations

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

Classrooms reopened for in-person learning at the start of the 2021-2022 school year. The reopening of the program has provided opportunities for administrators to resume in-person classroom observations. In addition, the program formalized a process (and tool) for conducting instructional rounds which includes all staff. The program is in its third year of Positive Behavior Intervention Support (PBIS) implementation, and leadership continues to see the rate of behavior-specific praise towards students increase in all classrooms.

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)

Special Education teachers utilize the California Assessment of Student Performance and Progress (CAASPP) and Student Annual Needs Determination Inventory (SANDI) assessments to gauge student achievement, develop individualized student goals and improve the overall instructional program.

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

Teachers use formative and summative assessments, the SANDI, Wechsler Individual Achievement Test (WIAT-III) and Woodcock Johnson IV tests to assess students' present levels of performance and determine progress made on IEP goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers are required to participate in 30 hours of professional development at the start of each school year. In addition, the Special Education program offered a robust training schedule to support continued professional development on topics including: (a) student and parent engagement, (b) academic achievement, (c) use of technology in the classroom, (d) updates related to curriculum, (e) social/emotional support, and (f) the development and monitoring of IEP goals. In addition, staff attend monthly Cluster meetings and PBIS meetings during the school year.

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

Throughout the school year, teachers and support staff received training on the following curricula, which was formally adopted for the 2021-2022 school year: STAR/LINKS, Unique, n2y (news to you) and TouchMath. Additional training was provided on supplemental programs including iXL and myLEXIA.

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

Staff development is targeted and focused to align with assessing student performance and aligning instruction to the content standards. Professional needs are assessed through classroom observations, instructional rounds, and staff surveys.

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

Ongoing instructional assistance is provided by two Teachers on Special Assignment through a coaching model for teachers. These two teacher leaders support continued professional development and ensure that newly adopted curricula is implemented with fidelity.

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

Teachers meet monthly with their colleagues by grade band. Teachers of grades 6-12 in the Deaf/Hard of Hearing, Therapeutic and Orthopedically Impaired programs, where students are mainstreamed on integrated school sites with their non-disabled peers, participate in department meetings that are content specific.

Teaching and Learning

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

Curriculum, instruction, and materials are in alignment with content and performance standards. Students access these materials during their specialized academic instruction specialized academic instruction (SAI) minutes and/or by a general education teacher, as outlined in their IEP.

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

All recommended instructional minutes in reading/language arts and mathematics are adhered to in the Special Education program. Students are able to meet this requirement through their SAI or general education classes.

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

Student intervention courses are provided in alignment with IEP goals and defined by local school master schedules.

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

All Special Education program materials are aligned with the Common Core State Standards and offer support for students with disabilities and English Language Learners. Information such as present levels, goals and objectives in a student's IEP helps to determine the level and depth of instruction in specific content areas.

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

Schools use standards-aligned and board-approved instructional materials for students in grades K-8. High school students have access to standards-aligned core courses, as determined by their IEP.

Opportunity and Equal Educational Access

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

All students are taught by fully credentialed teachers, using best practices instruction and department-adopted curricula as prescribed in the student's IEP.

Evidence-based educational practices to raise student achievement

All programs/classrooms assess and evaluate student progress through the IEP process and quarterly progress reporting.

Parental Engagement

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

Title I and III categorical funds have been used to provide parents with opportunities to engage in the school community through field trips, a monthly parent engagement seminar, and as members of School Site Council.

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)

Parents, community representatives, classroom teachers, other school personnel, and students are involved in the planning, implementation and evaluation of ConApp programs through participation in community stakeholder meetings including School Site Council and the District English Learner Advisory Committee. Data is presented in these meetings to stakeholders regarding the use of funds and outcomes of initiatives. Stakeholders provide input and direction to support the development of robust plans for students.

Funding

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

The primary use of categorical funds is to supplement the educational program and provide direct services to support students who are below grade level. This includes professional development and intensive coaching for teachers related to curricula, best practices for classroom management, and student engagement.

Fiscal support (EPC)

Instructional support is supplemented by Title(s) I, III, IV, and a CSI grant.

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 March 24, 2022. During this meeting, the group defined actions and services and approved the 2022-2023 SPSA. Participants included: teachers, parents, and administrators. Student input was obtained via parent representatives.

Resource Inequities

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

Resource inequities, as reflected in an analysis of LCAP data, include: (a) school climate, (b) social emotional services, (c) academic achievement, (d) graduation rate, and (e) college and career readiness. These areas are defined as areas of need on the California Accountability Dashboard. Funds are also utilized to address needs of homeless students in alignment with Santa Clara County Office of Education 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
Kindergarten	73	61	69
Grade 1	63	88	70
Grade 2	77	58	64
Grade 3	59	73	55
Grade 4	52	57	69
Grade 5	85	49	56
Grade 6	62	71	54
Grade 7	93	64	63
Grade 8	68	91	52
Grade 9	75	53	88
Grade 10	72	68	65
Grade 11	69	61	53
Grade 12	342	316	295
Total Enrollment	1,190	1,110	1,053

Conclusions based on this data:

1. Student demographic data, in terms of ethnicity, has remained largely consistent since the 2018-2019 school year.
2. Overall, there has been a decline in enrollment across all grade levels.

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
English Learners	451	461	426	37.9%	41.5%	40.5%
Fluent English Proficient (FEP)	95	80	76	8.0%	7.2%	7.2%
Reclassified Fluent English Proficient (RFEP)	5	0	3	1.0%	0.0%	0.7%

Conclusions based on this data:

1. The amount of students that are classified as English Language Learners has remained relatively consistent since the 2018-2019 school year.
2. The number of students that have been reclassified as fluent English proficient has been in a steady decline over the past three years. This is an area where the special education department has increased professional development offerings for all teaching staff during the 2021-2022 school year.
3. The lack of reclassification of fluent English proficient students, is likely due to the school closure when the majority of students were participating in distance learning and parents were not comfortable bringing them to school to be assessed.

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 3	*	23	25	*	5	*	*	5	*		21.7	
Grade 4	14	*	49	12	*	6	12	*	6	85.7		12.2
Grade 5	*	12	17	*	10	*	*	10	*		83.3	
Grade 6	16	13	26	11	11	*	11	11	*	68.8	84.6	
Grade 7	*	19	33	*	15	*	*	15	*		78.9	
Grade 8	*	8	31	*	6	*	*	6	*		75	
Grade 11	23	*	44	13	*	*	13	*	*	56.5		
All Grades	97	96	225	59	53	18	59	53	18	60.8	55.2	8.0

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 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2336.	*	*	0.00	*	*	0.00	*	*	8.33	*	*	91.67	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	2356.	2365.	*	0.00	0.00	*	0.00	0.00	*	9.09	0.00	*	90.91	100.0	*
Grade 7	*	2386.	*	*	0.00	*	*	6.67	*	*	0.00	*	*	93.33	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2461.	*	*	0.00	*	*	15.38	*	*	7.69	*	*	76.92	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	11.86	7.55	0.00	15.25	9.43	16.67	72.88	83.02	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.

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 3	*	*	*	*	*	*	*	*	*
Grade 4	8.33	*	*	16.67	*	*	75.00	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	0.00	*	9.09	0.00	*	90.91	100.0	*
Grade 7	*	0.00	*	*	6.67	*	*	93.33	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	*	15.38	*	*	84.62	*	*
All Grades	5.08	3.77	*	22.03	11.32	*	72.88	84.91	*

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 3	*	*	*	*	*	*	*	*	*
Grade 4	0.00	*	*	16.67	*	*	83.33	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*
Grade 7	*	0.00	*	*	13.33	*	*	86.67	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	16.67	*	*	25.00	*	*	58.33	*	*
All Grades	7.02	1.89	*	17.54	18.87	*	75.44	79.25	*

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 3	*	*	*	*	*	*	*	*	*
Grade 4	0.00	*	*	25.00	*	*	75.00	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	0.00	*	54.55	9.09	*	45.45	90.91	*
Grade 7	*	0.00	*	*	26.67	*	*	73.33	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	*	46.15	*	*	53.85	*	*
All Grades	1.72	0.00	*	48.28	26.42	*	50.00	73.58	*

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 3	*	*	*	*	*	*	*	*	*
Grade 4	0.00	*	*	8.33	*	*	91.67	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	0.00	*	18.18	18.18	*	81.82	81.82	*
Grade 7	*	0.00	*	*	20.00	*	*	80.00	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.69	*	*	53.85	*	*	38.46	*	*
All Grades	3.39	1.89	*	33.90	26.42	*	62.71	71.70	*

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. Due to the COVID-19 pandemic forcing school shutdowns, the Special Education program does not have new data to reference for the 2022-2023 SPSA and will use local assessment data to determine needs.
2. The majority of students that completed this assessment scored in the standard not met category.
3. The amount of students that take this assessment represent approximately 4.8% of the students in the SCCOE special education programs.

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 3	*	23	25	*	5	*	*	5	*		21.7	
Grade 4	14	*	49	12	*	6	12	*	6	85.7		12.2
Grade 5	*	12	17	*	10	*	*	10	*		83.3	
Grade 6	*	13	26	*	11	*	*	11	*		84.6	
Grade 7	*	19	33	*	15	*	*	15	*		78.9	
Grade 8	*	8	31	*	6	*	*	5	*		75	
Grade 11	*	*	44	*	*	*	*	*	*			
All Grades	97	97	225	54	51	18	54	50	18	55.7	52.6	8.0

* 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 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2380.	*	*	0.00	*	*	0.00	*	*	33.33	*	*	66.67	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	2339.	*	0.00	*	*	0.00	*	*	9.09	*	*	90.91	*	
Grade 7	*	2341.	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	3.70	2.00	0.00	12.96	8.00	5.56	83.33	90.00	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.

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 3	*	*	*	*	*	*	*	*	*
Grade 4	0.00	*	*	16.67	*	*	83.33	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	0.00	*	*	9.09	*	*	90.91	*
Grade 7	*	0.00	*	*	0.00	*	*	100.0	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	*	9.43	8.00	*	90.57	92.00	*

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.

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 3	*	*	*	*	*	*	*	*	*
Grade 4	0.00	*	*	25.00	*	*	75.00	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	0.00	*	*	0.00	*	*	100.0	*
Grade 7	*	0.00	*	*	6.67	*	*	93.33	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	*	22.22	18.00	*	77.78	82.00	*

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.

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 3	*	*	*	*	*	*	*	*	*
Grade 4	0.00	*	*	33.33	*	*	66.67	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	0.00	*	*	9.09	*	*	90.91	*
Grade 7	*	0.00	*	*	20.00	*	*	80.00	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	2.00	*	33.33	20.00	*	66.67	78.00	*

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.

Conclusions based on this data:

1. Due to the COVID-19 pandemic forcing school shutdowns, the Special Education program does not have new data to reference for the 2022-2023 SPSA and will use local assessment data to determine needs.
2. The majority of students that participated in this assessment did not meet the standard in the 2018-2019 school year and statewide testing was not provided during the 2020-2021 school year.
3. The amount of students that take this assessment represent less than 1% of the students in the SCCOE special education programs.

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
K	1150.0	1173.4	1168.6	1150.0	1174.7	1169.5	1150.0	1170.5	1166.5	23	20	26
1	1173.3	1164.0	1150.0	1174.3	1165.8	1150.0	1172.4	1162.1	1150.0	36	20	28
2	1173.1	1200.5	1172.1	1173.3	1197.5	1170.8	1172.9	1203.4	1173.4	26	19	26
3	1159.8	1163.8	1188.1	1163.4	1162.4	1189.6	1156.1	1165.2	1186.5	24	22	17
4	1199.2	1165.8	1161.9	1198.5	1165.5	1164.5	1199.8	1166.0	1159.3	45	23	31
5	1150.0	1202.6	1150.0	1150.0	1195.5	1150.0	1150.0	1209.5	1150.0	16	34	27
6	1208.7	1201.7	1150.0	1208.2	1199.3	1150.0	1209.0	1204.0	1150.0	29	15	23
7	1173.8	1210.5	1150.0	1176.0	1208.4	1150.0	1171.5	1212.5	1150.0	28	18	32
8	1159.0	1163.7	1150.0	1158.8	1164.7	1150.0	1159.1	1162.7	1150.0	28	26	16
9	1166.2	1150.0	1150.0	1164.3	1150.0	1150.0	1168.1	1150.0	1150.0	22	19	36
10	1183.2	1169.8	1150.0	1175.1	1169.1	1150.0	1191.2	1170.5	1150.0	27	18	23
11	1194.5	1190.5	1150.0	1194.3	1185.2	1150.0	1194.6	1195.7	1150.0	33	18	17
12	1198.9	1169.3	1150.0	1189.0	1168.6	1150.0	1208.7	1169.9	1150.0	26	77	75
All Grades										363	329	377

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
K		0.00	3.85		0.00	0.00		5.00	0.00	100.0	95.00	96.15	23	20	26
1		0.00	0.00	*	0.00	0.00	*	5.00	0.00	94.44	95.00	100.0	36	20	28
2		0.00	0.00	*	5.26	0.00	*	10.53	3.85	92.31	84.21	96.15	26	19	26
3		0.00	0.00		0.00	5.88		4.55	0.00	100.0	95.45	94.12	24	22	17
4		0.00	0.00	*	4.35	3.23	*	0.00	0.00	91.11	95.65	96.77	45	23	31
5		0.00	0.00		0.00	0.00		8.82	0.00	100.0	91.18	100.0	16	34	26
6		0.00	0.00		13.33	0.00	*	0.00	0.00	86.21	86.67	100.0	29	15	23
7		0.00	0.00		0.00	0.00	*	16.67	0.00	92.86	83.33	100.0	28	18	32
8		0.00	0.00		0.00	0.00		3.85	0.00	100.0	96.15	100.0	28	26	16
9		0.00	0.00		0.00	0.00	*	0.00	0.00	95.45	100.0	100.0	22	19	36
10		0.00	0.00	*	0.00	0.00		5.56	0.00	96.30	94.44	100.0	27	18	23
11		0.00	0.00	*	0.00	0.00	*	5.56	0.00	87.88	94.44	100.0	33	18	17
12		0.00	0.00	*	0.00	0.00	*	3.90	0.00	92.31	96.10	100.0	26	77	75
All Grades		0.00	0.27	*	1.22	0.53	4.41	5.17	0.27	93.94	93.62	98.94	363	329	376

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
K		0.00	0.00		0.00	3.85		5.00	0.00	100.0	95.00	96.15	23	20	26
1		0.00	0.00	*	5.00	0.00	*	0.00	0.00	91.67	95.00	100.0	36	20	28
2		0.00	0.00	*	10.53	0.00		5.26	3.85	92.31	84.21	96.15	26	19	26
3		0.00	5.88	*	0.00	0.00		0.00	0.00	95.83	100.0	94.12	24	22	17
4		0.00	3.23	*	4.35	0.00	*	0.00	0.00	88.89	95.65	96.77	45	23	31
5		0.00	0.00		5.88	0.00		2.94	0.00	100.0	91.18	100.0	16	34	26
6		6.67	0.00	*	0.00	0.00	*	6.67	0.00	82.76	86.67	100.0	29	15	23
7		0.00	0.00	*	5.56	0.00		11.11	0.00	92.86	83.33	100.0	28	18	32
8		0.00	0.00		3.85	0.00		0.00	0.00	100.0	96.15	100.0	28	26	16
9		0.00	0.00		0.00	0.00	*	0.00	0.00	95.45	100.0	100.0	22	19	36
10	*	0.00	0.00		0.00	0.00		5.56	0.00	96.30	94.44	100.0	27	18	23
11	*	0.00	0.00	*	0.00	0.00		5.56	0.00	87.88	94.44	100.0	33	18	17
12		0.00	0.00	*	2.60	0.00		2.60	0.00	92.31	94.81	100.0	26	77	75
All Grades	*	0.30	0.53	5.23	3.04	0.27	*	3.04	0.27	92.84	93.62	98.94	363	329	376

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
K		0.00	3.85		0.00	0.00		10.00	0.00	100.0	90.00	96.15	23	20	26
1		0.00	0.00	*	0.00	0.00	*	0.00	0.00	94.44	100.0	100.0	36	20	28
2		0.00	0.00	*	5.26	0.00		10.53	3.85	96.15	84.21	96.15	26	19	26
3		0.00	0.00		0.00	0.00		4.55	5.88	100.0	95.45	94.12	24	22	17
4		0.00	0.00		0.00	0.00	*	4.35	0.00	93.33	95.65	100.0	45	23	31
5		0.00	0.00		0.00	0.00		8.82	0.00	100.0	91.18	100.0	16	34	26
6		0.00	0.00		6.67	0.00	*	6.67	0.00	93.10	86.67	100.0	29	15	23
7		0.00	0.00		0.00	0.00		16.67	0.00	100.0	83.33	100.0	28	18	32
8		0.00	0.00		0.00	0.00		0.00	0.00	100.0	100.0	100.0	28	26	16
9		0.00	0.00		0.00	0.00	*	0.00	0.00	95.45	100.0	100.0	22	19	36
10		0.00	0.00		0.00	0.00	*	0.00	0.00	96.30	100.0	100.0	27	18	23
11		0.00	0.00		5.56	0.00	*	0.00	0.00	93.94	94.44	100.0	33	18	17
12		0.00	0.00		0.00	0.00	*	1.30	0.00	88.46	98.70	100.0	26	77	75
All Grades		0.00	0.27	*	0.91	0.00	3.58	4.26	0.53	95.87	94.83	99.20	363	329	376

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
K		0.00	3.85		5.00	0.00	100.00	95.00	96.15	23	20	26
1	*	5.00	0.00	*	0.00	0.00	91.67	95.00	100.00	36	20	28
2	*	0.00	0.00	*	10.53	7.69	92.31	89.47	92.31	26	19	26
3		0.00	5.88	*	0.00	0.00	95.83	100.00	94.12	24	22	17
4	*	4.35	3.23	*	0.00	0.00	84.44	95.65	96.77	45	23	31
5		0.00	0.00		5.88	0.00	100.00	94.12	100.00	16	34	26
6	*	6.67	0.00	*	0.00	0.00	82.76	93.33	100.00	29	15	23
7	*	5.56	0.00	*	11.11	0.00	92.86	83.33	100.00	28	18	32
8	*	0.00	0.00		3.85	0.00	96.43	96.15	100.00	28	26	16
9		0.00	0.00	*	0.00	0.00	95.45	100.00	100.00	22	19	36
10		0.00	0.00	*	0.00	0.00	96.30	100.00	100.00	27	18	23
11		0.00	0.00	*	0.00	0.00	87.88	100.00	100.00	33	18	17
12		0.00	0.00	*	1.30	0.00	92.31	98.70	100.00	26	77	75
All Grades	*	1.22	0.80	6.06	2.74	0.53	92.01	96.05	98.67	363	329	376

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
K		0.00	0.00		10.00	3.85	100.00	90.00	96.15	23	20	26
1		0.00	0.00	*	5.00	0.00	94.44	95.00	100.00	36	20	28
2	*	0.00	0.00	*	15.79	0.00	92.31	84.21	100.00	26	19	26
3		0.00	0.00	*	4.55	0.00	95.83	95.45	100.00	24	22	16
4		0.00	0.00	*	4.35	0.00	88.89	95.65	100.00	45	23	30
5		0.00	0.00		11.76	0.00	100.00	88.24	100.00	16	34	26
6	*	6.67	0.00	*	6.67	0.00	82.76	86.67	100.00	29	15	23
7	*	0.00	0.00	*	16.67	0.00	92.86	83.33	100.00	28	18	32
8		0.00	0.00		3.85	0.00	100.00	96.15	100.00	28	26	16
9		0.00	0.00	*	0.00	0.00	95.45	100.00	100.00	22	19	36
10	*	5.56	0.00	*	0.00	0.00	92.59	94.44	100.00	27	18	23
11	*	5.56	0.00	*	0.00	0.00	87.88	94.44	100.00	33	18	17
12	*	2.60	0.00	*	2.60	0.00	88.46	94.81	100.00	26	77	75
All Grades	*	1.52	0.00	4.96	5.78	0.27	92.56	92.71	99.73	363	329	374

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
K		0.00	0.00		10.00	3.85	100.00	90.00	96.15	23	20	26
1	*	0.00	0.00		0.00	0.00	94.44	100.00	100.00	36	20	28
2	*	5.26	0.00		10.53	3.85	96.15	84.21	96.15	26	19	26
3		0.00	0.00		4.55	6.25	100.00	95.45	93.75	24	22	16
4		0.00	0.00	*	4.35	0.00	91.11	95.65	100.00	45	23	30
5		0.00	0.00		11.76	0.00	100.00	88.24	100.00	16	34	26
6		0.00	0.00	*	13.33	0.00	96.55	86.67	100.00	29	15	23
7		0.00	0.00		5.56	0.00	100.00	94.44	100.00	28	18	32
8		0.00	0.00		0.00	0.00	100.00	100.00	100.00	28	26	16
9		0.00	0.00	*	0.00	0.00	95.45	100.00	100.00	22	19	36
10		0.00	0.00		0.00	0.00	100.00	100.00	100.00	27	18	23
11		0.00	0.00		5.56	0.00	100.00	94.44	100.00	33	18	17
12		0.00	0.00	*	1.30	0.00	96.15	98.70	100.00	26	77	75
All Grades	*	0.30	0.00	*	4.56	0.80	97.25	95.14	99.20	363	329	374

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
K		0.00	0.00		0.00	0.00	100.00	100.00	100.00	23	20	24
1		0.00	0.00	*	0.00	0.00	97.22	100.00	100.00	36	20	28
2		0.00	0.00	*	10.53	0.00	96.15	89.47	100.00	26	19	24
3		0.00	0.00		4.55	5.88	100.00	95.45	94.12	24	22	17
4		0.00	0.00	*	4.35	0.00	88.89	95.65	100.00	45	23	31
5		0.00	0.00		8.82	0.00	100.00	91.18	100.00	16	34	26
6		0.00	0.00	*	13.33	0.00	86.21	86.67	100.00	29	15	23
7		0.00	0.00		16.67	0.00	100.00	83.33	100.00	28	18	32
8		0.00	0.00		3.85	0.00	100.00	96.15	100.00	28	26	16
9		0.00	0.00	*	0.00	0.00	95.45	100.00	100.00	22	19	36
10		0.00	0.00	*	5.56	0.00	92.59	94.44	100.00	27	18	23
11		5.56	0.00	*	5.56	0.00	90.91	88.89	100.00	33	18	17
12		0.00	0.00	*	5.19	0.00	88.46	94.81	100.00	26	77	75
All Grades		0.30	0.00	5.51	5.78	0.27	94.49	93.92	99.73	363	329	372

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. There continues to be an extremely small number of students scoring at the "somewhat moderately" and "well developed" domains of this assessment.
2. This assessment may also highlight areas of difficulty for students in our moderate to severe special education program that are impacted by their disability, in addition to their English language acquisition status.

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
1053	58.0	40.5	0.9
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	426	40.5
Foster Youth	10	0.9
Homeless	7	0.7
Socioeconomically Disadvantaged	611	58.0
Students with Disabilities	1051	99.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	4.3
American Indian or Alaska Native	3	0.3
Asian	311	29.5
Filipino	56	5.3
Hispanic	446	42.4
Two or More Races	7	0.7
Native Hawaiian or Pacific Islander	6	0.6
White	172	16.3

Conclusions based on this data:

1. The population of students in the special education program are multi-faceted and have high areas of need.

2. More than half of the students in the special education program are socioeconomically disadvantaged. This is significant, as the Bay Area has an extremely high cost of living.







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
English Language Arts  Yellow	Graduation Rate  Red	Suspension Rate  Orange
Mathematics  Yellow	Chronic Absenteeism  Red	
College/Career  Red		

Conclusions based on this data:

1. Primary areas of focus for the Special Education department are related to addressing the chronic absenteeism rate, the graduation rate, and college/career readiness. Stakeholders analyzed data related to chronic absenteeism and found that students are absent across all grade spans, disability types, and programs. The Positive Behavior Intervention and Support (PBIS) teams from each cluster developed attendance incentives and focused on increasing the positive environment for students and staff. In addition, an attendance intervention cycle was developed and implementation began during the 2020-2021 school year. The intervention cycle includes a focus on early and regular communication with families surrounding student absences. Cluster School Office Coordinators contact parents/guardians to inform them of unverified absences and to determine the reason for the absence. A referral to the Cluster principal to hold a parent conference is made when a student is absent ten or more days. If absences continue beyond this conference, principals may visit the families home or pull together the IEP team to develop an intervention plan to support the student's regular attendance. The department is developing continued options for students to access instruction when they have a health condition that prevents them from attending school for short term time periods. Transportation and distance to programs continues to be an area that negatively impacts attendance. For instance, if students miss the bus in the morning, it is difficult for many of our families to bring their student to school. The graduation rate for our students has been low, which the department has

attributed to a coding error in its student information system. The SPED department has updated its process for recording the Certificate of Completion that students obtain at the conclusion of their 12th grade year.

2. Suspension continues to be an area where the department seeks improvement. While there was a significant decrease in suspension rates this year, many of the special education programs spent the year engaged in distance learning. The program will continue to seek alternatives to suspension through its focus on PBIS and has spent a significant amount of time ensuring that staff receive specialized training and support through the addition of a social worker to the team.
3. While test scores in ELA and math are low, the department does utilize other methods / assessments to measure the academic performance and progress of students in primarily moderate to severe special education programs.

School and Student Performance Data

Academic Performance English Language Arts

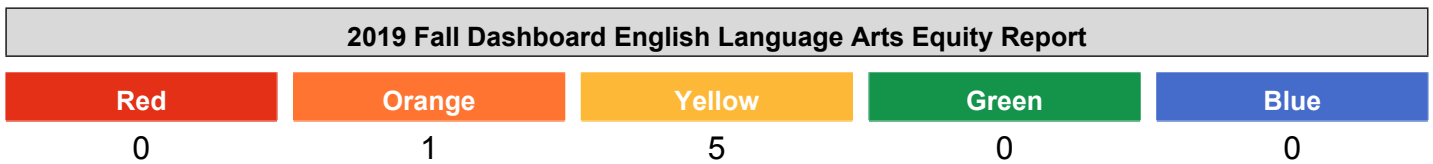
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>All Students</p> Yellow 58.2 points below standard Increased ++6 points 311	<p>English Learners</p> Yellow 46 points below standard Increased Significantly ++17.2 points 150	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Yellow 55.8 points below standard Increased ++5.5 points 171	<p>Students with Disabilities</p> Yellow 58.2 points below standard Increased ++6 points 311

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 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 1	 Yellow 45.2 points below standard Increased ++12.8 points 93	 No Performance Color 43.5 points below standard Increased ++10.6 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64.3 points below standard Maintained ++2.2 points 144	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 57.3 points below standard Increased ++6.4 points 43

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

Current English Learner	Reclassified English Learners	English Only
47.6 points below standard Increased Significantly ++20.1 points 141	Less than 11 Students - Data Not Displayed for Privacy 9	72.4 points below standard Declined -6.6 points 140

Conclusions based on this data:

- While the academic performance on the ELA assessments are not at grade level, there was improvement in many subgroups.
- In terms of race/ethnicity, there is a significant difference in the performance of students when looking at Asian, White, and Hispanic students.

School and Student Performance Data

Academic Performance Mathematics

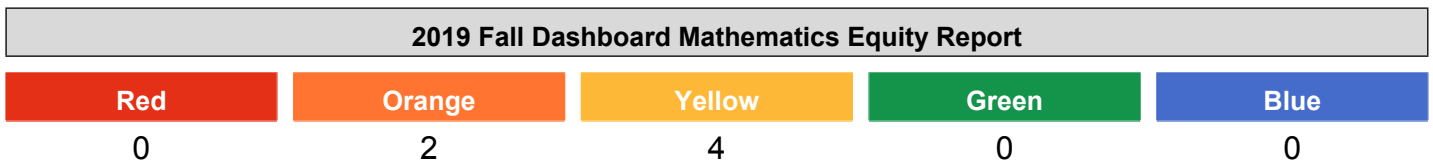
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>All Students</p> Yellow 79.1 points below standard Increased ++3.1 points 272	<p>English Learners</p> Yellow 70.5 points below standard Increased ++9.4 points 135	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 82.1 points below standard Maintained -0.6 points 153	<p>Students with Disabilities</p> Yellow 79.1 points below standard Increased ++3.1 points 272

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 60.7 points below standard Increased ++5.9 points 78	 No Performance Color 57 points below standard Increased ++9.2 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Orange 86.9 points below standard Maintained ++2.2 points 130	Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 79.9 points below standard Increased ++11.5 points 36

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
70.5 points below standard Increased ++12.7 points 126	Less than 11 Students - Data Not Displayed for Privacy 9	93.8 points below standard Declined -10.2 points 118

Conclusions based on this data:

1. Performance as a whole / all students either maintained or increased compared to previous years.
2. Students in the English Only category declined in their performance by 10.2 points compared to the previous year (data based on 2019 school year).

School and Student Performance Data

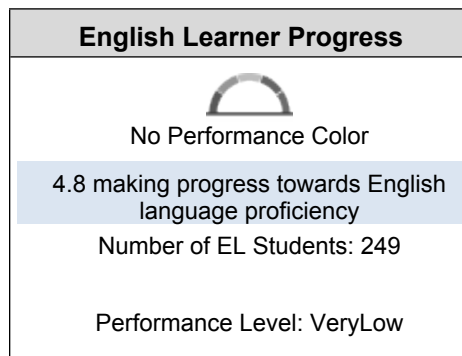
Academic Performance English Learner Progress

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
2.4	92.7		4.8

Conclusions based on this data:

- The data indicates this as an area of focus for students that are classified as English Learners. The majority of students maintained their level (1-3), but did not see any improvement.

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.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	234	100
African American	14	6
American Indian or Alaska Native	1	0.4
Asian	74	31.6
Filipino	15	6.4
Hispanic	94	40.2
Native Hawaiian or Pacific Islander	1	0.4
White	34	14.5
Two or More Races		
English Learners	81	34.6
Socioeconomically Disadvantaged	153	65.4
Students with Disabilities	234	100
Foster Youth	5	2.1
Homeless	1	0.4

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

* 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.

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

* 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.

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

* 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.

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

* 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).

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

* 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.

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

* 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).

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

* 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).

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

* 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. The majority of students in the SCCOE special education department are on a certificate of completion track and are preparing for adult day programs and independent living.
2. Although none of the students completed the full A-G requirements, all of the students in the Deaf/Hard of Hearing program have access to and are taking A-G classes.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

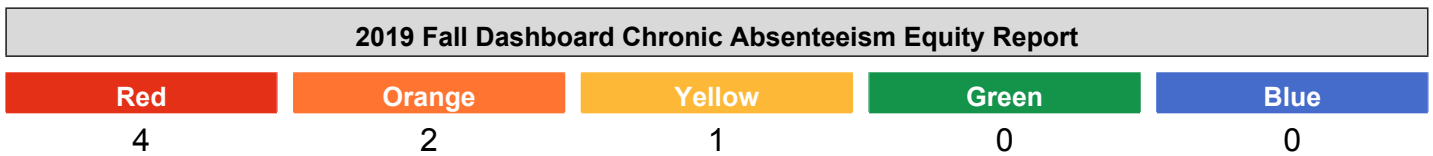
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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>All Students</p> <p>Red</p> <p>36.7</p> <p>Increased +1.3</p> <p>670</p>	<p>English Learners</p> <p>Red</p> <p>37.2</p> <p>Maintained +0.4</p> <p>290</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>33.7</p> <p>Declined Significantly -3</p> <p>335</p>	<p>Students with Disabilities</p> <p>Red</p> <p>36.8</p> <p>Increased +1.5</p> <p>668</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 37.1 Declined -2.1 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Red 31 Increased +1.9 184	 Orange 28.2 Declined -2.6 39
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40.5 Declined -2.5 299	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Red 39 Increased +12.7 105

Conclusions based on this data:

- Chronic absenteeism continues to be an area of need for students in the special education program.
- The rates of chronic absenteeism by race/ethnicity are fairly similar across students in the following categories (African American, Hispanic, and White). Students in the Asian and Filipino categories have approximately 10% less of a chronic absenteeism rate compared to the previous mentioned groups.

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	234	11	0	4.7
English Learners	81	3	0	3.7
Foster Youth	5		0	
Homeless	1		0	
Socioeconomically Disadvantaged	153	7	0	4.6
Students with Disabilities	234	11	0	4.7
African American	14	1	0	7.1
American Indian or Alaska Native	1		0	
Asian	74	2	0	2.7
Filipino	15	1	0	6.7
Hispanic	94	6	0	6.4
Native Hawaiian or Pacific Islander	1		0	
White	34	1	0	2.9
Two or More Races				

Conclusions based on this data:

1. We believe this decline is indicative of an error in data entry for the 2019 school year. Students in 12th grade either graduated with a diploma or a certificate of completion. Upon further review of the data, it appears that students that received their certificate of completion were not coded correctly, which resulted in the score of 0. The error was corrected for the 2020-2021 school year.

School and Student Performance Data

Conditions & Climate Suspension Rate

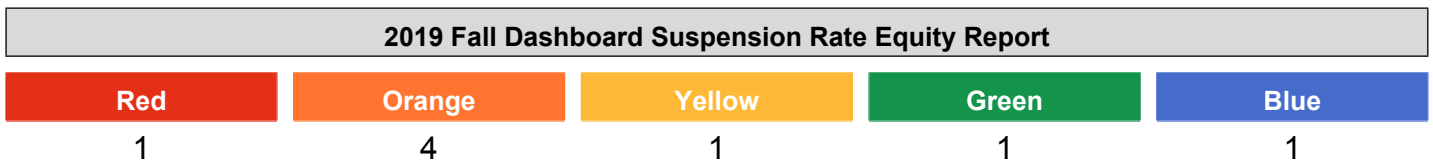
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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>All Students</p>  Orange 4 Increased +0.5 1307	<p>English Learners</p>  Orange 3.1 Increased +0.3 524	<p>Foster Youth</p>  No Performance Color 16.7 Increased +3.6 24
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 7	<p>Socioeconomically Disadvantaged</p>  Orange 6 Increased +1.2 588	<p>Students with Disabilities</p>  Orange 3.9 Increased +0.5 1301

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 6.3 Declined -6.3 64	 No Performance Color Less than 11 Students - Data 2	 Blue 0.6 Declined -0.5 363	 Green 1.3 Maintained +0.1 75
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.3 Increased +1.1 567	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 7	 Red 5.9 Increased Significantly +2.1 219

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.4	4

Conclusions based on this data:

1. While the overall percentage of students being suspended remains low (4%), there is a significant concern regarding the high percentage represented for students in foster youth (16.7%).
2. In terms of race/ethnicity, students in the following subgroups (White, African American, and Hispanic) were suspended at a higher rate than Asian and Filipino students.

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

Student Outcomes

LEA/LCAP Goal

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

Goal 1

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

Identified Need

The Special Education department has identified the following areas of need for all students: reduce chronic absenteeism rates; increase the graduation rate; increase the number of students who are college and career ready (using the diploma bound cohort); increase the reclassification rate of students that have been identified as English learners, and reduce the suspension rate of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>SANDI Proficiency: 50.5% of students showed an increase on their Growth Composite score between their fall and spring assessment. This assessment measures reading, writing, math, and communication development.</p> <p>ELPAC- 2018-19 329 tested * Met or Exceed 2019-20- % at Level Four Proficiency on ELPAC= 0 2020-21- % at Level Four Proficiency on ELPAC=.27%</p> <p>Re-Classification- 1.0% in Reclassified 2018-19 data 1.0% Reclassified in 2020-21 per Data Quest.</p> <p>Reclassified 2018-19</p>	<p>Increase student participation in the SANDI assessment to 70% or more of the students in Transitional Kindergarten through Age 22 programs. Increase performance by 4.5% of the SANDI Composite score (Reading, Writing, Math, and Communication Development) – 55%.</p> <p>ELPAC- Increase % meeting level 3 and 4 (met or exceed) by 3%.</p> <p>Increase Reclassification by 1%</p> <p>LTEL- Reduce by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LTEL- 46% of EL are LTEL in 2021-22 per Aeries	
Graduation Rate	Graduation Rate for all students is 0%, per the dashboard. DASS Dashboard 2021=4.7% Graduation Rate	Increase graduation rate for students on diploma track to 5%. Increase graduation rate for all students to 70%. This can include a Certificate of Completion.
College and Career Indicator	% Prepared- 0 2021 Dashboard	Increase the percentage of students that are college and career ready, using the diploma bound cohort to measure progress.
Suspension Rate	2019 Dashboard= 4.0% Orange 2020-21 Per Data Quest= .2%	Reduce the suspension rate to 1%.
Chronic Absenteeism	2019 Dashboard= 36.7% Red 2020-21 Per Data Quest- 34.3%	Decrease the rate of students that are chronically absent to 25%.

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

Provide curriculum that is culturally responsive in all classes to increase student engagement and a sense of belonging on campus; differentiated professional development opportunities will be offered to support student-centered learning and promote critical thinking skills.

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)

15,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

	Supplemental programs/subscriptions
7,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional learning and instruction support
2,000	Title I 2000-2999: Classified Personnel Salaries Professional learning and instruction support
4,000	Title I 1000-1999: Certificated Personnel Salaries Ongoing professional development
19,000	Title I 7000-7439: Other Outgo On-going Teacher Training: Curricula / Classroom and Behavior Management
14,634	Title I 2000-2999: Classified Personnel Salaries Administrative Support/Title 1 Oversight
13,000	Title I 5000-5999: Services And Other Operating Expenditures Instructional Training: Back to School
25,000	Title I 4000-4999: Books And Supplies Supplemental materials

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

Teachers will review ELL student data at least once a semester and choose remediation/support strategies to implement in their classrooms. The review of ELL performance data will include test data and performance on ELL goals in IEPs. Programming will focus on teacher and para-educator training and online resources 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)

7,458

Source(s)

Title III
4000-4999: Books And Supplies
Supplemental materials to support ELL instruction

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Students will have access to online curriculum assessments, and other technologies used for individualized learning to include: Raz-Kids, Edgenuity, N2Y (Unique, SymbolStix, L3 Skills), HelpKidzLearn/ChooseltMaker, IXL, Lexia, STAR/LINKS, SANDI.

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)

3,000

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Training: Online Subscriptions

799

Title I
7000-7439: Other Outgo
Training: Online Subscriptions

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

Maximize student learning by providing a rich learning environment that integrates technology.
(Non-capitalized equipment)

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)

5,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Professional learning and instruction support

3,400

Title I
1000-1999: Certificated Personnel Salaries
Training: Online Subscriptions

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

Meaningful lessons will promote leadership, self-advocacy, a sense of belonging, and life skills development to include educational excursions, sports programs, and extra curricular activities/instructions (visual and performing arts).

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)

22,561

Title I
5000-5999: Services And Other Operating Expenditures
Educational Excursions

25,000

Comprehensive Support and Improvement (CSI)
5000-5999: Services And Other Operating Expenditures
Educational Excursions

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.

Strategies and activities were encumbered as planned for Goal One in 2021-2022 SPSA.

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

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

No changes were made from the 2021-22 to the 2022-23 SPSA.

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

Student Outcomes, Student Engagement

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

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

The Special Education Department has identified the following areas of need for students: reducing chronic absenteeism rates, increasing the graduation rate of students (including certification of completion), increasing the amount of students that are college and career ready (using the diploma bound cohort), increasing the reclassification rate of students that have been identified as English learners, and reducing the suspension rate of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>SANDI Spring 2020-2021 results (546 students assessed): student scores increased by .60 for a total score of 3.59 out of 4.0 in the area of reading. In the area of mathematics, student scores decrease .42 for a total score of 3.17 out of 4.</p> <p>ELPAC- 2018-19 329 tested * Met or Exceed 2020-21 % Meeting Level 4 Proficiency= .27%</p> <p>ReClassification- 1.0% in Reclassified 2018-19 1.0% Reclassified 2020-21 Per Data Quest</p> <p>LTEL-46 % of EL are LTEL 46% of EL are LTEL per Aeries 2022</p>	<p>Increase student participation on the SANDI assessment to 70% or more of the students in Transitional Kindergarten through Age 22 programs (48% assessed in Spring 2021). Increase overall performance in reading to 3.75/4 and to 3.5/4 in mathematics.</p> <p>ELPAC- Increase % meeting level 3 and 4 (met or exceed) by 3%.</p> <p>Increase Reclassification by 1%</p> <p>LTEL- Reduce by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation Rate for all students is 0%, per the dashboard. DASS Dashboard 2021=4.7% Graduation Rate	Increase graduation rate for students on diploma track to 85%. Increase graduation rate for all students to 70%. This can include a Certificate of Completion.
College and Career Indicator	% Prepared- 0 2021 Dashboard	Increase the percentage of students that are college and career ready, using the diploma bound cohort to measure progress.
Suspension Rate	2018 Dashboard= 4.0% Orange	Reduce the suspension rate to 1%.
Chronic Absenteeism	2018 Dashboard= 36.7% Orange	Decrease the rate of students that are chronically absent to 25%.

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

Provide workshops and webinars for students and parents regarding college and career opportunities/options (how to read transcripts, FAFSA forms, etc.). Provide opportunities for students in diploma bound cohorts from colleges to promote their college and requirements.

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)

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.

No funds were allocated to Goal Two in the 2021-2022 SPSA.

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

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

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

Student Outcomes and Student/Parent Engagement

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

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 English Learner Advisory Committee, and the Local Control Accountability Plan Parent Advisory Committee are priorities in order to involve parents in decision making and outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>SANDI Spring 2020-2021 results (546 students assessed): student scores increased by .60 for a total score of 3.59 out of 4.0 in the area of reading. In the area of mathematics, student scores decrease .42 for a total score of 3.17 out of 4.</p> <p>This assessment measures reading, writing, math, and communication development.</p> <p>ELPAC- 2018-19 329 tested * Met or Exceed</p> <p>1.0% in Reclassified 2018-19</p> <p>LTEL-46% of EL are LTEL.</p>	<p>Increase student participation on the SANDI assessment to 70% or more of the students in Transitional Kindergarten through Age 22 programs (48% assessed in Spring 2021). Increase overall performance in reading to 3.75/4 and to 3.5/4 in mathematics.</p> <p>ELPAC- Increase % meeting level 3 and 4 (met or exceed) by 3%.</p> <p>Increase Reclassification by 1%.</p> <p>LTEL- Reduce by 3%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation Rate Per Dashboard 0% Red	Increase graduation rate for students on diploma track to 85% Increase graduation rate for all students to 70%. This can include a Certificate of Completion.
College and Career Indicator	% Prepared- 0 (Red)	Increase the percentage of students that are college and career ready, using the diploma bound cohort to measure progress.
Suspension Rate	2018 Dashboard= 4.0% Orange	Reduce the suspension rate to 1%.
Chronic Absenteeism	2018 Dashboard= 36.7% Orange	Decrease the rate of students that are chronically absent to 25%.
Parent Meetings	A combined level of participation in parent meetings was approximately 20 parents. However, attendance was spread out among the meetings and many meetings only had 5 or fewer parents present.	Increase participation at parent meetings. At meetings held for parents, a minimum of 7 parents will be in attendance at each meeting.

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 with parents regarding their participation in School Site Council, ELAC, DELAC and LCAP Parent Advisory Meetings. Offer a Parent Resource Fair to include information related to Common Core State Standards and College 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)	Source(s)
511	Title I Part A: Parent Involvement 5900: Communications Mailings and Print
26,494	Title III 7000-7439: Other Outgo Educational Excursions
2,500	Title III 4000-4999: Books And Supplies Parent Lending Library: Cluster Offices
8,000	Title III 5000-5999: Services And Other Operating Expenditures Parent Groups: Spanish / Vietnamese / ASL
1,989	Title III 2000-2999: Classified Personnel Salaries Parent newsletter and other mailings: Translation
23,671	Title I 4000-4999: Books And Supplies Parent and Student Engagement Activities
13,290	Title I 4000-4999: Books And Supplies Supplemental Resources: Classroom
15,000	Title I 5000-5999: Services And Other Operating Expenditures Educational Excursions
45,727	Title IV 2000-2999: Classified Personnel Salaries Family Liaison
5,663	Title IV 5800: Professional/Consulting Services And Operating Expenditures Parent Training

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

Implement Positive Behavior Intervention Supports program in effort to improve school climate, and reduce suspensions and chronic absenteeism as indicated in CA Accountability Dashboard.

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)
74,524.22	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Intensive coaching/professional development for staff of approved curricula
8214.39	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Restorative Justice and SEL/Trauma
10,311	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Conferences/trainings
4,047	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Capacity building: Administration Team
31353.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Educational Excursions
35,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Attendance: RaaWee Truancy Dropout Prevention System and AERIES Parent Portal
2,000	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Parent trainings regarding SEL

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learner Parent and Family Engagement

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)

2000.00

Source(s)

Title III
4000-4999: Books And Supplies
Monthly Parent Engagement Training Series

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.

Engagement of parents and students was a priority for the 2021-2022 school year. Funds were encumbered to support parent engagement and continue the implementation of PBIS.

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

Most funds were encumbered as allocated for parent engagement during the 2021-2022 school year. Due to continued restrictions from the pandemic, a resource fair was not held. The School Site Council met regularly to adjust the SPSA in order to maximize available 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.

No major changes were made in the goal from 2021-22 to 2022-23.

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	\$288,697.00
Total Federal Funds Provided to the School from the LEA for CSI	\$181,131.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$477,146.61

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 (\$)
Comprehensive Support and Improvement (CSI)	\$188,449.61
Title I	\$186,355.00
Title I Part A: Parent Involvement	\$2,511.00
Title III	\$48,441.00
Title IV	\$51,390.00

Subtotal of additional federal funds included for this school: \$477,146.61

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

Total of federal, state, and/or local funds for this school: \$477,146.61

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	188,449.61
Title I	186,355.00
Title I Part A: Parent Involvement	2,511.00
Title III	48,441.00
Title IV	51,390.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,400.00
2000-2999: Classified Personnel Salaries	64,350.00
4000-4999: Books And Supplies	77,966.00
5000-5999: Services And Other Operating Expenditures	117,086.39
5800: Professional/Consulting Services And Operating Expenditures	158,540.22
5900: Communications	511.00
7000-7439: Other Outgo	46,293.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	4,047.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	43,525.39

5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	140,877.22
1000-1999: Certificated Personnel Salaries	Title I	12,400.00
2000-2999: Classified Personnel Salaries	Title I	16,634.00
4000-4999: Books And Supplies	Title I	61,961.00
5000-5999: Services And Other Operating Expenditures	Title I	65,561.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00
7000-7439: Other Outgo	Title I	19,799.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,000.00
5900: Communications	Title I Part A: Parent Involvement	511.00
2000-2999: Classified Personnel Salaries	Title III	1,989.00
4000-4999: Books And Supplies	Title III	11,958.00
5000-5999: Services And Other Operating Expenditures	Title III	8,000.00
7000-7439: Other Outgo	Title III	26,494.00
2000-2999: Classified Personnel Salaries	Title IV	45,727.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	5,663.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	166,852.00
Goal 3	310,294.61

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

Name of Members

Role

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.

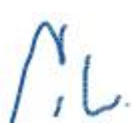

Recommendations and Assurances

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
	English Learner Advisory Committee
	Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 03/22/22.

Attested:

	Principal, Jennifer Casel, Program Manager Special Education on 03/22/22
	SSC Chairperson, Karyn Kikuta on 03/22/22

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.

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.

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.

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.

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/>

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