

School Year: **2025-26**

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Clara County Office of Education: Special Education Program	43104394330320	May 13, 2025	June 18, 2025

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

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program  
 Comprehensive Support and Improvement  
 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.

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

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## Plan Description

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

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

Schoolwide Program

Comprehensive Support and Improvement

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.

The County Operated Special Education Program 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 School 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, career and college readiness, and student and parent engagement. Goals support school improvement on state Dashboard indicators related to: (a) student enrollment, (b) attendance and absenteeism, (c) student academic outcomes in reading and math, (d) graduation rate, (e) suspension rate, (f) college and career readiness, and (g) other locally defined indicators.

## Educational Partner Involvement

How, when, and with whom did Santa Clara County Office of Education: Special Education Program 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 April 23, 2024. During this meeting, the group defined actions and services and approved the 2024-2025 SPSA. Participants included: SCCOE staff, 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.

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

Resource inequities, as reflected in an analysis of LCAP data, include: graduation rate. This area is defined as an area of need on the California School Dashboard. Funds are also utilized to address needs of students who are unhoused in alignment with Santa Clara County Office of Education Board Policy.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism, Graduation rate, College/ Career, English Learner Progress, ELA outcomes, and math outcomes.

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

For Chronic absenteeism the student groups below the all student performance levels were: Asian, English Learners, Hispanic, Long Term English Learners, Students with Disabilities and white. For English Learners the student groups below the all student performance levels were: English Learners and Long Term English Learners. Within the Graduation rate and College/ Career indicators the student groups below the all student performance levels were: Socioeconomically Disadvantaged and students with disabilities.

## Other Needs

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

Not applicable

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.32%	0%	%	3	0	
African American	4.52%	4.17%	3.88%	42	38	33
Asian	29.03%	30.7%	30.47%	270	280	259
Filipino	5.27%	5.15%	4.94%	49	47	42
Hispanic/Latino	43.44%	43.42%	44.00%	404	396	374
Pacific Islander	0.65%	0.66%	0.71%	6	6	6
White	15.38%	15.13%	14.94%	143	138	127
Two or More Races	0.43%	0.44%	0.35%	4	4	3
Not Reported	0.97%	0.33%	0.71%	9	3	
<b>Total Enrollment</b>				930	912	850

### Enrollment By Grade Level

<b>Student Enrollment by Grade Level</b>			
<b>Grade</b>	<b>Number of Students</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Kindergarten</b>	48	53	42
<b>Grade 1</b>	53	51	46
<b>Grade 2</b>	56	48	45
<b>Grade3</b>	62	53	50
<b>Grade 4</b>	36	68	54
<b>Grade 5</b>	70	38	63
<b>Grade 6</b>	41	76	39
<b>Grade 7</b>	49	45	69
<b>Grade 8</b>	67	52	39
<b>Grade 9</b>	49	58	43
<b>Grade 10</b>	82	52	59
<b>Grade 11</b>	40	72	46
<b>Grade 12</b>	277	246	241
<b>Total Enrollment</b>	930	912	850

**Conclusions based on this data:**

1. Student demographic data, in terms of ethnicity, has remained largely consistent since the 2019-20 school year.
2. Overall, there has been a decline in enrollment across almost all grade levels.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
<b>English Learners</b>	354	323	318	38.1%	35.4%	37.4%
<b>Fluent English Proficient (FEP)</b>	111	134	116	11.9%	14.7%	13.6%

**Conclusions based on this data:**

1. The amount of students that identify as English Language Learners decreased from 21-22 to 22-23.
2. The number of students that have been reclassified as fluent English proficient increased during the 22-23 school year. This is an area where the County Operated Special Education Program has increased professional development offerings for all teaching staff.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16	*	5	7	*	5	7	*	5	43.8		100
Grade 4	7	13	*	*	6	*	*	6	*		46.2	
Grade 5	20	9	12	12	*	11	12	*	11	60.0		91.7
Grade 6	9	20	9	5	10	8	5	10	8	55.6	50.0	88.9
Grade 7	7	11	14	*	7	11	*	7	11		63.6	78.6
Grade 8	12	20	9	7	7	8	7	7	8	58.3	35.0	88.9
Grade 11	6	17	6	*	7	0	*	7	0		41.2	0
All Grades	77	93	57	38	41	44	38	41	44	49.4	44.1	77.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	2340.	*	2358.	0.00	*	0.00	0.00	*	9.09	0.00	*	9.09	100.0	*	81.82
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	2370.	*	*	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	2.63	4.88	4.55	2.63	4.88	2.27	94.74	90.24	93.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*		*	*		*	*	
All Grades	2.63	2.44	2.27	34.21	19.51	22.73	63.16	78.05	75.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00	0.00	13.51	12.50	9.09	86.49	87.50	90.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00	4.55	52.63	58.54	47.73	47.37	41.46	47.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00	0.00	50.00	51.22	34.09	50.00	48.78	65.91

**Conclusions based on this data:**

1. Overall ELA achievement has increased from the 21-22 to the 22-23 school year.
2. The majority of students that completed this assessment scored in the standard not met category.
3. The number of students who take this assessment represents approximately 10.7% of the students in the County Operated Special Education Program.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16	*	5	7	*	5	7	*	5	43.8		100
Grade 4	7	13	*	*	9	*	*	9	*		69.2	
Grade 5	20	9	13	12	*	12	12	*	12	60.0		92.3
Grade 6	9	20	9	6	10	8	6	10	8	66.7	50.0	88.9
Grade 7	7	11	14	*	7	12	*	7	12		63.6	85.7
Grade 8	12	20	9	7	8	8	7	8	8	58.3	40.0	88.9
Grade 11	6	17	6	*	7	0	*	7	0		41.2	0
All Grades	77	93	58	39	45	46	39	45	46	50.6	48.4	79.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	2300.	*	2346.	0.00	*	0.00	0.00	*	0.00	0.00	*	0.00	100.0	*	100.0
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	2314.	*	*	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	2.56	2.22	0.00	2.56	4.44	0.00	94.87	93.33	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*		*	*		*	*	
All Grades	2.63	0.00	0.00	2.63	8.89	2.17	94.74	91.11	97.83

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*		*	*		*	*	
All Grades	0.00	4.44	0.00	25.64	17.78	6.52	74.36	77.78	93.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00	0.00	33.33	35.56	26.09	66.67	64.44	73.91

**Conclusions based on this data:**

- The progress of students meeting the standard nearly met in math has increased.
- 4.44% of students performed above standard in the Problem solving & Modeling sub category of the CAASPP assessment.

- 
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3. There was a decrease in the percentage of students not meeting the standard.

# School and Student Performance Data

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

Visit the California Department of Education’s [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	*	*	*	*	*	*	*	*	*	7	6
<b>1</b>	*	*	*	*	*	*	*	*	*	4	*	*
<b>2</b>		*	*		*	*		*	*		4	*
<b>3</b>	*		*	*		*	*		*	*		*
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*	*	*	*	*	*	*	*	4	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>		*	*		*	*		*	*	0	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>9</b>	*	*		*	*		*	*		*	*	
<b>10</b>	*	*		*	*		*	*		*	*	0
<b>All Grades</b>										25	29	19

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	4.00	0.00	5.26	24.00	11.11	5.26	28.00	14.81	10.53	44.00	74.07	78.95	25	27	19

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	16.00	7.41	5.26	20.00	11.11	5.26	24.00	14.81	15.79	40.00	66.67	73.68	25	27	19

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.85	*	*	0.00	*	*	0.00	*	*	96.15	*	*	26	*	*
1	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	28	*	*
2	0.00	*	*	0.00	*	*	3.85	*	*	96.15	*	*	26	*	*
3	0.00		*	0.00		*	5.88		*	94.12		*	17		*
4	0.00	*		0.00	*		0.00	*		100.0	*		31	*	
5	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	26	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	0.00	0.00	20.00	3.70	0.00	28.00	18.52	15.79	52.00	77.78	84.21	25	27	19

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
All Grades	8.00	7.41	5.26	56.00	44.44	15.79	36.00	48.15	78.95	25	27	19

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
All Grades	32.00	8.00	5.56	24.00	24.00	22.22	44.00	68.00	72.22	25	25	18

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
All Grades	8.00	3.70	5.26	36.00	18.52	15.79	56.00	77.78	78.95	25	27	19

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>		*	*		*	*		*	*		*	*
<b>3</b>	*		*	*		*	*		*	*		*
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>		*	*		*	*		*	*		*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>9</b>	*	*		*	*		*	*		*	*	
<b>10</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	5.56	0.00	0.00	72.22	17.39	10.00	22.22	82.61	90.00	18	23	10

**Conclusions based on this data:**

1. From 21-22 to 22-23 there was an increase of students scoring an overall Level 1.
2. There were not any students who scored a Level 4 overall.
3. 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

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>850</b>	<b>49.4%</b>	<b>37.4%</b>	<b>0.4%</b>
Total Number of Students enrolled in Santa Clara County Office of Education: Special Education Program.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	318	37.4%
Foster Youth	3	0.4%
Homeless	6	0.7%
Socioeconomically Disadvantaged	420	49.4%
Students with Disabilities	850	100%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	3.9%
American Indian	0	0.0%
Asian	259	30.5%
Filipino	42	4.9%
Hispanic	374	44%
Two or More Races	3	0.4%
Pacific Islander	6	0.7%
White	127	14.9%

**Conclusions based on this data:**

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

2. Almost half of the students in the special education program are socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

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Red

Lowest Performance



Orange



Yellow










Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Orange</p>	<p><b>Graduation Rate</b></p>  <p>Red</p>	<p><b>Suspension Rate</b></p>  <p>Green</p>
<p><b>Mathematics</b></p>  <p>Orange</p>	<p><b>Chronic Absenteeism</b></p>  <p>Red</p>	
<p><b>English Learner Progress</b></p>  <p>Red</p>		
<p><b>College/Career</b></p>  <p>Red</p>		

**Conclusions based on this data:**

1. Primary areas of focus for the County Operated Special Education Program 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 County Operated Special Education Program has updated its process for recording the Certificate of Completion that students obtain at the conclusion of their 12th grade year.
2. The program continues 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 from behavior analysts. Additionally, the program has increased the number of behavior analysts to support the increasing needs for individualized behavior intervention plans that support student success in the classroom.
3. While test scores in ELA and math are low, the program 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

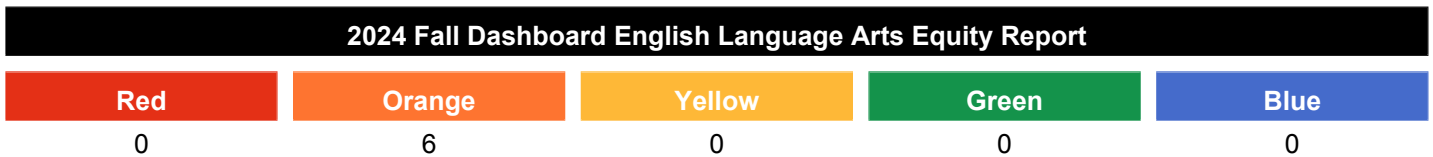
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>99.1 points below standard</p> <p>Increased 46.1 points</p> <p>262 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>97.1 points below standard</p> <p>Increased 34.9 points</p> <p>120 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>98.4 points below standard</p> <p>Increased 44.1 points</p> <p>38 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>100.6 points below standard</p> <p>Increased 43.2 points</p> <p>161 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>99.1 points below standard</p> <p>Increased 46.1 points</p> <p>262 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>99.2 points below standard</p> <p>Increased 25.2 points</p> <p>62 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>127.9 points below standard</p> <p>Increased 68.0 points</p> <p>15 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>99.5 points below standard</p> <p>Increased 45.1 points</p> <p>137 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>112.1 points below standard</p> <p>Increased 64.9 points</p> <p>40 Students</p>

**Conclusions based on this data:**

1. While the academic performance on the ELA assessments is not at grade level, there was improvement in many subgroups.
2. 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

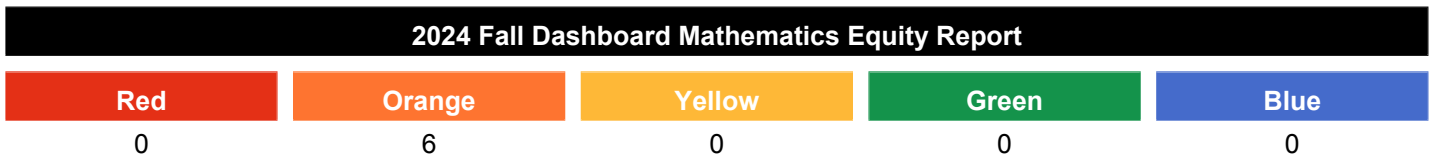
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>125.5 points below standard</p> <p>Increased 40.1 points</p> <p>256 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>120.7 points below standard</p> <p>Increased 38.3 points</p> <p>116 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>134.5 points below standard</p> <p>Increased 26.1 points</p> <p>36 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>126.0 points below standard</p> <p>Increased 41.1 points</p> <p>155 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>125.5 points below standard</p> <p>Increased 40.1 points</p> <p>256 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>125.0 points below standard</p> <p>Increased 15.4 points</p> <p>62 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>130.9 points below standard</p> <p>Increased 69.0 points</p> <p>15 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>126.3 points below standard</p> <p>Increased 43.9 points</p> <p>131 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>144.9 points below standard</p> <p>Increased 47.3 points</p> <p>39 Students</p>

**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 dashboard. (data based on 2019 school year).

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 23.7% making progress. Number Students: 198 Students	<b>Long-Term English Learner Progress</b>  Red 16.3% making progress. Number Students: 98 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
0%	5.6%	0%	0.5%

**Conclusions based on this data:**

1. A large percentage of students progressed at least one ELPI level which illustrates that the focus on academic interventions for ELLs is making an impact.
2. With the majority of students maintaining their level (1-3), this is still an area of focus for students who are classified as English Learners.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

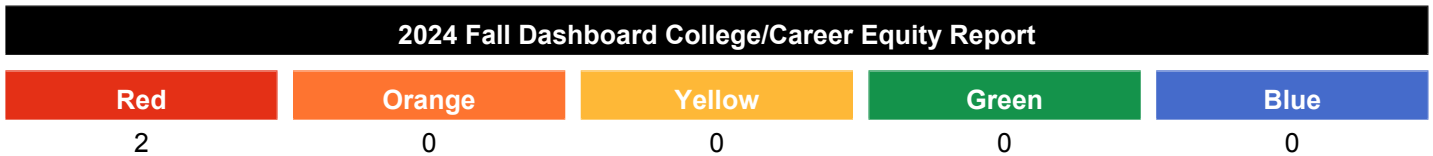
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>68 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>26 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>24 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>53 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>68 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>24 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>23 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0 Prepared</p> <p>0</p> <p>12 Students</p>

**Conclusions based on this data:**

1. The majority of students in the County Operated Special Education Program 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

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>52.3% Chronically Absent</p> <p>Increased 5.8</p> <p>476 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>54.2% Chronically Absent</p> <p>Increased 6</p> <p>212 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>47.1% Chronically Absent</p> <p>Increased 1.1</p> <p>34 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>52.6% Chronically Absent</p> <p>Declined 0.8</p> <p>304 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>52.3% Chronically Absent</p> <p>Increased 5.8</p> <p>476 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>66.7% Chronically Absent</p> <p>Increased 11.1</p> <p>21 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>Red</p> <p>50.4% Chronically Absent</p> <p>Increased 9.4</p> <p>127 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>61.9% Chronically Absent</p> <p>Increased 23</p> <p>21 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>52.8% Chronically Absent</p> <p>Increased 2.6</p> <p>235 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>45% Chronically Absent</p> <p>Increased 3.8</p> <p>60 Students</p>

**Conclusions based on this data:**

1. Chronic absenteeism continues to be an area of need for students in the special education program.
2. The rates of chronic absenteeism by race/ethnicity are fairly similar across students in the following categories (Asian, Hispanic, and White).

# School and Student Performance Data

## Academic Engagement Graduation Rate

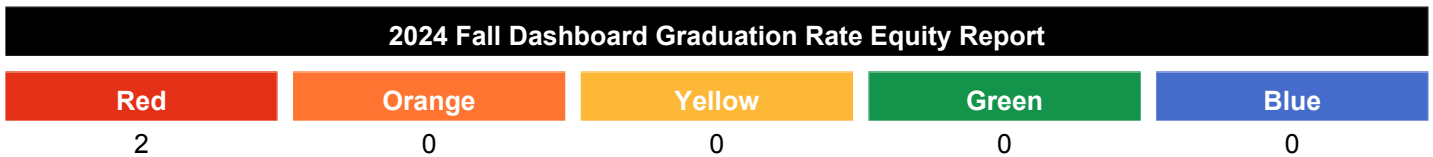
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>1.5% graduated</p> <p>Increased 1.5%</p> <p>68 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>3.8% graduated</p> <p>Increased 3.8%</p> <p>26 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>4.2% graduated</p> <p>Increased 4.2%</p> <p>24 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>1.9% graduated</p> <p>Increased 1.9%</p> <p>53 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>1.5% graduated</p> <p>Increased 1.5%</p> <p>68 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% graduated</p> <p>Maintained 0%</p> <p>24 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color</p> <p>4.3% graduated</p> <p>Increased 4.3%</p> <p>23 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0% graduated</p> <p>12 Students</p>

**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.
2. The 4-5 Year Cohort Graduation rate was 1.5% and the Dashboard Alternative School Status (DASS) status was 7.4% as indicated on the 2022 CA School Dashboard.
3. 93% of students in the special education program received a Certificate of Completion in 2021-22.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

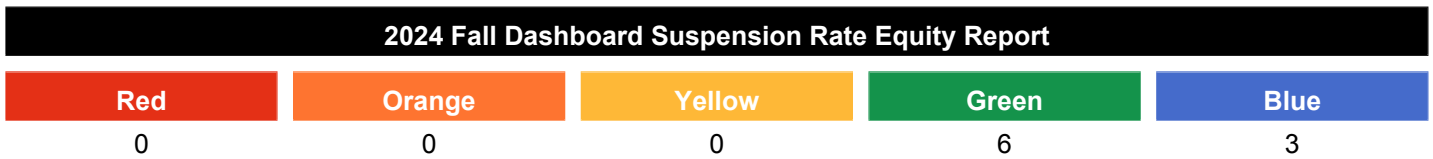
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 0.4%</p> <p>896 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.2% suspended at least one day</p> <p>Maintained 0.1%</p> <p>329 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 0.3%</p> <p>135 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 1%</p> <p>530 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 0.4%</p> <p>893 Students</p>	<p><b>African American</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.6%</p> <p>37 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0.7% suspended at least one day</p> <p>Declined 0.6%</p> <p>269 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>2.1% suspended at least one day</p> <p>Maintained 0%</p> <p>47 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>2.3% suspended at least one day</p> <p>Maintained 0.2%</p> <p>392 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0.8% suspended at least one day</p> <p>Declined 0.6%</p> <p>132 Students</p>

**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 services. (16.7%).
2. In terms of race/ethnicity, students who identify in the following subgroups (White, African American, and Hispanic) were suspended at a higher rate than students who identify as 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 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Outcomes

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will participate in rigorous, relevant, and engaging instruction aligned to 21st century skills to eliminate barriers, promote achievement, and address access and achievement gaps.

### Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>SANDI Proficiency: This local assessment measures reading, writing, math, and communication development. The total percentage of all students making progress in total score from Fall 2022 to Fall 2023 was 7.88%.</p> <p>Per the 2023 CA Dashboard, the percentage of current EL students who progressed on the Summative Alternate ELPAC was 33.7% and the percentage who progressed on the Summative ELPAC was 5.6%,</p> <p>Per DataQuest, 13,5% of students were reclassified in the 2022-23 school year.</p> <p>-----</p> <p>-----</p> <p>SANDI This local assessment measures reading, writing, math, and communication development. The total percentage of all students making progress in total score from Fall 2023 to Fall 2024 was 14.20%.</p> <p>Per the 2024 CA Dashboard, the percentage of current EL students who progressed on the Summative Alternate ELPAC was 27.8% and the percentage who progressed on the Summative ELPAC was 8.3%,</p> <p>Per DataQuest, 12.6% of students were reclassified in the 2023-24 school year.</p>	<p>Increase student participation in the SANDI assessment in grades preschool through Age 22. Increase performance in as measured by total score to 12%.</p> <p>ELPAC- Increase % making progress on the Summative Alternate to 40%. Increase percentage making progress on the Summative to 10%.</p> <p>Increase Reclassification by 5%.</p>
Graduation Rate	<p>Per 2023 Dashboard, 0% met the graduation requirements. 100% received a certificate of completion. The DASS graduation rate for 2022-23 was 21.3%.</p> <p>-----</p> <p>-----</p> <p>Per 2024 Dashboard, 1.5% met the graduation requirements. 100% received a certificate of completion. The DASS graduation rate for 20223-24 was 32.5%.</p>	<p>Increase graduation rate for students on diploma track to 20% (DASS 30%) and to 85% with alternate pathway to diploma in 2025-26.</p>
College and Career Indicator	<p>Per 2023 Dashboard, 0% prepared.</p> <p>-----</p> <p>Per 2024 Dashboard, 0% prepared.</p>	<p>Increase the percentage of students that are college and career ready to 5%.</p>

Suspension Rate	Per 2023 Dashboard, 1.9% ----- Per 2024 Dashboard, 1.5%	Reduce the suspension rate to 1%.
Chronic Absenteeism	Per 2023 Dashboard, 46.5% ----- Per 2024 Dashboard, 52.3%	Decrease the rate of students that are chronically absent to 25%.
School Attendance	ADA 2022-23: 89.3% ADA 2023-24:	Increase ADA to 95%,

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	This action provides culturally relevant supplemental programs for all students in Special Education, including educational applications, Supplemental science programs and supplemental online program subscriptions for math, reading, and literacy to support student-centered learning and critical thinking. This action will be measured through and increase in student improvement per the CA Dashboard indicators, local assessments and student feedback on the LCAP and CA Healthy Kids Survey.	All Students	76484.88 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures NGSS Science consultant/ contracts
1.2	Supplemental materials to Support Core Instruction such as science, literacy, math,	All Students	44412.37 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies NGSS Science supplies  55152.56 Title I Part A: Allocation 4000-4999: Books And Supplies Literacy/ reading supplies
1.3	Professional Development for Staff for Instructional Programs. This action will provide funding for support for training in implementing instructional programs. This includes training for implementation of core and supplemental curriculum, programs and subscriptions. These programs support supplemental instruction in math and reading, online instruction, local assessments for math and reading, and materials to provide supplemental instruction for Students with Disabilities who are also receiving English Language proficiency services. This will be measured by an increase in the percentage of students showing growth on the ELPAC and CAASPP.	All Students	66732 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Teacher training and instruction support  110250 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Literacy program professional development
1.4	These materials will provide supplemental instruction for students receiving English language acquisition services. This will be measured by an	Students Receiving English Language Proficiency Services	19861 Title III 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	increase in the percentage of students showing growth on the ELPAC.		Supplemental materials to support ELL instruction
1.5	This action provides supplemental intervention materials will be provided for students. This will be measured by an increase in the percentage of students showing growth on the ELPAC and progress in lowering the number of students identified as LTELs.	Students identified as Long Term English Learners	19861 Title III 4000-4999: Books And Supplies Supplemental materials to supports LTELs
1.6	This action supports interventions for chronically absent/truant students, connect families to an array of community resources to support school attendance; and devise our overall attendance strategies given our unique set of attendance challenges. This will be measured by improvement in the CA Dashboard local indicator for chronic absenteeism and improvement in student attendance rate.	All Students	35034 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Consulting/coaching support

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

The implementation of the strategies and activities was carried out in alignment with the overall goal. Several strategies demonstrated effectiveness such as math and literacy. The program will continue to monitor progress.

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

No major differences.

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

Strategies were changed to align to the LCAP. The order of some of the strategies were changed, and additional strategies were added based on partner feedback and supports offered.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Outcomes, Student Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>SANDI Proficiency: This local assessment measures reading, writing, math, and communication development. The total percentage of all students making progress in total score from Fall 2022 to Fall 2023 was 7.88%.</p> <p>Per the 2023 CA Dashboard, the percentage of current EL students who progressed on the Summative Alternate ELPAC was 33.7% and the percentage who progressed on the Summative ELPAC was 5.6%,</p> <p>Per DataQuest, 13,5% of students were reclassified in the 2022-23 school year.</p> <p>-----</p> <p>SANDI Proficiency: This local assessment measures reading, writing, math, and communication development. The total percentage of all students making progress in total score from Fall 2023 to Fall 2024 was 14.20%.</p> <p>Per the 2024 CA Dashboard, the percentage of current EL students who progressed on the Summative Alternate ELPAC was 27.8% and the percentage who progressed on the Summative ELPAC was 8.3%,</p> <p>Per DataQuest, 12.6% of students were reclassified in the 2023-24 school year.</p>	<p>Increase student participation in the SANDI assessment in grades preschool through Age 22. Increase performance in as measured by total score to 12%.</p> <p>ELPAC- Increase % making progress on the Summative Alternate to 40%. Increase percentage making progress on the Summative to 10%.</p> <p>Increase Reclassification by 5%.</p>
Graduation Rate	<p>Per 2023 Dashboard, 0% met the graduation requirements. 100% received a certificate of completion. The DASS graduation rate for 2022-23 was 21.3%.</p> <p>-----</p> <p>Per 2024 Dashboard, 1.5% met the graduation requirements. 100% received a certificate of completion. The DASS graduation rate for 2023-24 was 32.5%.</p>	<p>Increase graduation rate for students on diploma track to 20% (DASS 30%) and to 85% with alternate pathway to diploma in 2025-26.</p>
College and Career Indicator	<p>Per 2023 Dashboard, 0% prepared.</p> <p>-----</p> <p>Per 2024 Dashboard, 0% prepared.</p>	<p>Increase the percentage of students that are college and career ready to 5%.</p>
Number of Students Engaged in Work Experience or Workability	<p>275 students in 2023-24</p> <p>-----</p> <p>338 students in 2024-25</p>	<p>Increase to 500.</p>

Chronic Absenteeism	Per 2023 Dashboard, 46.5% ----- Per 2024 Dashboard, 52.3%	Decrease the rate of students that are chronically absent to 25%.
School Attendance	ADA 2022-23: 89.3% ADA 2023-24:	Increase ADA to 95%.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	This action will support the development of an alternative pathway for a diploma. This action will be measured by the growth in the percentage of students enrolled in CTE or dual enrollment courses, improvement in school attendance rates and growth in graduation rates.	All Students	33366 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures CTE Contracts  98429.70 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Alternative Pathway contract/pd  44488 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies career tech supplies  99463 Other 5000-5999: Services And Other Operating Expenditures A-G Grant: Gallaudet University Summer Camp

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

The implementation of the strategies and activities was well-aligned with the overarching goal of supporting student success through alternative education pathways. The program has demonstrated notable effectiveness, particularly in advancing the objectives of the Alternative Pathway to Diploma initiative.

Key accomplishments include the successful expansion of vocational and career-oriented options available to students, which has enhanced engagement and provided more personalized, practical opportunities for achievement.

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

no major differences

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

Expanding vocational and career programs offered for 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 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Outcomes and Student/Parent Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>SANDI Proficiency: This local assessment measures reading, writing, math, and communication development. The total percentage of all students making progress in total score from Fall 2022 to Fall 2023 was 7.88%.</p> <p>Per the 2023 CA Dashboard, the percentage of current EL students who progressed on the Summative Alternate ELPAC was 33.7% and the percentage who progressed on the Summative ELPAC was 5.6%,</p> <p>Per DataQuest, 13.5% of students were reclassified in the 2022-23 school year.</p> <p>-----</p> <p>SANDI Proficiency: This local assessment measures reading, writing, math, and communication development. The total percentage of all students making progress in total score from Fall 2023 to Fall 2024 was 14.20%.</p> <p>Per the 2024 CA Dashboard, the percentage of current EL students who progressed on the Summative Alternate ELPAC was 27.8% and the percentage who progressed on the Summative ELPAC was 8.3%,</p> <p>Per DataQuest, 12.6% of students were reclassified in the 2023-24 school year.</p>	<p>Increase student participation in the SANDI assessment in grades preschool through Age 22. Increase performance in as measured by total score to 12%.</p> <p>ELPAC- Increase % making progress on the Summative Alternate to 40%. Increase percentage making progress on the Summative to 10%.</p> <p>Increase Reclassification by 5%.</p>
Graduation Rate	<p>Per 2023 Dashboard, 0% met the graduation requirements. 100% received a certificate of completion. The DASS graduation rate for 2022-23 was 21.3%.</p> <p>-----</p> <p>Per 2024 Dashboard, 1.5% met the graduation requirements. 100% received a certificate of completion. The DASS graduation rate for 2023-24 was 32.5%.</p>	<p>Increase graduation rate for students on diploma track to 20% (DASS 30%) and to 85% with alternate pathway to diploma in 2025-26.</p>
College and Career Indicator	<p>Per 2023 Dashboard, 0% prepared.</p> <p>-----</p> <p>Per 2024 Dashboard, 0% prepared.</p>	<p>Increase the percentage of students that are college and career ready to 5%.</p>
Suspension Rate	<p>Per 2023 Dashboard, 1.9%</p>	<p>Reduce the suspension rate to 1%.</p>

	Per 2024 Dashboard, 0.4%	
Chronic Absenteeism	Per 2023 Dashboard, 46.5% <hr/> Per 2024 Dashboard, 52.3%	Decrease the rate of students that are chronically absent to 25%.
Student Attendance	ADA 2022-23: 89.3%	Increase ADA to 95%.
Student Wellness	California Healthy Kids Survey 2024 10 or fewer responses	Increase participation in California Healthy Kids Survey to 100%.
LCAP Participation	The 2023-24 LCAP Survey yielded results as follows: 389 participated Parent Participation 11.57% Student: 23.39% Staff: 63.23% <hr/> The 2024-25 LCAP Survey yielded results as follows: 283 participated 15% were parents 35% were students 31% certificated staff 18% classified staff 1% community members	LCAP Survey yielded results as follows: 500 participants 25% Parent Participation 50% Student Participation 100% Staff participation
Family Engagement Opportunities	Currently an average of 5 parents attend SSC/ELAC meetings.	Increase parents attend SSC/ELAC meetings to an average of 10. Increase number of parents attending ASL classes to 45.
Resource Events and Materials	SPED Monthly Coffee Chats, Educational Excursions, Connection to Public Resources	Increase number of opportunities by five.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Enrichment activities will provide supplemental opportunities for students in County programs to include visual and performing arts, social-emotional learning, therapy, coaching, sports, opportunities for students to experience hands-on learning in iSTEAM and Environmental Literacy, science material, and supplies, as well as educational excursions aligned to family engagement, academic programs in order to improve student engagement which will lead to an improvement student attendance rates, chronic absenteeism and suspension rate. This action will be measured by an improvement in student attendance rate and chronic absenteeism, an increase in resource and inclusive opportunities for students, increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey.	All Students	95635.89 Other 1000-1999: Certificated Personnel Salaries Visual and Performing Arts Teacher  38030.54 Other 3000-3999: Employee Benefits Visual and Performing Arts Teacher benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Parent and Family Engagement Activities For All Students. This action provides supplemental supplies and materials for parent engagement events.	All Students	1907 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent supplies and materials
3.3	This action provides for supplemental support and materials such as social emotional learning curriculum, contracts supporting mental health and wellness as well as supplies and expansion of Wellness Centers within SCCOE Programs. This action will be measured by an increase in resources provided to students, student engagement on the LCAP survey and CA Healthy Kids Survey.	All Students	33824 Title IV 4000-4999: Books And Supplies Wellness center supplies/ kits for school sites  22244 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Social and Emotional Learning contracts

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

The strategies and activities outlined to achieve the articulated goal were implemented as planned, though the primary source of funding shifted from the original budget to alternate funding sources. This reallocation did not significantly hinder the scope or timeline of implementation.

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

Alternate funding was used to meet the strategies.

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

As a result of this analysis, the strategy related to supporting English Learner family engagement and broader family engagement has been removed from this goal. This change reflects a reallocation of responsibilities and resources, as funding for these and other engagement activities is now being provided through non-federal sources.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$210102.5
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$895,175.94
Total Federal Funds Provided to the School from the LEA for CSI	\$163442

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$421,190.95
Title I Part A: Allocation	\$165,402.56
Title I Part A: Parent Involvement	\$1,907.00
Title III	\$39,722.00
Title IV	\$33,824.00

Subtotal of additional federal funds included for this school: \$662,046.51

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 (\$)
Other	\$233,129.43

Subtotal of state or local funds included for this school: \$233,129.43

Total of federal, state, and/or local funds for this school: \$895,175.94

# 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)	421,190.95
Other	233,129.43
Title I Part A: Allocation	165,402.56
Title I Part A: Parent Involvement	1,907.00
Title III	39,722.00
Title IV	33,824.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	95,635.89
3000-3999: Employee Benefits	38,030.54
4000-4999: Books And Supplies	219,505.93
5000-5999: Services And Other Operating Expenditures	506,969.58
5800: Professional/Consulting Services And Operating Expenditures	35,034.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	88,900.37
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	297,256.58
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	35,034.00
1000-1999: Certificated Personnel Salaries	Other	95,635.89
3000-3999: Employee Benefits	Other	38,030.54
5000-5999: Services And Other Operating Expenditures	Other	99,463.00

4000-4999: Books And Supplies	Title I Part A: Allocation	55,152.56
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	110,250.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,907.00
4000-4999: Books And Supplies	Title III	39,722.00
4000-4999: Books And Supplies	Title IV	33,824.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	427,787.81
Goal 2	275,746.70
Goal 3	191,641.43

# 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:

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

Name of Members	Role
Jennifer Ann	Principal
John Honerkamp	Principal
Kristie Kropp	Principal
Diane Capili	Parent or Community Member
Tatsiana Nasevich	Parent or Community Member
Tina Chang	Parent or Community Member
David Guerrero	Parent or Community Member

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

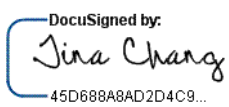
# Recommendations and Assurances

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

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

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

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


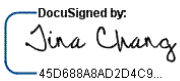
Signature	Committee or Advisory Group Name
 DocuSigned by: Tina Chang 45D688A8AD2D4C9...	English Learner Advisory Committee
	Special Education Advisory Committee

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 05/13/2025.

Attested:

 Signed by: Jen Ann 5D53D3A328EC406...	Principal, Jennifer Ann on 5.13.25
 DocuSigned by: Tina Chang 45D688A8AD2D4C9...	SSC Chairperson, Tina Chang on 5.13.25

## Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school’s eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

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

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