

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Clara County Office of Education: Special Education	43104394330320	March 21, 2023	June 21, 2023

## Purpose and Description

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

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

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

The Santa Clara County Special Education Department will meet ESSA requirements to support academic achievement so that all students, particularly those who are low-achieving, demonstrate proficiency on the California Content Standards and California 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 and student and parent engagement. Goals support school improvement on state Dashboard indicators related to: (a) school climate, (b) academic achievement, (c) graduation rate, (d) college and career readiness, and (e) other locally defined indicators.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

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

## Classroom Observations

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

The program formalized a process (and tool) for conducting instructional rounds which includes all staff. In addition, the program is in its fifth year of Positive Behavior Intervention Support (PBIS) implementation, and leadership continues to see the rate of behavior-specific praise towards students increase in all classrooms.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

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

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

## Teaching and Learning

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

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

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

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

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

Student intervention courses are provided in alignment with Individualized Educational Plan (IEP) goals and defined by local school master schedules.

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

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

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

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

## **Opportunity and Equal Educational Access**

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

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

### Evidence-based educational practices to raise student achievement

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

## **Parental Engagement**

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

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

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

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

### Funding

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

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

Fiscal support (EPC)

Instructional support is supplemented by Title(s) I, III, IV, and the Comprehensive Support and Improvement grant.

## **Educational Partner Involvement**

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

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

The School Site Council met to review the needs assessment and progress of student groups on March 21, 2023. During this meeting, the group defined actions and services and approved the 2023-2024 SPSA. Participants included: teachers, parents, and administrators. Student input was obtained via parent representatives.

## **Resource Inequities**

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

Resource inequities, as reflected in an analysis of LCAP data, include: (a) school climate, (b) social emotional services, (c) academic achievement, (d) graduation rate, and (e) college and career readiness. These areas are defined as areas of need on the California 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.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

### Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	69	48	53
Grade 1	70	53	51
Grade 2	64	56	48
Grade3	55	62	53
Grade 4	69	36	68
Grade 5	56	70	38
Grade 6	54	41	76
Grade 7	63	49	45
Grade 8	52	67	52
Grade 9	88	49	58
Grade 10	65	82	52
Grade 11	53	40	72
Grade 12	295	277	246
<b>Total Enrollment</b>	<b>1,053</b>	<b>930</b>	<b>912</b>

#### 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

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
<b>English Learners</b>	426	354	323	40.50%	38.1%	35.4%
<b>Fluent English Proficient (FEP)</b>	76	111	134	7.20%	11.9%	14.7%
<b>Reclassified Fluent English Proficient (RFEP)</b>	2			0.5%		

### Conclusions based on this data:

1. The amount of students that are classified as English Language Learners has remained relatively consistent since the 2019-20 school year.
2. The number of students that have been reclassified as fluent English proficient increased during the 21-22 school year. This is an area where the special education department has increased professional development offerings for all teaching staff.



# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	25	16		*	7		*	7			43.8	
Grade 4	49	7		6	*		6	*		12.2		
Grade 5	17	20		*	12		*	12			60.0	
Grade 6	26	9		*	5		*	5			55.6	
Grade 7	33	7		*	*		*	*				
Grade 8	31	12		*	7		*	7			58.3	
Grade 11	44	6		*	*		*	*				
All Grades	225	77		18	38		18	38		8.0	49.4	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	2340.		*	0.00		*	0.00		*	0.00		*	100.0	
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	2.63		16.67	2.63		83.33	94.74	

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*		*	*		*	*	
<b>Grade 4</b>	*	*		*	*		*	*	
<b>Grade 5</b>	*	*		*	*		*	*	
<b>Grade 6</b>	*	*		*	*		*	*	
<b>Grade 7</b>	*	*		*	*		*	*	
<b>Grade 8</b>	*	*		*	*		*	*	
<b>Grade 11</b>	*	*		*	*		*	*	
<b>All Grades</b>	*	2.63		*	34.21		*	63.16	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*		*	*		*	*	
<b>Grade 4</b>	*	*		*	*		*	*	
<b>Grade 5</b>	*	*		*	*		*	*	
<b>Grade 6</b>	*	*		*	*		*	*	
<b>Grade 7</b>	*	*		*	*		*	*	
<b>Grade 8</b>	*	*		*	*		*	*	
<b>Grade 11</b>	*	*		*	*		*	*	
<b>All Grades</b>	*	0.00		*	13.51		*	86.49	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*		*	*		*	*	
<b>Grade 4</b>	*	*		*	*		*	*	
<b>Grade 5</b>	*	*		*	*		*	*	
<b>Grade 6</b>	*	*		*	*		*	*	
<b>Grade 7</b>	*	*		*	*		*	*	
<b>Grade 8</b>	*	*		*	*		*	*	
<b>Grade 11</b>	*	*		*	*		*	*	
<b>All Grades</b>	*	0.00		*	52.63		*	47.37	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	*	*		*	*		*	*	
<b>Grade 4</b>	*	*		*	*		*	*	
<b>Grade 5</b>	*	*		*	*		*	*	
<b>Grade 6</b>	*	*		*	*		*	*	
<b>Grade 7</b>	*	*		*	*		*	*	
<b>Grade 8</b>	*	*		*	*		*	*	
<b>Grade 11</b>	*	*		*	*		*	*	
<b>All Grades</b>	*	0.00		*	50.00		*	50.00	

**Conclusions based on this data:**

1. Overall ELA achievement has decreased from 2020-21 to 2021-22 school years.
2. The majority of students that completed this assessment scored in the standard not met category.
3. The amount of students that take this assessment represent approximately 4.8% of the students in the SCCOE special education programs.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	25	16		*	7		*	7			43.8	
Grade 4	49	7		6	*		6	*		12.2		
Grade 5	17	20		*	12		*	12			60.0	
Grade 6	26	9		*	6		*	6			66.7	
Grade 7	33	7		*	*		*	*				
Grade 8	31	12		*	7		*	7			58.3	
Grade 11	44	6		*	*		*	*				
All Grades	225	77		18	39		18	39		8.0	50.6	

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	2300.		*	0.00		*	0.00		*	0.00		*	100.0	
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	2.56		5.56	2.56		94.44	94.87	

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	2.63		*	2.63		*	94.74	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	0.00		*	25.64		*	74.36	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	0.00		*	33.33		*	66.67	

**Conclusions based on this data:**

1. The progress of students meeting the established standard in math has increased.
2. Problem solving and communicating reasoning are sub categories of the CAASPP assessment that show an increase in students who are at or near the established standard.

3. The amount of students that take this assessment represent less than 1% of the students in the SCCOE special education programs.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1168.6	*		1169.5	*		1166.5	*		26	*	
<b>1</b>	1150.0	*		1150.0	*		1150.0	*		28	4	
<b>2</b>	1172.1			1170.8			1173.4			26		
<b>3</b>	1188.1	*		1189.6	*		1186.5	*		17	*	
<b>4</b>	1161.9	*		1164.5	*		1159.3	*		31	*	
<b>5</b>	1150.0	*		1150.0	*		1150.0	*		27	4	
<b>6</b>	1150.0	*		1150.0	*		1150.0	*		23	*	
<b>7</b>	1150.0			1150.0			1150.0			32	0	
<b>8</b>	1150.0	*		1150.0	*		1150.0	*		16	*	
<b>9</b>	1150.0	*		1150.0	*		1150.0	*		36	*	
<b>10</b>	1150.0	*		1150.0	*		1150.0	*		23	*	
<b>11</b>	1150.0			1150.0			1150.0			17		
<b>12</b>	1150.0			1150.0			1150.0			75	0	
<b>All Grades</b>										377	25	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	*		5.88	*		0.00	*		94.12	*		17	*	
4	0.00	*		3.23	*		0.00	*		96.77	*		31	*	
5	0.00	*		0.00	*		0.00	*		100.0	*		26	*	
6	0.00	*		0.00	*		0.00	*		100.0	*		23	*	
7	0.00			0.00			0.00			100.0			32		
8	0.00	*		0.00	*		0.00	*		100.0	*		16	*	
9	0.00	*		0.00	*		0.00	*		100.0	*		36	*	
10	0.00	*		0.00	*		0.00	*		100.0	*		23	*	
11	0.00			0.00			0.00			100.0			17		
12	0.00			0.00			0.00			100.0			75		
All Grades	0.27	4.00		0.53	24.00		0.27	28.00		98.94	44.00		376	25	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*		3.85	*		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	5.88	*		0.00	*		0.00	*		94.12	*		17	*	
4	3.23	*		0.00	*		0.00	*		96.77	*		31	*	
5	0.00	*		0.00	*		0.00	*		100.0	*		26	*	
6	0.00	*		0.00	*		0.00	*		100.0	*		23	*	
7	0.00			0.00			0.00			100.0			32		
8	0.00	*		0.00	*		0.00	*		100.0	*		16	*	
9	0.00	*		0.00	*		0.00	*		100.0	*		36	*	
10	0.00	*		0.00	*		0.00	*		100.0	*		23	*	
11	0.00			0.00			0.00			100.0			17		
12	0.00			0.00			0.00			100.0			75		
All Grades	0.53	16.00		0.27	20.00		0.27	24.00		98.94	40.00		376	25	



Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	0.00	*		0.00	*		0.00	*		100.0	*		23	*	
7	0.00			0.00			0.00			100.0			32		
8	0.00	*		0.00	*		0.00	*		100.0	*		16	*	
9	0.00	*		0.00	*		0.00	*		100.0	*		36	*	
10	0.00	*		0.00	*		0.00	*		100.0	*		23	*	
11	0.00			0.00			0.00			100.0			17		
12	0.00			0.00			0.00			100.0			75		
All Grades	0.27	0.00		0.00	20.00		0.53	28.00		99.20	52.00		376	25	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.85	*		0.00	*		96.15	*		26	*	
1	0.00	*		0.00	*		100.00	*		28	*	
2	0.00			7.69			92.31			26		
3	5.88	*		0.00	*		94.12	*		17	*	
4	3.23	*		0.00	*		96.77	*		31	*	
5	0.00	*		0.00	*		100.00	*		26	*	
6	0.00	*		0.00	*		100.00	*		23	*	
7	0.00			0.00			100.00			32		
8	0.00	*		0.00	*		100.00	*		16	*	
9	0.00	*		0.00	*		100.00	*		36	*	
10	0.00	*		0.00	*		100.00	*		23	*	
11	0.00			0.00			100.00			17		
12	0.00			0.00			100.00			75		
All Grades	0.80	8.00		0.53	56.00		98.67	36.00		376	25	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	*		3.85	*		96.15	*		26	*	
<b>1</b>	0.00	*		0.00	*		100.00	*		28	*	
<b>2</b>	0.00			0.00			100.00			26		
<b>3</b>	0.00	*		0.00	*		100.00	*		16	*	
<b>4</b>	0.00	*		0.00	*		100.00	*		30	*	
<b>5</b>	0.00	*		0.00	*		100.00	*		26	*	
<b>6</b>	0.00	*		0.00	*		100.00	*		23	*	
<b>7</b>	0.00			0.00			100.00			32		
<b>8</b>	0.00	*		0.00	*		100.00	*		16	*	
<b>9</b>	0.00	*		0.00	*		100.00	*		36	*	
<b>10</b>	0.00	*		0.00	*		100.00	*		23	*	
<b>11</b>	0.00			0.00			100.00			17		
<b>12</b>	0.00			0.00			100.00			75		
<b>All Grades</b>	0.00	32.00		0.27	24.00		99.73	44.00		374	25	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	*		3.85	*		96.15	*		26	*	
<b>1</b>	0.00	*		0.00	*		100.00	*		28	*	
<b>2</b>	0.00			3.85			96.15			26		
<b>3</b>	0.00	*		6.25	*		93.75	*		16	*	
<b>4</b>	0.00	*		0.00	*		100.00	*		30	*	
<b>5</b>	0.00	*		0.00	*		100.00	*		26	*	
<b>6</b>	0.00	*		0.00	*		100.00	*		23	*	
<b>7</b>	0.00			0.00			100.00			32		
<b>8</b>	0.00	*		0.00	*		100.00	*		16	*	
<b>9</b>	0.00	*		0.00	*		100.00	*		36	*	
<b>10</b>	0.00	*		0.00	*		100.00	*		23	*	
<b>11</b>	0.00			0.00			100.00			17		
<b>12</b>	0.00			0.00			100.00			75		
<b>All Grades</b>	0.00	8.00		0.80	36.00		99.20	56.00		374	25	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	*		0.00	*		100.00	*		24	*	
<b>1</b>	0.00	*		0.00	*		100.00	*		28	*	
<b>2</b>	0.00			0.00			100.00			24		
<b>3</b>	0.00	*		5.88	*		94.12	*		17	*	
<b>4</b>	0.00	*		0.00	*		100.00	*		31	*	
<b>5</b>	0.00	*		0.00	*		100.00	*		26	*	
<b>6</b>	0.00	*		0.00	*		100.00	*		23	*	
<b>7</b>	0.00			0.00			100.00			32		
<b>8</b>	0.00	*		0.00	*		100.00	*		16	*	
<b>9</b>	0.00	*		0.00	*		100.00	*		36	*	
<b>10</b>	0.00	*		0.00	*		100.00	*		23	*	
<b>11</b>	0.00			0.00			100.00			17		
<b>12</b>	0.00			0.00			100.00			75		
<b>All Grades</b>	0.00	5.56		0.27	72.22		99.73	22.22		372	18	

**Conclusions based on this data:**

1. Students continue to show growth in Level Two and Level Three of the ELPAC.
2. This assessment may also highlight areas of difficulty for students in our moderate to severe special education program that are impacted by their disability, in addition to their English language acquisition status.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>930</b>	<b>47.6</b>	<b>38.1</b>	<b>0.6</b>
Total Number of Students enrolled in Santa Clara County Office of Education: Special Education.	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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	354	38.1
Foster Youth	6	0.6
Homeless	4	0.4
Socioeconomically Disadvantaged	443	47.6
Students with Disabilities	929	99.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	4.5
American Indian	3	0.3
Asian	270	29.0
Filipino	49	5.3
Hispanic	404	43.4
Two or More Races	4	0.4
Pacific Islander	6	0.6
White	143	15.4

**Conclusions based on this data:**

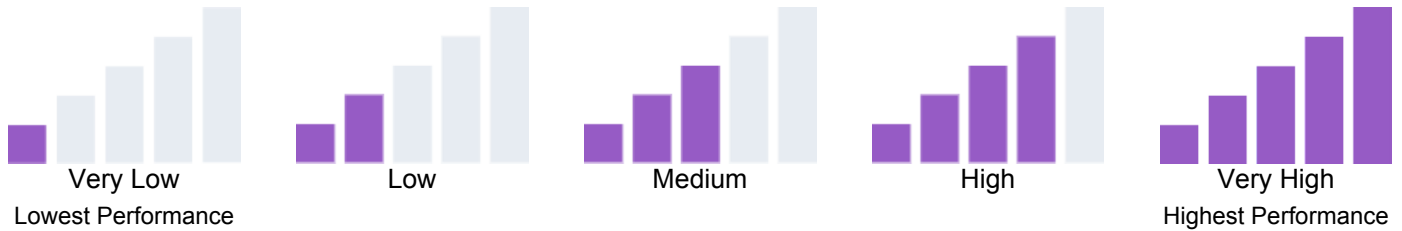
1. The population of students in the special education program are multi-faceted and have high areas of need.
2. Almost half of the students in the special education program are socioeconomically disadvantaged. This is significant, as the Bay Area has an extremely high cost of living.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Very Low	<b>Graduation Rate</b>  Very Low	<b>Suspension Rate</b>  Low
<b>Mathematics</b>  Very Low	<b>Chronic Absenteeism</b>  Very High	
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

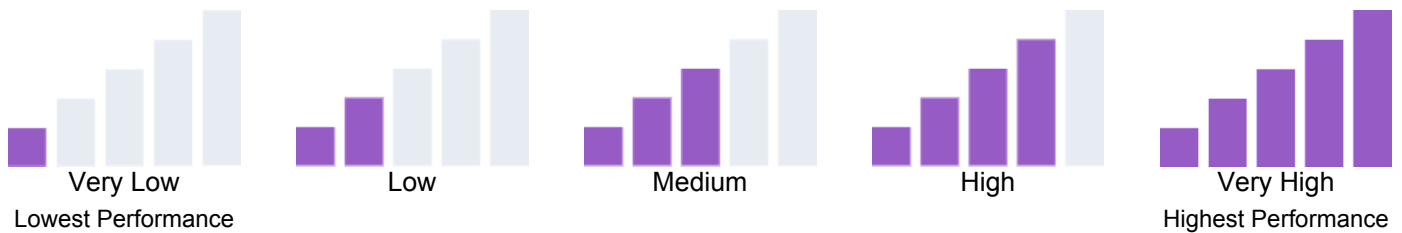
1. Primary areas of focus for the Special Education department are related to addressing the chronic absenteeism rate, the graduation rate, and college/career readiness. Stakeholders analyzed data related to chronic absenteeism and found that students are absent across all grade spans, disability types,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

# School and Student Performance Data

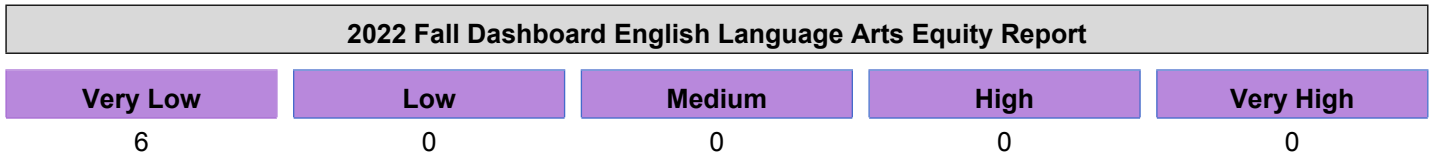
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

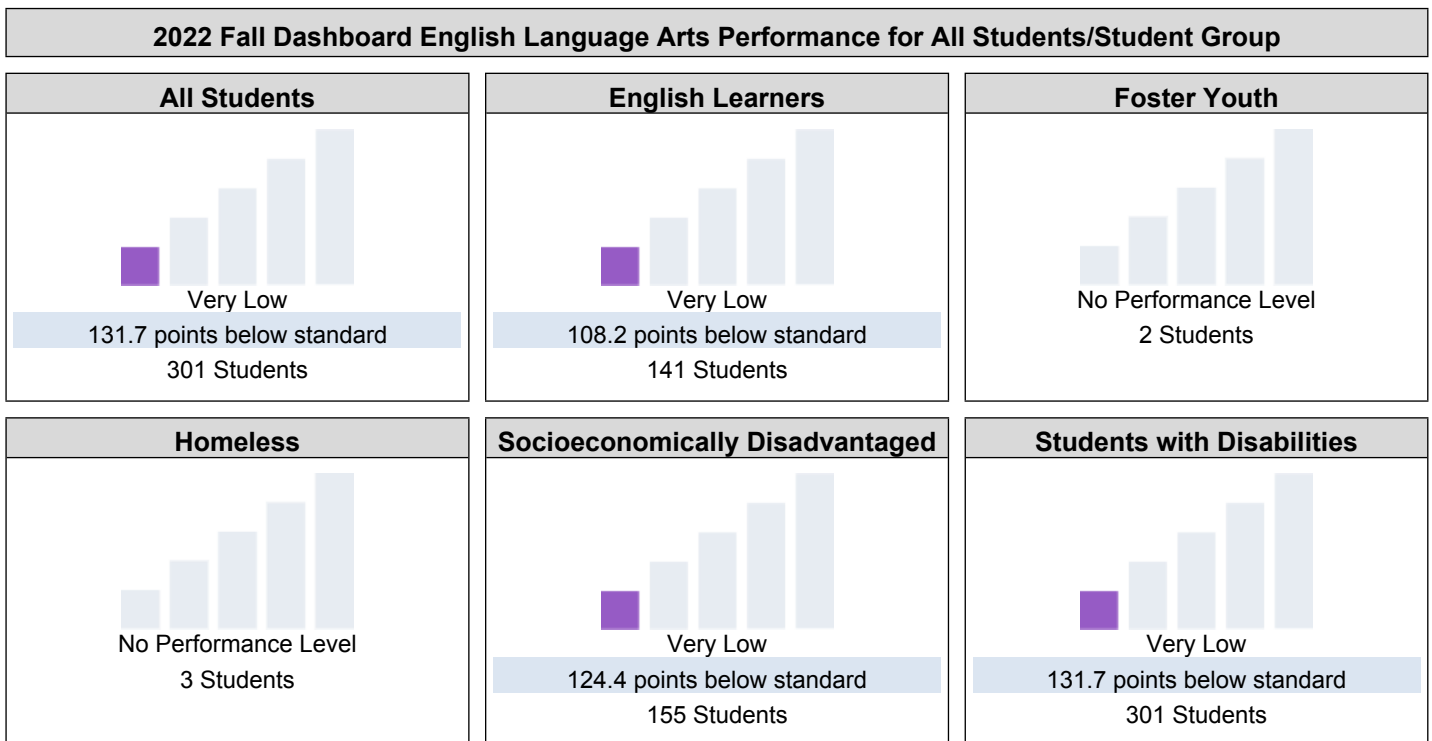
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

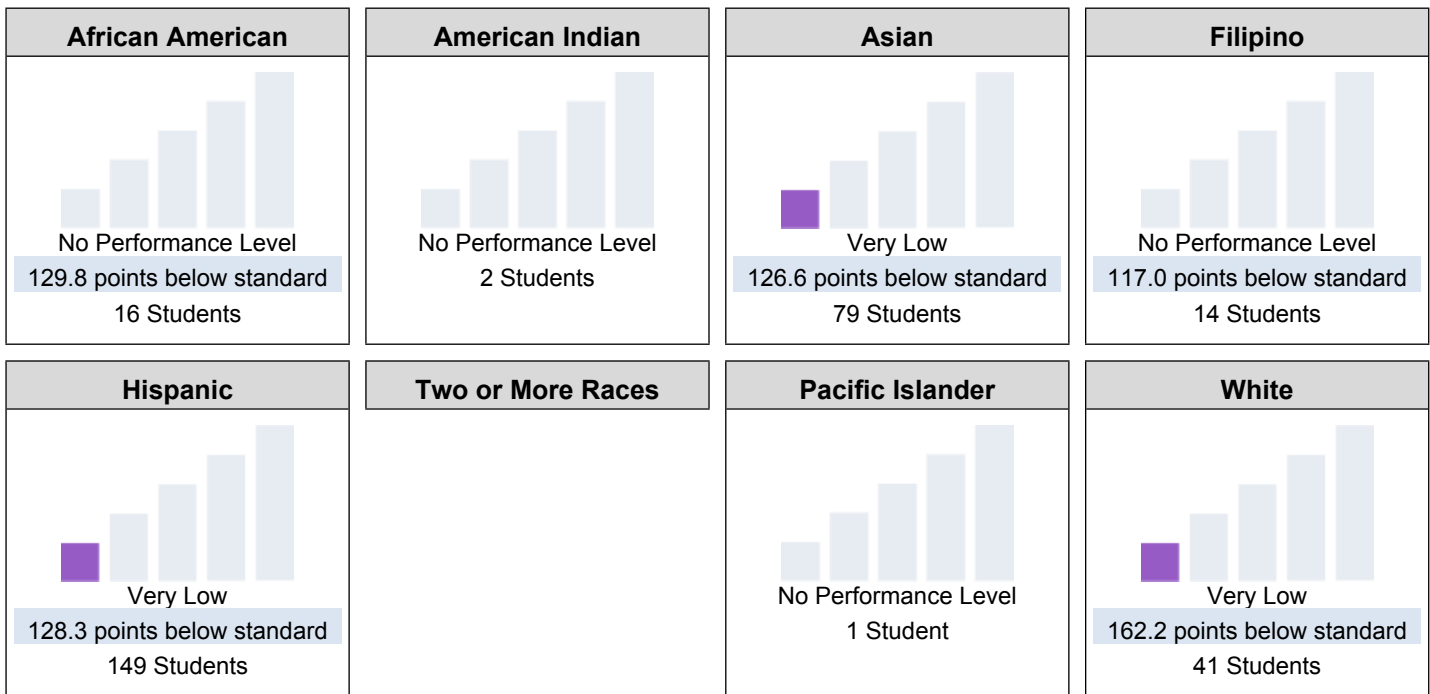


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
112.4 points below standard	87.5 points below standard	154.1 points below standard
117 Students	24 Students	153 Students

**Conclusions based on this data:**

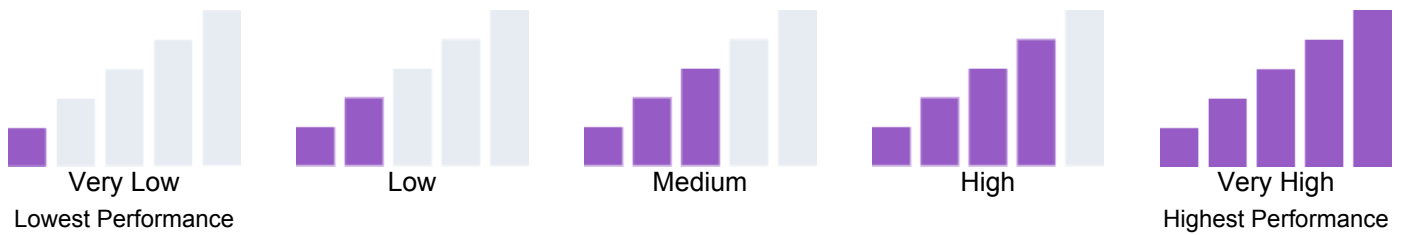
- While the academic performance on the ELA assessments is not at grade level, there was improvement in many subgroups.
- In terms of race/ethnicity, there is a significant difference in the performance of students when looking at Asian, White, and Hispanic students.

# School and Student Performance Data

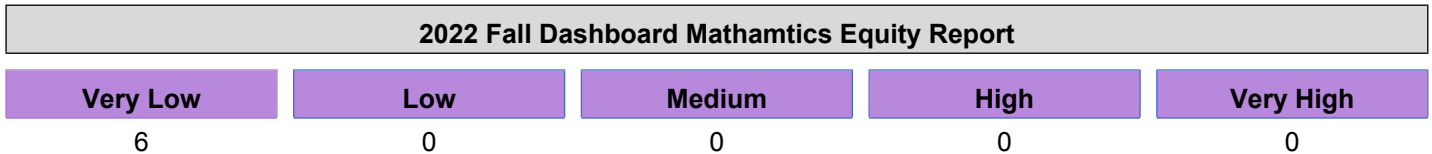
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

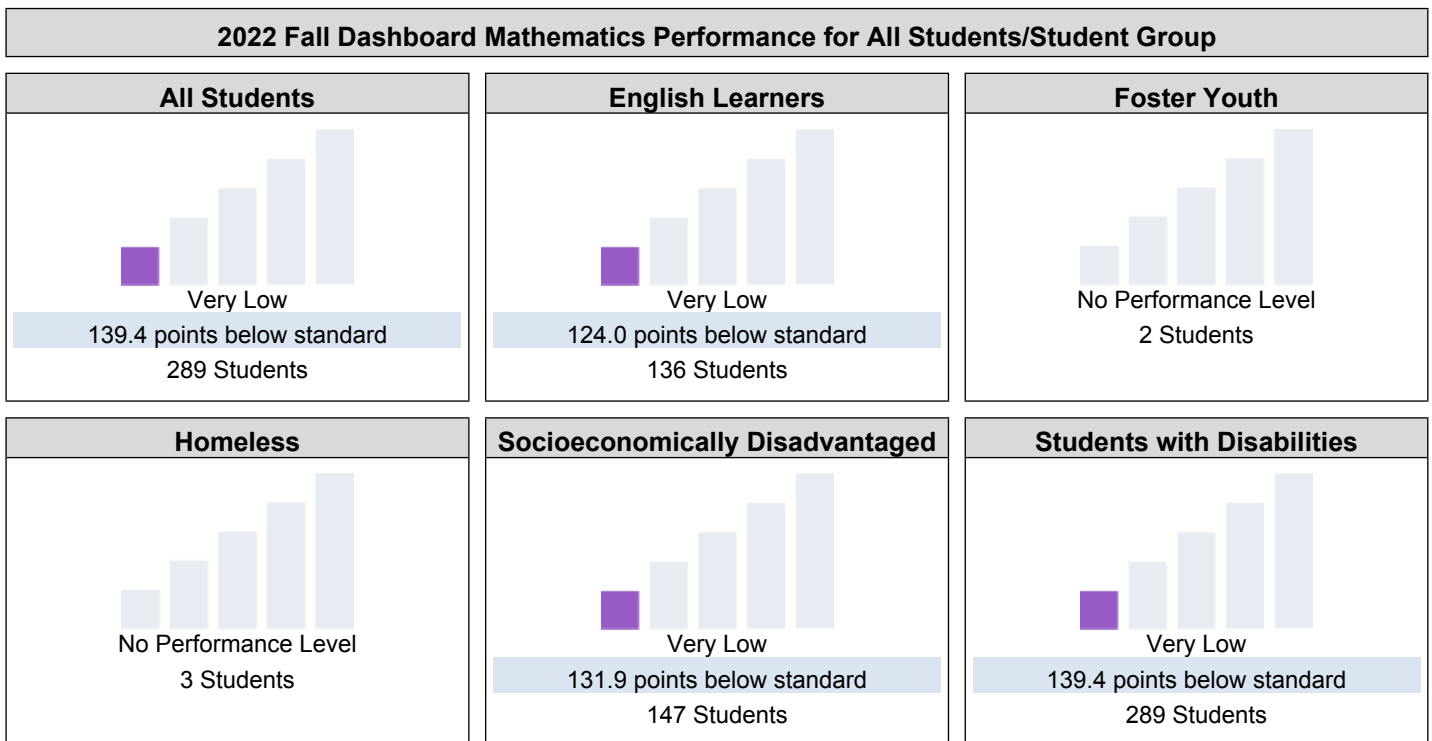
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



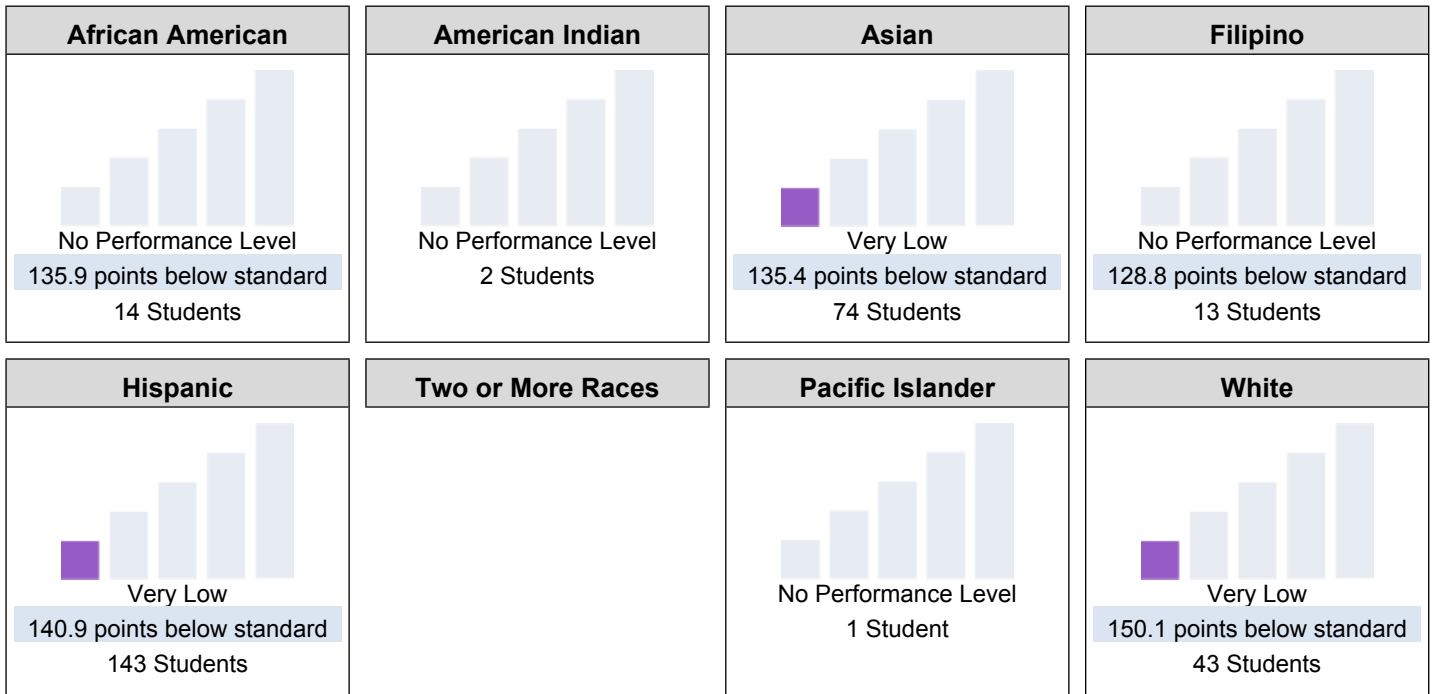
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



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

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
130.8 points below standard 113 Students	90.4 points below standard 23 Students	153.7 points below standard 147 Students

**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).

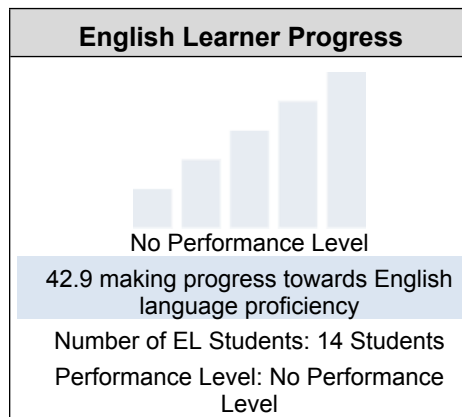
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	57.1%	0.0%	42.9%

#### 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

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

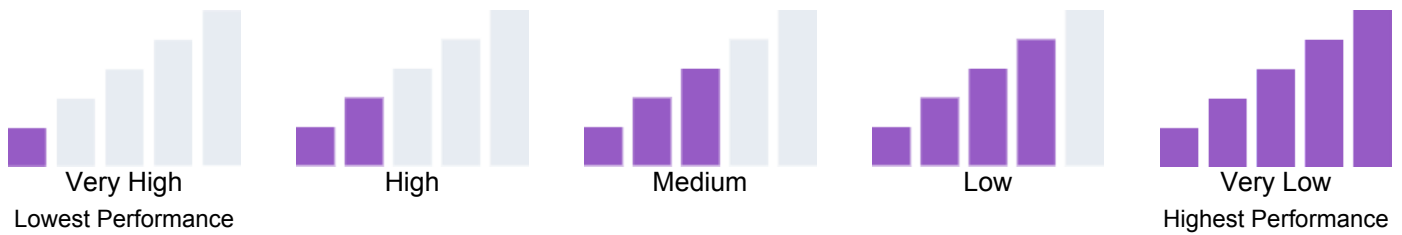
1. The majority of students in the SCCOE special education department are on a certificate of completion track and are preparing for adult day programs and independent living.
2. Although none of the students completed the full A-G requirements, all of the students in the Deaf/Hard of Hearing program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

# School and Student Performance Data

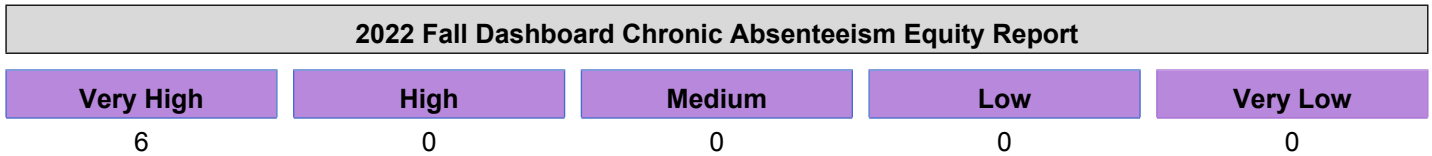
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

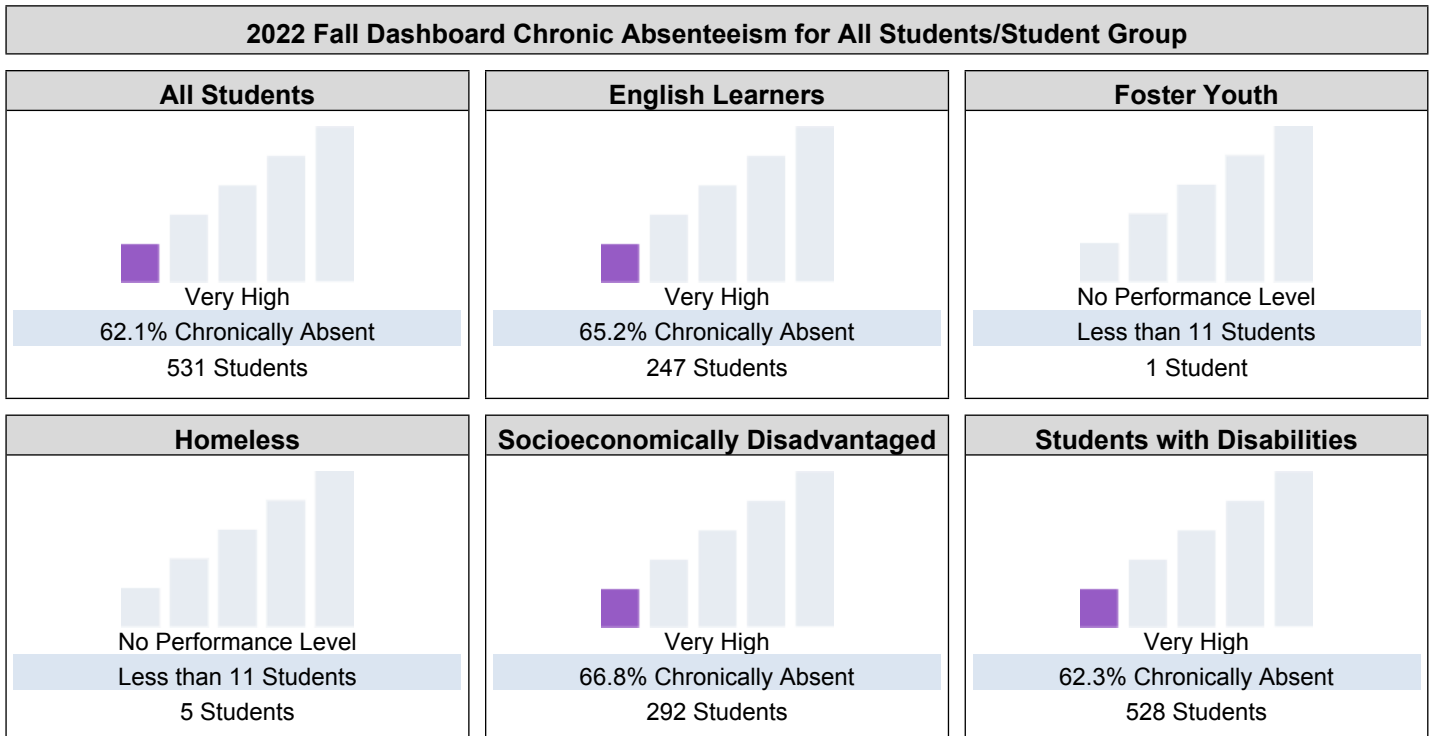
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



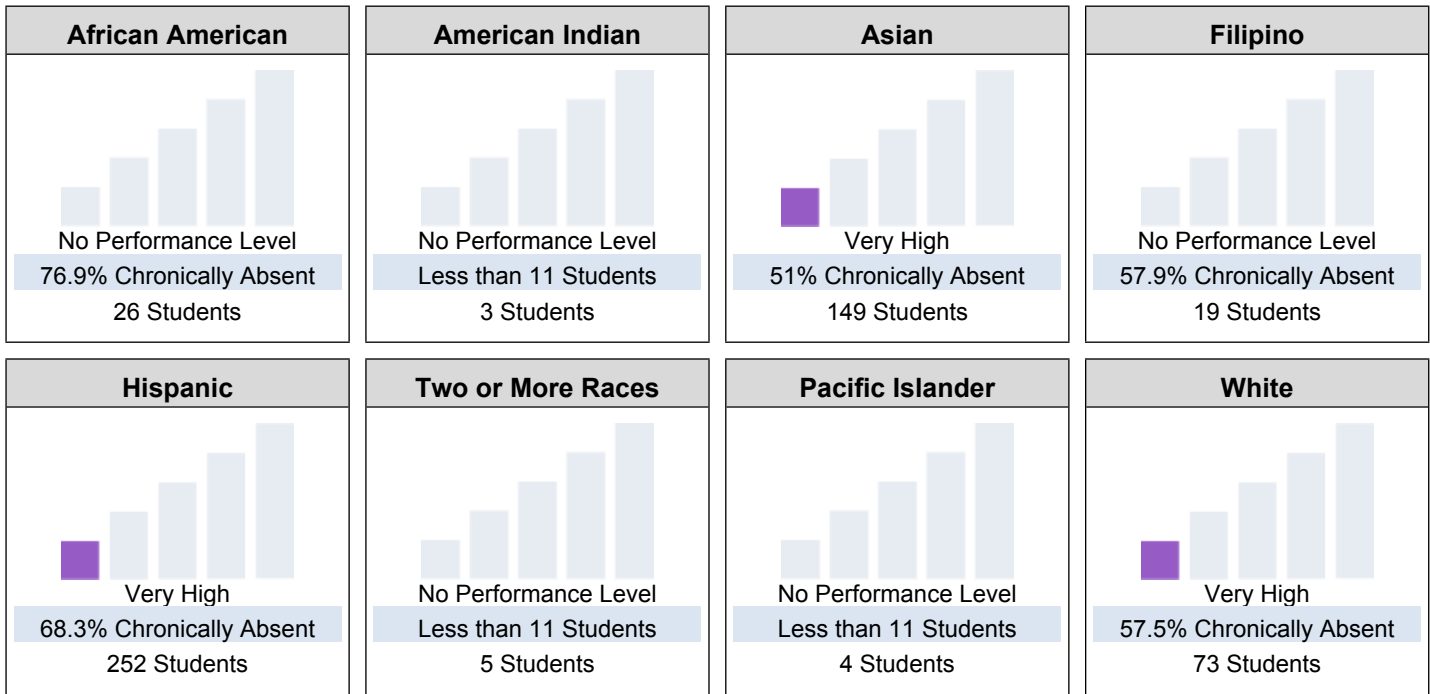
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



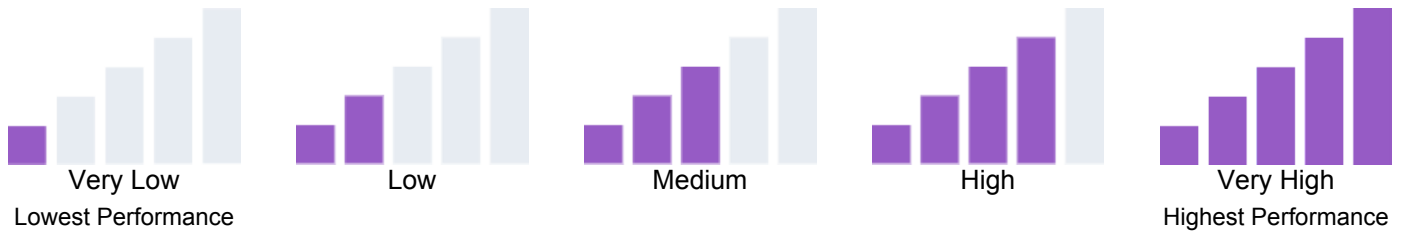
**Conclusions based on this data:**

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



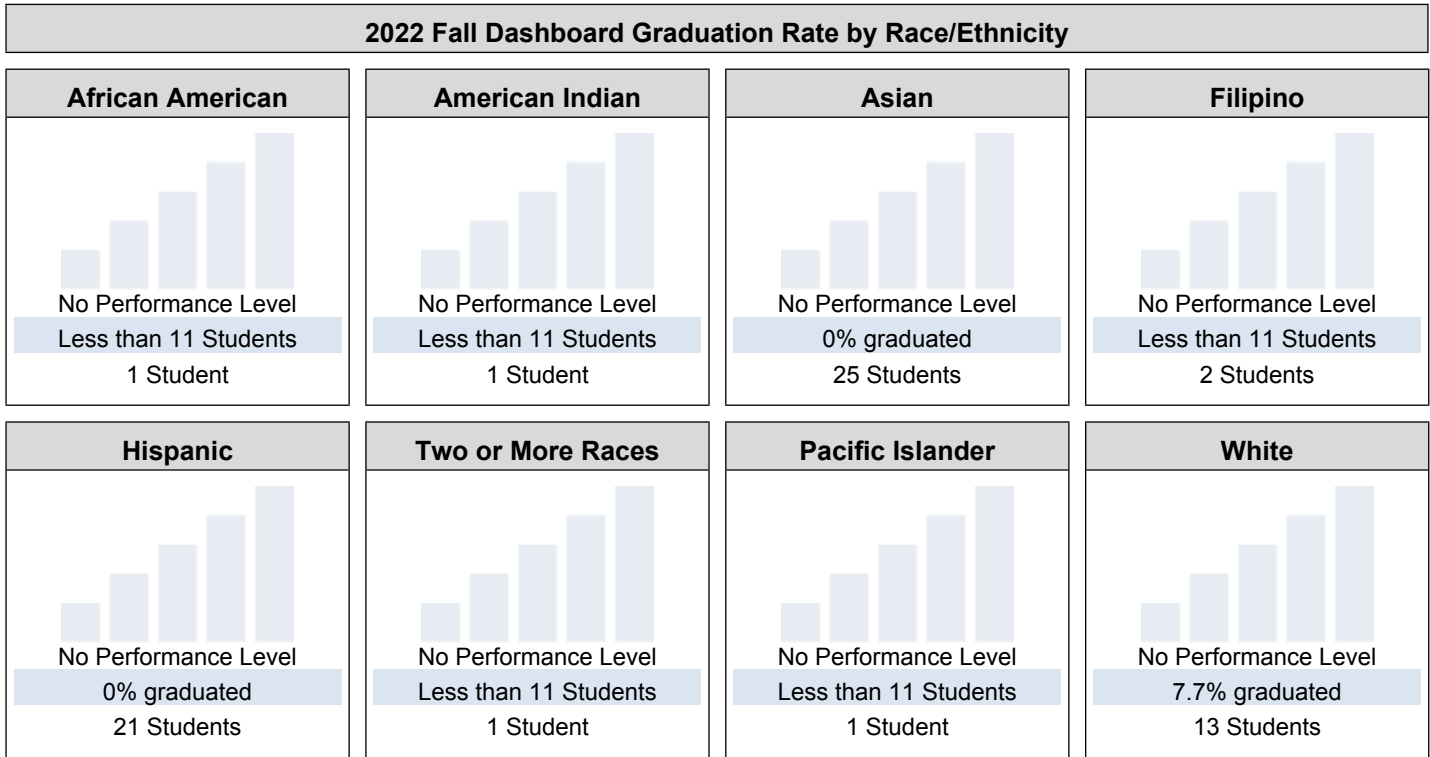
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
<b>Very Low</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Very High</b>
2	0	0	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<p>Very Low 1.5% graduated 67 Students</p>	<p>No Performance Level 0% graduated 24 Students</p>	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
<p>No Performance Level Less than 11 Students 2 Students</p>	<p>Very Low 0% graduated 50 Students</p>	<p>Very Low 1.5% graduated 67 Students</p>





**Conclusions based on this data:**

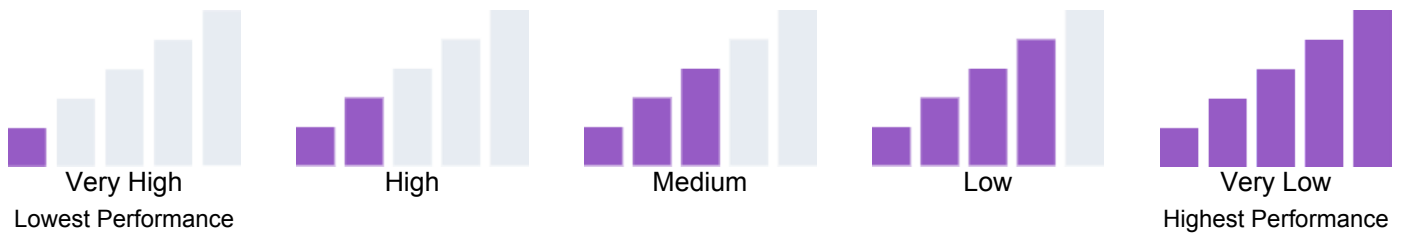
1. We believe this decline is indicative of an error in data entry for the 2019 school year. Students in 12th grade either graduated with a diploma or a certificate of completion. Upon further review of the data, it appears that students that received their certificate of completion were not coded correctly,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

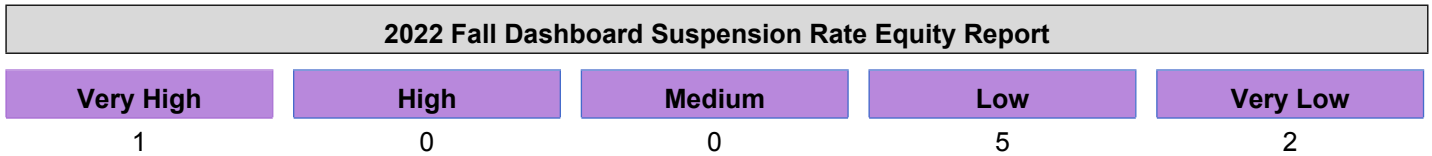
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

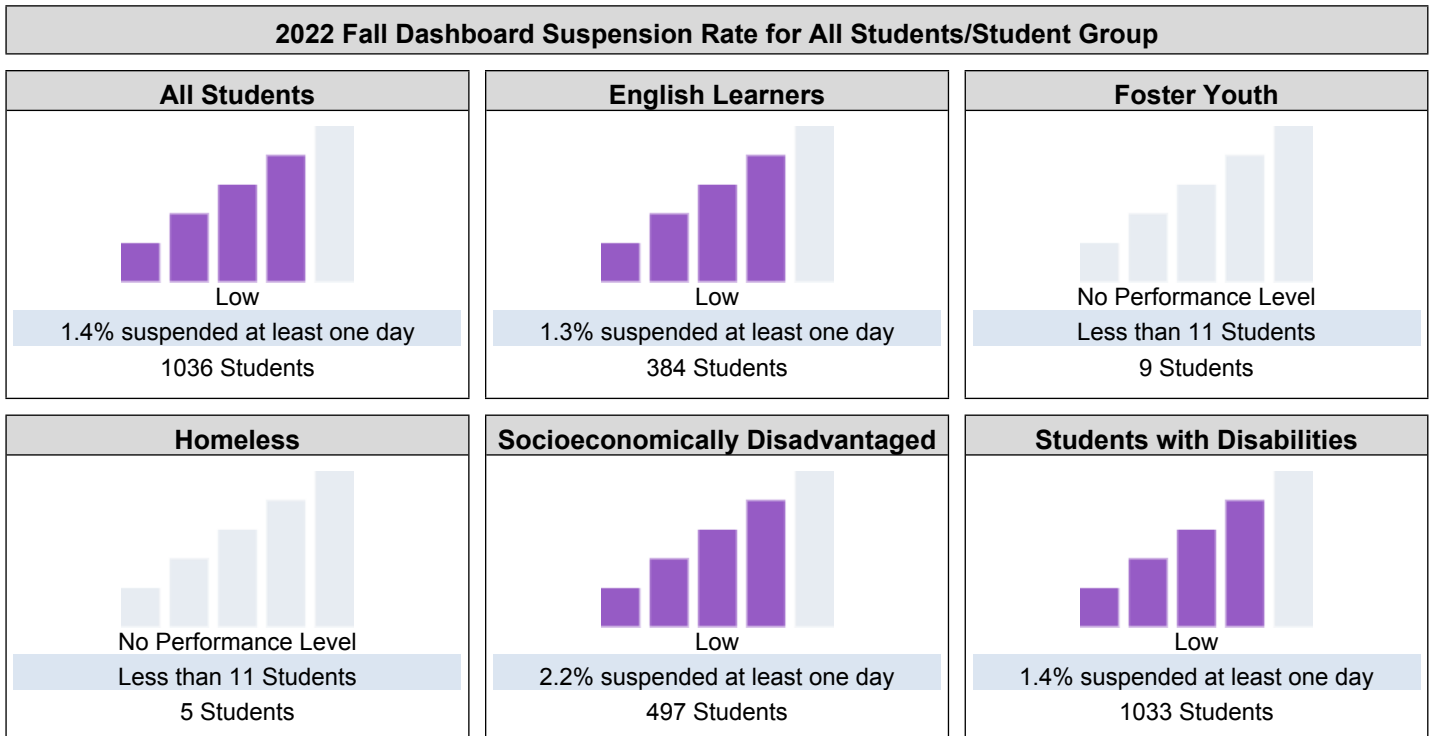
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



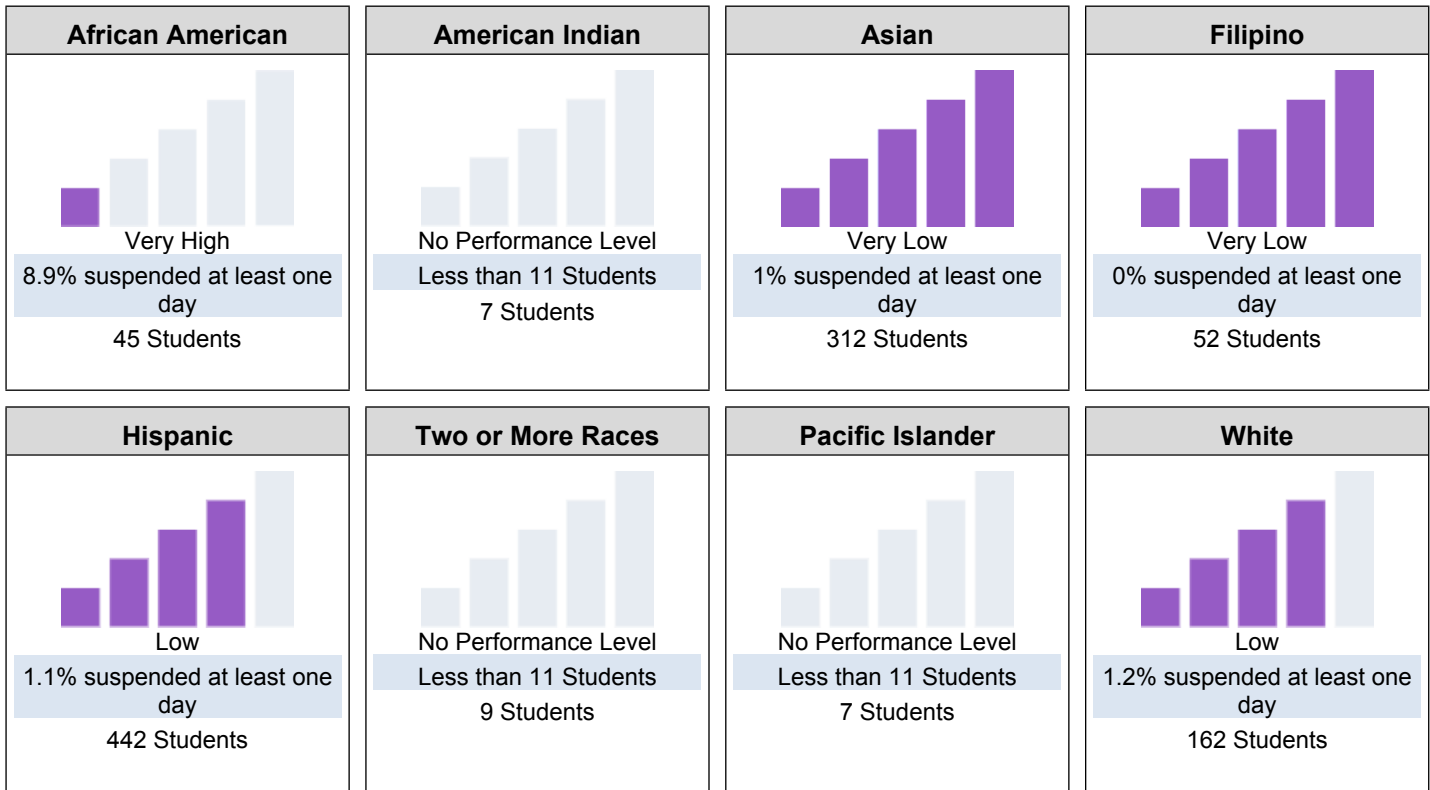
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**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 Subject

Student Outcomes

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>SANDI Proficiency: This local assessment measures reading, writing, math, and communication development. The data output is currently being revised by the vendor</p> <p>ELPAC growth (per the CA Dashboard) was 42.9% % at Level Four Proficiency on ELPAC increased by 3.73% to 4%</p> <p>Re-Classification- 1.0% in Reclassified 2020-2021 up to 26.8% in 2021-2022</p>	<p>Increase student participation in the SANDI assessment in grades preschool through Age 22. Increase performance in all areas: Reading, Writing, Math, and Communication Development)</p> <p>ELPAC- Increase % meeting level 3 and 4 (met or exceed) by 1%</p> <p>Increase Reclassification by 4%</p>
Graduation Rate	<p>1.5% met the graduation requirements while 93% received a certificate of completion</p>	<p>Increase graduation rate for students on diploma track to 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	The DASS graduation rate for 2021-22 was 7.4%.	
College and Career Indicator	% Prepared Per 2021 Dashboard= 0% College and Career Indicator 2022- Not published in the CA School Dashboard	Increase the percentage of students that are college and career ready, using the diploma bound cohort to measure progress
Suspension Rate	Less than 1.4%	Reduce the suspension rate to 1%
Chronic Absenteeism	62.1%	Decrease the rate of students that are chronically absent to 25%

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42,035	Title I 5000-5999: Services And Other Operating Expenditures Supplemental programs/subscriptions
12,035	Title I 2000-2999: Classified Personnel Salaries Administrative Support/Title 1 Oversight
25,000	Title I 4000-4999: Books And Supplies Supplemental materials

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

Students receiving English Language proficiency services.

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,458

Source(s)

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

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

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

All students.

**Strategy/Activity**

Students will have access to online curricular assessments, programs and other technologies used for individualized learning to include: ABC Teach, Raz-Kids, Edgenuity, EdHelper, Enchanted Learning, N2Y (Unique, SymbolStix, L3 Skills), HelpKidzLearn/ChooseltMaker, IXL, Lexia, Starfall, STAR/LINKS, SANDI and Teachers Pay Teachers.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,000

Source(s)

Comprehensive Support and Improvement (CSI)  
5800: Professional/Consulting Services And  
Operating Expenditures  
Building capacity of staff for implementation of  
supplemental programs

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Maximize student learning by providing a rich learning environment that integrates technology and online learning.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)**

15,000

**Source(s)**

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
Teacher training and instruction support (extra time)

4,863

Comprehensive Support and Improvement (CSI)  
2000-2999: Classified Personnel Salaries  
Training and instruction support (extra time)

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Provide students with opportunities for hands-on learning through educational excursions.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)**

17,564

**Source(s)**

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

**Annual Review****SPSA Year Reviewed: 2022-23**

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

**ANALYSIS**

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

Strategies and activities were encumbered as planned for Goal One in 2022-2023 SPSA.

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

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

No changes were made from the 2022-2023 to the 2023-2024 SPSA.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Outcomes, Student Engagement

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>SANDI Proficiency: This assessment measures reading, writing, math, and communication development.</p> <p>SANDI Reading Assessment 2020-21 3.65 and 2021-22 was 3.7 proficient.</p> <p>SANDI Math Assessment 2020-21 was 3.17 and 2021-22 was 3.7 proficient.</p> <p>ELPAC growth (per the 2022 CA School Dashboard) was 42.9%</p> <p>% at Level Four Proficiency on ELPAC increased by 3.73% to 4% in 2021-22</p> <p>Re-Classification- 1.0% in Reclassified 2020-2021 up to 26.8% in 2021-2022</p>	<p>Increase student participation in the SANDI assessment to 70% or more of the students in Transitional Kindergarten through Age 22 programs.</p> <p>Increase performance by 4.5% of the SANDI Composite score (Reading, Writing, Math, and Communication Development) – 55%.</p> <p>ELPAC- Increase % meeting level 3 and 4 (met or exceed) by 1%.</p> <p>Increase Reclassification by 4%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2021-22 1.5% met the graduation requirements while 93% received a certificate of completion. DASS Graduation rate for 2021-22 was 7.4%.	Increase graduation rate for students on diploma track to 3%.
College and Career Indicator	% Prepared- 2021 Dashboard No data in dashboard for 2022.	Increase the percentage of students that are college and career ready, using the diploma bound cohort to measure progress.
Suspension Rate	2018 Dashboard= 4.0% Orange 2022 CA School Dashboard= 1.4%	Reduce the suspension rate to 1%.
Chronic Absenteeism	2018 Dashboard= 36.7% Orange 2022 CA School Dashboard- 62.1%	Decrease the rate of students that are chronically absent to 25%.

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

## **ANALYSIS**

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

No funds were allocated to Goal Two in the 2022-2023 SPSA.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Outcomes and Student/Parent Engagement

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>SANDI Proficiency: This assessment measures reading, writing, math, and communication development.</p> <p>SANDI Reading Assessment 2020-21 3.65 and 2021-22 was 3.7 proficient.</p> <p>SANDI Math Assessment 2020-21 was 3.17 and 2021-22 was 3.7 proficient.</p> <p>ELPAC growth (per the 2022 CA School Dashboard) was 42.9%</p> <p>% at Level Four Proficiency on ELPAC increased by 3.73% to 4% in 2021-22</p> <p>Re-Classification- 1.0% in Reclassified 2020-2021 up to 26.8% in 2021-2022</p> <p>LTEL-46% of EL are LTEL.</p>	<p>Increase student participation on the SANDI assessment to 70% or more of the students in Transitional Kindergarten through Age 22 programs (48% assessed in Spring 2021).</p> <p>Increase overall performance in reading to 3.75/4 and to 3.5/4 in mathematics.</p> <p>ELPAC- Increase % meeting level 3 and 4 (met or exceed) by 3%.</p> <p>Increase Reclassification by 1%.</p> <p>LTEL- Reduce by 3%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2021-22 1.5% met the graduation requirements while 93% received a certificate of completion. DASS Graduation rate for 2021-22 was 7.4%.	Increase graduation rate for students on diploma track to 85%  Increase graduation rate for all students to 70%. This can include a Certificate of Completion.
College and Career Indicator	% Prepared- 2021 Dashboard No data in dashboard for 2022.	Increase the percentage of students that are college and career ready, using the diploma bound cohort to measure progress.
Suspension Rate	2018 Dashboard= 4.0% Orange 2022 CA School Dashboard= 1.4%	Reduce the suspension rate to 1%.
Chronic Absenteeism	2018 Dashboard= 36.7% Orange 2022 CA School Dashboard- 62.1%	Decrease the rate of students that are chronically absent to 25%.
Parent Meetings	A combined level of participation in parent meetings was approximately 20 parents. However, attendance was spread out among the meetings and many meetings only had 5 or fewer parents present.	Increase participation at parent meetings. At meetings held for parents, a minimum of 7 parents will be in attendance at each meeting.

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

### Strategy/Activity 1

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

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

All parents are invited to all activities.

Strategy/Activity

Increase communication with parents regarding their participation in School Site Council, ELAC, DELAC and LCAP Parent Advisory Meetings. Offer a Parent Resource Fair to include information related to Common Core State Standards and College and Career Readiness.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
511	Title I Part A: Parent Involvement 5900: Communications Mailings and Print
20,792	Title III 7000-7439: Other Outgo Educational Excursions
2,000	Title III 4000-4999: Books And Supplies Parent Lending Library: Cluster Offices
3,000	Title III 5000-5999: Services And Other Operating Expenditures Parent Groups: Spanish / Vietnamese / ASL
1,989	Title III 2000-2999: Classified Personnel Salaries Parent newsletter and other mailings: Translation
23,671	Title I 4000-4999: Books And Supplies Parent and Student Engagement Activities
13,290	Title I 4000-4999: Books And Supplies Supplemental Resources: Classroom
20,000	Title I 5000-5999: Services And Other Operating Expenditures Educational Excursions
42,496	Title IV 5800: Professional/Consulting Services And Operating Expenditures Family Liaison
5,663	Title IV 5800: Professional/Consulting Services And Operating Expenditures

## Parent Training

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All students

## Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
90,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Intensive PBIS coaching for staff to support a broad course of study
5,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Restorative Justice and SEL/Trauma
20,219.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Educational Excursions
1,526	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Parent trainings regarding SEL

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

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

Students receiving English Language proficiency services.

## Strategy/Activity

Parent and Family Engagement of families of students receiving English Language proficiency services.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

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

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Engagement of parents and students was a priority for the 2022-23 school year. Funds were encumbered to support parent engagement and continue the implementation of PBIS.

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

Most funds were encumbered as allocated for parent engagement during the 2022-23 school year. Due to continued restrictions from the pandemic, a resource fair was not held. The School Site Council met regularly to adjust the SPSA in order to maximize available funds.

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

No major changes were made in the goal for the 2023-24 SPSA.



## Budget Summary

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

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$288,697.00
Total Federal Funds Provided to the School from the LEA for CSI	\$181,131.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$391,112.00

### Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$150,082.00
Title I	\$153,595.00
Title I Part A: Parent Involvement	\$2,037.00
Title III	\$37,239.00
Title IV	\$48,159.00

Subtotal of additional federal funds included for this school: \$391,112.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$391,112.00

## Budgeted Funds and Expenditures in this Plan

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

### Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

### Expenditures by Funding Source

<b>Funding Source</b>	<b>Amount</b>
Comprehensive Support and Improvement (CSI)	150,082.00
Title I	153,595.00
Title I Part A: Parent Involvement	2,037.00
Title III	37,239.00
Title IV	48,159.00

### Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	15,000.00
2000-2999: Classified Personnel Salaries	18,887.00
4000-4999: Books And Supplies	73,419.00
5000-5999: Services And Other Operating Expenditures	87,599.00
5800: Professional/Consulting Services And Operating Expenditures	174,904.00
5900: Communications	511.00
7000-7439: Other Outgo	20,792.00

### Expenditures by Budget Reference and Funding Source

<b>Budget Reference</b>	<b>Funding Source</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	15,000.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	4,863.00

5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	125,219.00
2000-2999: Classified Personnel Salaries	Title I	12,035.00
4000-4999: Books And Supplies	Title I	61,961.00
5000-5999: Services And Other Operating Expenditures	Title I	79,599.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,526.00
5900: Communications	Title I Part A: Parent Involvement	511.00
2000-2999: Classified Personnel Salaries	Title III	1,989.00
4000-4999: Books And Supplies	Title III	11,458.00
5000-5999: Services And Other Operating Expenditures	Title III	3,000.00
7000-7439: Other Outgo	Title III	20,792.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	48,159.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	138,955.00
Goal 3	252,157.00

# School Site Council Membership

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

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

## **Name of Members**

## **Role**

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
DocuSigned by: <i>Carolina Urrutia</i> DocuSigned by: 83F5A008641E481...	English Learner Advisory Committee
DocuSigned by: <i>Jan Ann</i> 5D53D3A328EC406...	Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 03/21/2023.

Attested:

DocuSigned by: <i>Jennifer Casel</i> DocuSigned by: P99307A9A252843B...	Principal, Jennifer Casel on 04.25.23
DocuSigned by: <i>Miriam Holland</i> DA874B89C1D7469...	SSC Chairperson, Miriam Holland on 04.25.23