School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Clara County Community School	43104394330320	March 7, 2024	June 12, 2024

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local

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.

Suspension rate

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

n/a

Other Needs

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

Reading level fluency

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 Community School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*	5		*	5		*	5			100.0
Grade 7	*	*	13	*	*	12	*	*	12			92.3
Grade 8	9	15	21	4	9	17	4	9	17	44.4	60.0	81.0
Grade 11	24	11	11	18	8	10	18	8	10	75.0	72.7	90.9
All Grades	34	30	50	23	20	44	23	20	44	67.6	66.7	88.0

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 7	*	*	2404.	*	*	8.33	*	*	0.00	*	*	16.67	*	*	75.00
Grade 8	*	*	2376.	*	*	0.00	*	*	0.00	*	*	5.88	*	*	94.12
Grade 11	2466.	*	*	0.00	*	*	5.56	*	*	27.78	*	*	66.67	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	6.82	8.70	10.00	4.55	26.09	10.00	9.09	65.22	80.00	79.55

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts		
	% Above Standard	**% At or Near Standard**

Research/Inquiry Investigating, analyzing, and presenting information			
Grade Level	**% Above Standard**	**% At or Near Standard**	**% Below Standard**
	20-21		

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

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*	*	*	*	*	*	*	*	*	8	6
9	*	1521.4	1517.9	*	1535.7	1527.9						

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	16.67	18.75	*	50.00	31.25	*	25.00	43.75	*	8.33	6.25	*	12	16
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	16.00	23.33	*	48.00	26.67	*	24.00	40.00	*	12.00	10.00	*	25	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	0.00	6.25	*	8.33	0.00	*	25.00	25.00	*	66.67	68.75	*	12	16
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	6.67	*	16.00	3.33	*	20.00	20.00	*	64.00	70.00	*	25	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students
Well Developab

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	66.67	50.00	*	33.33	37.50	*	0.00	12.50	*	12	16
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	52.00	56.67	*	36.00	30.00	*	12.00	13.33	*	25	30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
83	**65.1**	**20.5**	**1.2**
Total Number of Students enrolled in Santa Clara County Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	17	20.5
Foster Youth	1	

2. 15.7% of students represent as Students with Disabilities.

3. The percentage of students who identify as socioeconomically disadvantaged in the school continues to be about 65.1%.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 5 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students

Conclusions based on this data:

1. Less than 11 students show no significant data.

2. There is no student score for students who receive English language proficiency services on the CAASPP

3. There is no significant data reported due to low numbers

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student

Hispanic	Two or More Races	Pacific Islander
Less than 11 Students 6 Students	Less than 11 Students 1 Student	

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
28% making progress towards English language proficiency
Number of EL Students: 25 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained
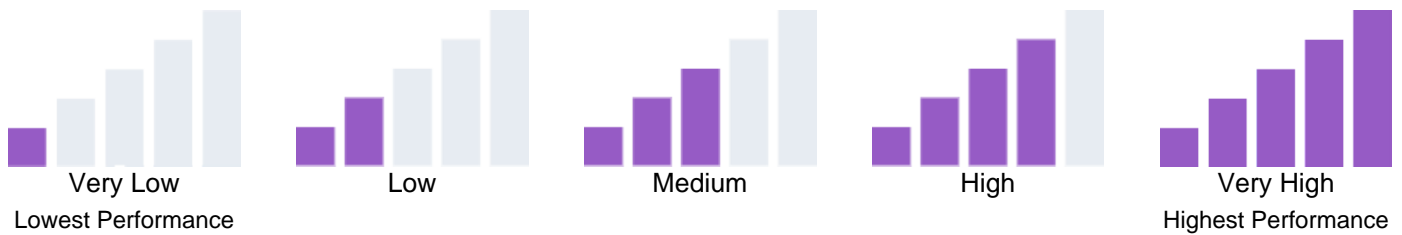
School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
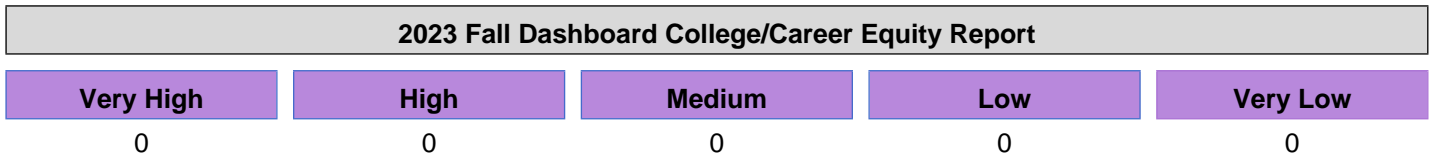
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."

| Red | Orange | Yellow | Green | Blue |

School and Student Performance Data

Academic Engagement
Graduation Rate

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."

Red   Orange   Yellow   Green

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	No Performance Color 0 Students	0% suspended at least one day 14 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 11% suspended at least one day Increased Significantly 3.3 154 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	7.4% suspended at least one day Increased 7.4 27 Students

Conclusions based on this data:

1. Suspension rates have increased to 10.7% from 6% the previous SY.

2. 12.5% of suspensions are students who receive English language proficiency coursework.

3. 12.9% of suspensions include students who identify as socio-economically disadvantaged.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	CAASPP Scores 2020-21 Community School ELA- 8.70% Meet and Exceed Community School Math- 4.35% Meet and Exceed CAASPP Scores 2021-22 Community School ELA- 10% Meet and Exceed Community School Math- 5.56% Meet and Exceed CAASPP Scores 2022-23 Community School ELA- 11.37% Meet and Exceed Community School Math- 11.63% Meet and Exceed Update ELPAC % Proficient Level Four (No Data is available for 2019-20) 2020-21 Community-* (Small sub group) 2021-22 Community-0% 2022-23 Community-0% Ren Star Reading 2021- Grade Equivalency= 5.1 2022- GE= 5.7 2023- GE= 4.2 Ren Star Math 2021-GE= 5.7 2022- GE=5.5 2023- GE=5.1	Increase CAASPP % who meet or exceed by 3% Increase % of EL students who reach ELPAC Level Four by 3% Ren STAR Math and Reading- Increase GE by 6 months each quarter.
Graduation Rate	Graduation Rate Per 2023 Dashboard 61% No Color 2019-2020-44.4% 2019-20- DASS Dashboard Grad Rate 100% 2020-21 DASS Dashboard Grad Rate- 73.3% 2021-22 Non Dass Grad Rate - 61% 2021-22 DASS Graduation Rate- 89.3%	Increase graduation rate by 3%
College and Career Indicator	% Prepared- 0 (Red) 2020-21 CA Dashboard % Prepared= 0% prepared 2021-22 CA Dashboard No Data 2022-23 CA Dashboard No Data	Increase % prepared by 10%

Suspension Rate	Dashboard= 23% Orange- Has not been revised since 2019 Data Quest- 2020-21 0% 2021-22 6% 2022-23 6%	

				Title III 4000-4999: Books And Supplies

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.

Suspension Rate	Dashboard= 23% Orange- Has not been revised since 2019 Data Quest- 2020-21 0% Dashboard 2021-22 6% 2022-23 - 6%	Reduce to less than 3%
Chronic Absenteeism	Dashboard 57% Orange-Has not been revised since 2019 Data Quest- 2020-21= 71.1% Dashboard 2021-22 71.5% 2022-23 - 75.4%	Reduce to less than 3%

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	Students will participate in CTE, Arts and Group counseling in partnership with Rebekah's Center	All Students	5815 Title IV 5000-5999: Services And Other Operating Expenditures SV Creates 199082 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures CTE and Rebekah Children's Services contracts
2.2	Supplies, materials, and programming will support CTE programming expansion and maintenance.		

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

Goals, Strategies, & Proposed Expenditures

			4000-4999: Books And Supplies Materials and supplies for family engagement
3.2	Materials and supplies for students experiencing homelessness and students receiving foster services, students receiving English language acquisition services, and other family engagement	Unhoused students and students receiving foster services.	27500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for foster and students experiencing homelessness 27052 LCFF 4000-4999: Books And Supplies EL materials and supplies and Family Engagement
3.3	In partnership with Rebekahs, Fresh Lifelines for Youth (FLY) and New Hope for Youth, students will learn participate in law related curriculum and SEL strategies	All students	74800 LCFF 5000-5999: Services And Other Operating Expenditures LCFF Concentration (FLY contract) and other SEL contracts 132000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures New Hope for Youth contract 24756 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures New Hope for Youth contract 7944 Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies social emotional supplies and materials 100000 LCFF 5000-5999: Services And Other Operating Expenditures LCFF Add on- social emotional supports
3.4	School Therapist to support mental health and wellness	All students	47004 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .3 FTE School Therapist base salary 18120 LCFF - Supplemental 3000-3999: Employee Benefits .3 FTE School Therapist employee benefits

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Mark Camilleri	Principal
Angela Brown	Classroom Teacher Other School Staff
Michael Pressman	Classroom Teacher
Janie Montemayor	Other School Staff
Student One	Secondary Student
Student Two	Secondary Student
Parent One	

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 polic01(ri)initr tap(boTJ 0 4t9oludr gin,tict ap(bo)

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

- 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.
-

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan ꞮꞭꞰꞪꞩ

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- • **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- • **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- • **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

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/

Updated by the California Department of Education, October 2023