

Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Clara Community Day School	43-69674-0125443	March 13, 2025	June 12, 2025

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

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

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

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

This plan is being used by Santa Clara Community Day School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Santa Clara Community Day School plans and goals are strategically developed based on data analysis and stakeholder input and support the LEA with goals for achievement in literacy, college-career preparation, and a positive school environment that supports student success. The school plan aligns with the district LCAP goals with the goal of increasing undeserved student achievement and educational outcomes by increasing student access to receive social-emotional and behavioral support they need to graduate as resilient, future-ready, life-long learners who are prepared for post-secondary or vocational training. During the 2024- 2025 school year, CDS introduced a robust PBIS program that identified school-wide expectations and strategies to increase student capacity to model school appropriate behavior. Through this system, all students receive targeted tier 3 interventions in order to increase their success and to foster a greater sense of belonging. Parents are an integral part of the PBIS plan as they receive daily scores indicating the extent to which students followed school expectations and the data is analyzed weekly. Additionally, teachers have identified literacy and mathematics based on iReady scores and CAASPP Interim Assessments. CDS established a goal of at least 50% of student scores increasing by at least one level before the end of the year. Progress monitoring is an integral part of evaluating the school wide plan for improvement and the faculty, students, and parents provide continual feedback on site reporting. Additionally, the school site TOSA will provide weekly interventions to struggling students to develop language proficiency (for EL learners), math and literacy support to students scoring 2-3 levels below their grade. Data is reviewed weekly, and supports are provided based on data. Additionally, student engagement remains is a school priority and several programs will push in throughout the year to positively impact academic and social development. The School Wide Plan is reviewed annually through a continuous cycle of action, reflection, and improvement to establish the CDS annual budget, to make modifications to the plan, and to reflect changing needs and priorities.

Educational Partner Involvement

How, when, and with whom did your Santa Clara Community Day 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

School Site Council Meetings: September 19, 2024, March 13, 2025. Meetings are open to the public and begin with terms from the public. Per the SSC's bylaws, agendas are posted at least 72 hours in advance in the office and notice is sent to parents via Parent Square. Agendas include time for current and future SPSA feedback. Staff provided feedback during faculty meetings, teacher collaborations, and in the Council gave feedback in September 2024 and March 2025. Dashboard data is reviewed with the staff, students, parents, and community at faculty and SSC meetings.

Surveys are used to collect data and input from students, additionally, feedback from teachers, and the site TOSA regarding student performance, assessments, and behaviors. Parents provide feedback during SST's and that data is shared with the school site council. As 54% of HS students are EL students, feedback is solicited continually through parent chats to understand ongoing student needs and parent concerns and that is shared with our SSC.

Resource Inequities

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

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

Santa Clara Community Day is not an ATSI/TSI/CSI School. This section is not applicable at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Overall Suspension rate was rated in the “red” category for Fall 2024. This was due to a 3.6% increase. Our student group data in this area shows that 8.3% of our English Learner students were suspended for at least one day. 100% of SED students were suspended at least one day. Support plans including individual 1:1 support for at least half of the day as well as strategies to teach self-regulation with staff are also apart of the student rehabilitation program to deter suspendable offenses.

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.

Based on population, the only area reflected on the Dashboard is suspensions.

Other Needs

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

More than 80% of suspended students are students with IEPs. To address this, CDS is continually examining data including time of day, function of the behavior, context, antecedents, family context, and medication or other factors impacting student behaviors. The site continually uses restorative practices and offers students repeated opportunities with support to model school appropriate behavior to repair harm caused to the community at CDS.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Santa Clara Community Day 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 Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	%	10%	11.11%		1	
Asian	5.88%	0%	%	1	0	
Filipino	5.88%	10%	%	1	1	
Hispanic/Latino	76.47%	70%	77.78%	13	7	10
Pacific Islander	%	0%	%		0	
White	11.76%	0%	%	2	0	
Multiple/No Response	%	10%	11.11%		1	
Total Enrollment				17	10	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 8	4	3	6
Grade 9	3		
Grade 10	2	2	2
Grade 11	5	3	1
Grade 12	3	2	1
Total Enrollment	17	10	10

Conclusions based on this data:

1. At 77.78%, the majority of our students identify as Hispanic/Latino.
2. Most of our students in high school tend to be in grade 10.
3. Most of our students in middle school tend to be in grade 8.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	6	4	3	50.00%	35.3%	40.0%
Fluent English Proficient (FEP)	4	2	3	33.30%	23.5%	40.0%
Reclassified Fluent English Proficient (RFEP)	3	2	3	0.0%	17.6%	33.3%

Conclusions based on this data:

1. Forty- percent of our students are English Learners.
2. Our population of EL students has increased over the last year.
3. sixty-percent of students are language learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	4	*	*	*	*	*	*	*	*			
Grade 8	4	4	*	4	*	*	4	*	*	100.0		
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	11	8	7	10	5	7	10	5	7	90.9	62.5	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. More than 75% of students have a history of truancy and/or are credit deficient. This is a contributing factor to their CAASPP scores indicating that they are three or more levels below grade. Gaps in student learning reflect missed content required for the assessment. This data reflects the at-risk nature of CDS students.
2. 100% of enrolled students were tested, an increase from 62.5% the year prior.
3. There is no academic data to analyze, given the small population of our students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	4	*	*	*	*	*	*	*	*			
Grade 8	4	5	*	4	*	*	4	*	*	100.0	100.0	
Grade 11	*	*	*	*	0	*	*	0	*		100.00	
All Grades	11	9	7	10	*	6	10	*	6	90.9		85.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Over 75% of CDS students have a history of truancy and/or are credit deficient. Student scores generally reflect below standard as students have missed the grade -level content required for the assessment. This data reflects the at -risk nature of our students.
2. More than 85% of enrolled students have test results from previous sites or from CDS.
3. No academic data to analyze from last two school years due to our small population size.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*	
All Grades										3	4	4

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
2. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
3. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
9	66.7%	33.3%	0.0%
Total Number of Students enrolled in Santa Clara Community Day 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	33.3%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	6	66.7%
Students with Disabilities	2	22.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	11.1%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	7	77.8%
Two or More Races	1	11.1%
Pacific Islander	0	0.0%
White	0	0.0%

Conclusions based on this data:

- 67% of our students are Socioeconomically Disadvantaged and at least 50% have IEPs.

2. At least 40% face multiple barriers including SED, homelessness, and/or they are English Language Learners,
3. At least 50% of HS have IEPs and at least 20% of MS students qualify for an Individualized Educational Plan (IEP)

School and Student Performance Data

Overall Performance

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

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  No Performance Color
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
English Learner Progress  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
2. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
3. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.

School and Student Performance Data

Academic Performance English Language Arts

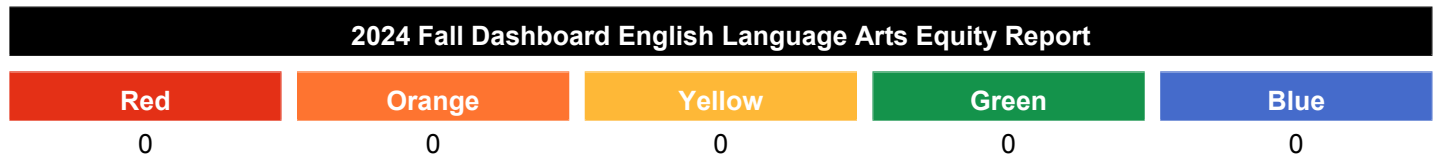
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color Less than 11 Students 0 Students	English Learners  No Performance Color Less than 11 Students 0 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students 0 Students

Students with Disabilities  No Performance Color Less than 11 Students 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Less than 11 Students 0 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 0 Students

Conclusions based on this data:

1. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
2. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
3. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.

School and Student Performance Data

Academic Performance Mathematics

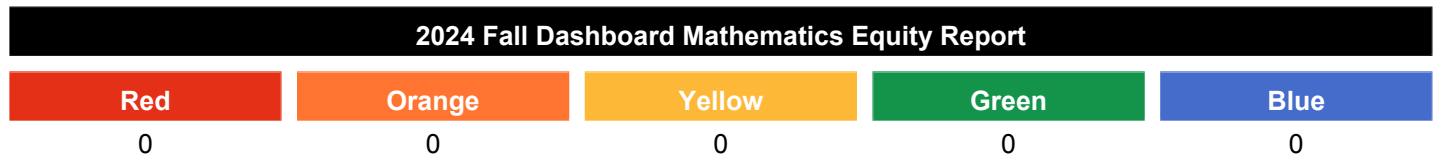
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color Less than 11 Students 1 Student	English Learners  No Performance Color Less than 11 Students 0 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students 1 Student

Students with Disabilities  No Performance Color Less than 11 Students 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Less than 11 Students 1 Student
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 0 Students

Conclusions based on this data:

1. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
2. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
3. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.

School and Student Performance Data

Academic Performance English Learner Progress

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

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 1 Student	 No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

- Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
- Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
- Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.

School and Student Performance Data

Academic Performance College/Career Report

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

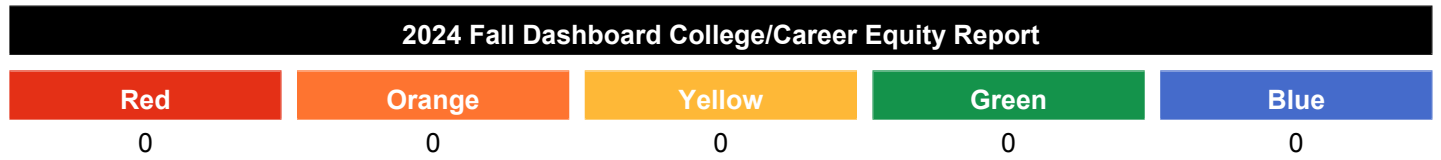
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  No Performance Color Less than 11 Students 0 4 Students	English Learners  No Performance Color Less than 11 Students 0 3 Students	Long-Term English Learners  No Performance Color Less than 11 Students 0 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students 0 4 Students

Students with Disabilities  No Performance Color Less than 11 Students 0 2 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Less than 11 Students 0 4 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
2. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
3. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	English Learners  No Performance Color 0 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

Students with Disabilities  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
2. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
3. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.

School and Student Performance Data

Academic Engagement Graduation Rate

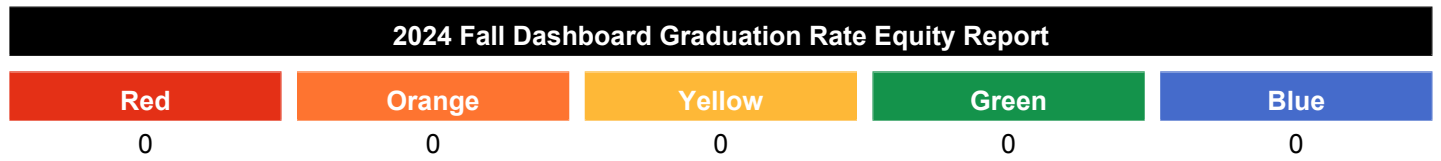
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	English Learners No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Long-Term English Learners No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

Students with Disabilities  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
2. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.
3. Dashboard data is unavailable to evaluate, given the small and inconsistent size of the CDS population.

School and Student Performance Data

Conditions & Climate Suspension Rate

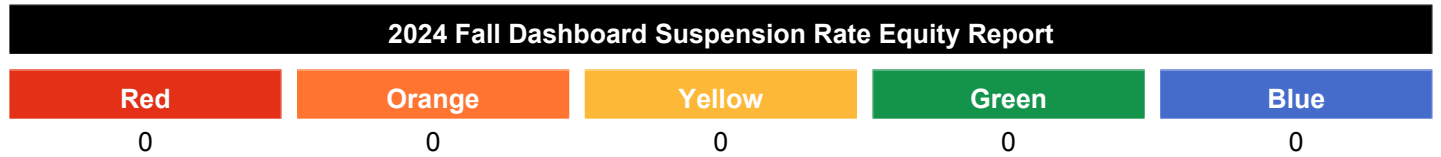
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  No Performance Color 32.1% suspended at least one day Increased 3.6% 28 Students	English Learners  No Performance Color 8.3% suspended at least one day 12 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 100% suspended at least one day Declined 1.3% 20 Students

Students with Disabilities  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 32% suspended at least one day Declined 3% 25 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student

Conclusions based on this data:

1. Our suspension rate increased by 3.6% and the overall rate of suspension is at least 32.1% and most of the suspended students were students with IEPs. We worked with resource to ensure that students received a referral for a B.I.P. as well as connecting families with additional counseling services.
2. 32% of Suspensions were students from a Latino background, and CDS is providing additional targeted interventions for students at-risk of suspensions by evaluating behavior scorecards and teaching students proactive strategies.
3. Based on the high suspension rates for students with IEPs, the site will proactively track escalations in behaviors and work with the resource teacher on ensuring students have B.I.P.s and/or other appropriate accommodations or supports.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

College and Career Readiness

Historically underserved students will increase their knowledge and familiarity of college programs, internships and apprenticeship opportunities available to students upon graduation in/near the community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.

All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Identified Need

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

Dashboard data reveals that suspension rates are in the red with a percentage of 32.1%; hence, increasing student skill in reading and writing through intensive intervention and support will increase competency as measured by the iReady Assessments, teacher feedback, and in class assessments and increase student college-career readiness.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students participating in pull-out intervention for reading and writing.	13% of students received pull-out intervention for reading and writing.	At least 30% of students will receive pull-out interventions for reading and writing.
Percent of students increasing their effort and participation ("time-on-task") by at least 50%, as measured by the time it took to complete tasks on iReady and CAASPP assessments.	60% of students increased their effort and participation ("time-on-task") by at least 50%.	80% of students increased their effort and participation by at least 50% as measured by the time it took to complete tasks on iReady and CAASPP assessments.
Percent of students increasing their writing fluency as measured by the pre & post writing assessments administered by ELA teachers.	44% of students increased their writing fluency as measured by the pre & post writing assessments administered by ELA teachers.	70% of students increased their writing fluency as measured by the pre & post writing assessments administered by ELA teachers.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Through the Hip-Hop Academy, students (specifically ELs and other vulnerable students) will engage in in-depth targeted writing instruction to improve student analysis of complex texts, ability to respond to a prompt-based task using the constructed-response framework, and language development through culturally relevant content in order to improve student reading and writing competencies and to increase student college/career readiness. (Approved by SSC 9/19/24).	All students and primarily EL students.	4,634 Targeted Allocation 5000-5999: Services And Other Operating Expenditures 4,694.62 for the Hip-Hop academy to improve EL student reading, writing competency and to increase college career readiness. (Approved on 9/19/2024).

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Students struggle with writing and academic confidence which is a result of chronic truancy, compounded time of missed content covered in class, and skill in reading and writing. The pull-out intervention time increased student confidence by targeting skill building in reading fluency and writing competency. Students are provided with interventions 2-3x a week, and students are required to re-test if they complete the assessments too quickly. The hip-hop program helped with student engagement while providing students with reading, writing, and analysis skill training. Students demonstrated engagement by participating in the writing for the course. Student "time-on-task" for the iReady assessments increased significantly, resulting in student's scoring 3 or more grade levels above their initial iReady assessments. Similarly, on CAASPP interim assessments, student scores increased by 3 grade levels. Together, these results lead to a 60 percentage point increase in the percent of students who increased their effort and participation ("time-on-task") by at least 50%.

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

We fully implemented the program with the exception of disruptions to continuity as a result of student truancy or suspensions.

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.

There were no changes made to this goal, but we continually struggled with fidelity as a result of student truancy or behavioral impediments.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student Engagement

School Goal : Student Success

Improve means and methods of engaging students and parents in existing support services and increase student participation in those services that build emotional, social and academic strength. Increase student progress towards graduation through coordinated and effective academic and social-emotional support systems and through small group instruction for recovery.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Identified Need

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

Historically, CDS students have a history of mental illness or challenges with school-appropriate behaviors as the current suspension rate is 32.1%.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students receiving mental health services.	30% of students are receiving mental health services at least once a week in the Fall of 2024.	At least 80% of students will check-in with the Wellness Coordinator at least once a week by Spring 2025.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide additional Wellness services to students by increasing time on campus checking in with students. (Approved by SCC 9/19/24).	All students	0 None Specified
1.2			

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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our Wellness Coordinator only works part time. She agreed to offer additional hours checking in and building rapport with students so that we could increase their mental health services. Initially in the Fall, some students expressed resistance, and with time, they increased their willingness to check-in with the Wellness Coordinator at least once a week.

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

The intended implementation revealed to be effective and the strategy of the Wellness Coordinator building rapport helped support our goal of increasing students receiving mental health counseling.

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.

There were no changes made to this goal, however, the need for more support as student needs exceeded the Wellness Coordinator's capacity at part-time. Next year, the site will receive a part-time social worker to support students and their mental health.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Equity Multiplier Goal

By May 2027, Santa Clara Community Day will have reduced our schoolwide suspension rate by engaging staff in professional learning opportunities geared towards creating a school climate and educational experiences that prevent or deescalate concerning behaviors throughout the day. Staff will examine alternative approaches to the structure of our classrooms and campus in order to identify triggering situations that increase the likelihood of concerning student behavior. Santa Clara Community Day's primary focus will be on improved outcomes under State Priority 6: School Climate (engagement), however an additional focus will be on State Priority 4: Pupil Achievement (Pupil Outcomes). Although the population of students tested on state assessments is too small to generate a performance outcome on the dashboard, 100% of referred students score 2-3 levels below their current grade level on iReady and CAASPP interim Assessments. As such, engaging with academic content can often be a frustrating experience for our students that may lead to behaviors that result in suspension. Student opportunities that interrupt these associations will be explored and subsequent resources will be appropriately allocated.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal # 5

Identified Need

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

CA School Dashboard data reveals that the current suspension rates at Santa Clara Community Day (SCCD) are at 32%. Given the composition of Community Day's enrollment, a 32% suspension rate disproportionately impacts students from historically underserved student groups (i.e. Economically Disadvantaged, Students with Disabilities (IEP), and those identifying as Latino). As an alternative school, students attending community day have been referred to the site after exhibiting a trend of behavioral challenges within the district's comprehensive schools. As such, improving outcomes for students historically at risk for suspensions requires a proactive and multi-faceted approach focused on prevention, intervention, and academic support.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of student respondents selecting "Agree" or "Strongly Agree" that at least one of the listed proactive practices/strategies was helpful, as measured by the CDS student support survey.	Baseline to be calculated in Spring 2025 and to be compared in Spring 2026.	70% of student respondents selecting "Agree" or "Strongly Agree" that at least one of the listed proactive/strategies was helpful as measured by the CDS student support survey.
Percent of students receiving pull-out intervention in reading/writing and/or math achievement.	Baseline will be set at the end of the 2024-25 school year. Spring 2024 to be compared to Spring 2025.	70% of students will receive pull-out intervention.
Percent of students with an IEP who are "At-Risk" for suspension and meeting their individual goals at least 80% of the	Baseline to be calculated in Spring 2025 and compared to Spring 2026.	70% of students with an IEP who are at-risk for suspensions will meet their goal at least 80% of the time.

time, as measured through the "Eagle Scorecard".

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Pay for a substitute to provide 1:1 support to teach and reteach proactive strategies in order to proactively decrease suspensions. Approved 3/13/25.	Historically underserved students (Latinos, SWD, SED).	2,500 Equity Multiplier 1000-1999: Certificated Personnel Salaries
1.2	Site TOSA will provide support an extra day a week to provide interventions in reading/writing, math to deter task avoidance and an escalation in behavior resulting in suspensions. Approved 5/5/25	Historically underserved students (Latinos, SWD, SED).	10,035 Equity Multiplier 1000-1999: Certificated Personnel Salaries
1.3	Professional development on restorative practice and engagement strategies to increase staff proficiency in disrupting suspension patterns.	Historically underserved students (Latinos, SWD, SED).	12,000 Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures
1.4	Real Talk will provide students with sessions that address healthy life choices and chemical dependency in order to equip students with more proactive strategies that will reduce suspensions.	Historically underserved students (Latinos, SWD, SED).	14,000 Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures
1.5	Students will receive additional support through the site TOSA including analyzing scorecard data, reviewing classroom expectations, and a needs assessment weekly to proactively increase student use of strategies in order to disrupt patterns of disciplines that result in suspensions.		12,000 Equity Multiplier 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

N/A (New LCAP/SPSA Goal)

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

N/A (New LCAP/SPSA 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.

N/A (New LCAP/SPSA Goal)

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$55,169.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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 (\$)
Equity Multiplier	\$50,535.00
None Specified	\$0.00
Targeted Allocation	\$4,634.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$55,169.00

Total of federal, state, and/or local funds for this school: \$55,169.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	4,634	0.00
Equity Multiplier	50,535	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	50,535.00
None Specified	0.00
Targeted Allocation	4,634.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,535.00
5000-5999: Services And Other Operating Expenditures	4,634.00
5800: Professional/Consulting Services And Operating Expenditures	26,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity Multiplier	24,535.00
5800: Professional/Consulting Services And Operating Expenditures	Equity Multiplier	26,000.00
	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	4,634.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
4,634.00
0.00
50,535.00

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

Name of Members	Role
Amleset Manning	Principal
Louie Bustos	Other School Staff
Carrie Arcoleo	Classroom Teacher
Annette Brown	Parent or Community Member
Karla Roman	Secondary Student
Maritza Meraz	Other School Staff

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
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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 4/13/25.

Attested:



Principal, Alma Manning on 4/23/25



SSC Chairperson, Carrie Arcoleo on 4/23/25
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