



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Prospect Community Day School	34673303430667	April 29, 2025	August 14, 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 School Site 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 Prospect Community Day School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement
- Title I, Targeted Assistance School (TSI)
- Learning recovery
- Equity multiplier

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

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Plan Description

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

This plan is being used by Prospect Community Day School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement
- Title I, Targeted Assistance School (TSI)
- Learning recovery
- Equity multiplier

We will implement the plan with fidelity and ensure that our goals are tightly aligned with the new district Local Control and Accountability Plan (LCAP). We will make our expectations very clear and execute those expectations with consistency and compassion. Students will have to continue to adjust to being students in a school building again. We are also trying creative new ways to engage all students and keep them connected to the school, by providing intervention to strengthen their academic skills.

Analysis of Current Instructional Program Prospect Community Day School has embraced a Community School model for how we approach student learning and emotional wellness. Pillar 2 focuses on culturally responsive instructional practices during the school day and in extended learning opportunities. We are committed to productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.

Staffing and Professional Development Prospect Community Day School provides professional development focused on creating the conditions for learning for all students. FCUSD has committed to the California Community Schools Framework and has developed four equity questions that focus our actions to accelerate learning outcomes for our low-income, English Learner/Emergent Bilingual, students with learning disabilities and our Black youth to ensure that they are benefitting from culturally responsive tier 1 instruction and interventions. Our staff has received Professional Development in Whole Child Design through Turnaround for Children and understanding the brain science of accelerated learning. Our district has also committed to ongoing PD in Behavior Rtl to create a restorative and instructional response to student behavior. FCUSD has a longstanding commitment to Social Emotional Learning and embraces the CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making, and we teach all students these specific skills through tier 1 instruction using the Second Step/Base Education curriculum.

Parental Involvement Our school has begun to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students' learning, retaining, and applying knowledge. This is done by understanding the Science of Learning Development and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe on our campuses. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home.

Resource Inequities Resource inequities are persistent in communities throughout our nation based on family income level and access to health and mental health supports, stable housing, and employment. These systemic challenges disproportionately impact many of our English Learners, low-income and Black families. The Community Schools effort will bring community partnerships to our schools to remove barriers in access to physical and mental health services, tutoring, mentoring, access to basic services like food, clothing, and housing is focused on reducing these challenges to create stability in our attendance, enrollment and allow students minds to be focused on learning and growing as part of our school community.

School Vision and Mission

The primary focus of the Prospect Community Day program is to provide a safe and comprehensive day program that enhances personal responsibility and educational growth. We aim to help them return to their comprehensive sites by making reviews. This requires them to have 95% attendance, a 2.0 GPA with no F's, and positive behavior. We want them to gain the skills to be successful when they do return thus avoiding being placed back at Prospect. We are always trying creative new ways to engage all students and keep them connected to the school.

Be Positive

- * I will keep my hands and feet to myself and avoid play fighting at all times.
- * I will use school appropriate language and gestures with everyone.
- * I will treat others with respect.
- * I will dress appropriately and follow the dress code.
- * I will follow staff directions the first time they are given and follow all school rules.

Be Present

- * I understand I need to have good attendance, grades, and behavior to make reviews and I commit to doing so.
- * I will arrive at school on time and to each class on time every day.
- * I will turn my phone into the office staff at the beginning of every day to avoid being distracted.
- * I will come to school with an open mind and a clear head.

Be Productive

- * I accept that my choices have consequences, good and bad, and I will not blame others for those consequences.
- * I will own my role in making reviews. I must have excellent attendance, positive behavior, and good grades (2.0, no F's.)
- * I will be the best student I can be by taking responsibility for my education.
- * I will continue to be successful when I return to my school by continuing to practice these Prospect expectations.

School & Community Profile

The Prospect Community Day School (PCDS) Program is designed to help students in grades 7-12 be successful. Our student enrollment changes weekly as Attendance and Due Process places students at Prospect. We average approximately 45 students.

The goals of the program are to develop the following: 1) Improved behavioral and social skills; 2) Improved work habits, 3) Improved academic skills. The PCDS Program endeavors to teach students how to do things for themselves, rather than being dependent on others. Students learn to self-advocate for his or her own needs. An important challenge is to have the students accept responsibility for their own actions. The program consists of a seven-period day. Students may receive one-on-one help and work independently or in small groups.

Four general education classroom teachers, one career technical education teacher, one Special Education teacher, and one teaching assistant make up the teaching staff. The support staff services consist of one administrative assistant, one registrar, and a nurse who comes one afternoon a week. A psychologist is also available two days per week, a counselor is on site five days a week, a marriage family therapist is available five days a week, and three behavior support aides support teachers in the classrooms five days a week. A campus monitor is on site five days a week and a speech/language pathologist is available as needed. A head custodian and afternoon custodian help to keep things in running order.

The District Workability Program assists our special education students. We also have partnerships with local military recruiters and Folsom Lake College, part of the Los Rios Community College District. These are very valuable resources for the students.

Our staff has worked hard this year to develop a strong academic curriculum. Our math curriculum is aligned with the common core standards adopted by Folsom Cordova Unified School District and the California Department of Education. Teachers in other core curricular areas are working with the district lead teachers to incorporate common core approaches to their respective subjects. Our students have access to a computer lab/multimedia center. All students have access to Chromebooks to further support their technological classroom needs.

We continue to work on expanding our Physical Education program, but our facility is limited. In addition to our physical education course, we are receiving funding for field trips, and incentive rewards for students with excellent attendance and good behavior. Focusing on our school climate and Positive Behavior Interventions and Support (PBIS) programs.

Our staff has hosted a back-to-school night so that parents and staff can discuss program expectations. We feel that a strong partnership between parents and our staff can help our students get back to a comprehensive school and progress toward graduation. Attendance is very low.

Our goals this year: We are working on transforming the program to truly prepare students to "make review" and return and STAY at their home schools. This will require healing-centered practices, clear and implemented expectations, and a transition team approach when they do return to their home school. Our youth need to have the ability to address life's moral and ethical problems and make informed decisions.

Educational Partner Involvement

How, when, and with whom did Prospect 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

Staff, students, and parents are involved in the creation of this School Plan for Student Achievement (SPSA) through parent and student surveys, site council meetings, and site Professional Learning Communities (PLC) meetings. The first site council meeting will take place in mid-August. Parent surveys will be distributed online. Student Surveys will be distributed online in August 2024. Staff will review and give input at multiple staff meetings in September and October.

2024-2025 SPSA Dates: 9/24/224, 11/19/24, 3/5/25, 4/29/25

2024-2025 ELAC Dates: 9/24/224, 11/19/24, 3/5/25, 4/29/25

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.

Prospect Community Day School struggles with tracking the progress made by students as they are only present for a semester. We currently do not have full-time Math or English teachers. This prohibits us from offering the interventions our students need. We also lack the full-time employment (FTE) to offer many electives that students would benefit from. Prospect Community Day School is low performance in all areas. It is difficult to track positive progress as students stay for a short time. Prospect Community Day School will address the objectives to target and support improvement in the low performance of the SPSA.

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.

Suspension rate is in the orange, The other categories are of no color due to small population. We know through our own data that math; English and chronic Absenteeism is a concern. We know how ever that our students are underperforming and at least two or more grade levels behind. They need support in ELA and Math.

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.

Socioeconomically disadvantaged students are in the orange for suspensions. Most of our groups do not show up due to lack of number students. We continue to look to engage students and support both socially and emotionally. All students need academic support. Working to improve the student's academics, behaviors and social emotional learning are crucial to the students returning to their home campuses.

Other Needs

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

Social emotional learning is a need for our students. This will be a focus for next year. Along with academic support. We are working as a professional learning community to improve student outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Prospect 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%	2.94%	0	0	1
African American	53.85%	21.74%	38.24%	7	5	13
Asian	%	0%	%	0	0	
Filipino	%	0%	%	0	0	
Hispanic/Latino	15.38%	30.43%	35.29%	2	7	12
Pacific Islander	%	4.35%	%	0	1	
White	7.69%	8.7%	14.71%	1	2	5
Multiple/No Response	15.38%	34.78%	8.82%	2	8	3
Total Enrollment				13	23	34

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7		6	3
Grade 8	6	5	9
Grade 9	4	6	5
Grade 10	1	3	9
Grade 11	1	2	7
Grade 12	1	1	1
Total Enrollment	13	23	34

Conclusions based on this data:

1. The demographics at Prospect do not represent the overall demographics of Folsom Cordova Unified School District (FCUSD) or even the schools in Rancho Cordova.
2. PCDS has a high number of African American and Hispanic students enrolled.
3. 87% of our students qualify for free and reduced lunch.

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	1	3	4	4.5%	7.7%	11.8%
Fluent English Proficient (FEP)	1	1	3	13.6%	7.7%	8.8%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. 13% of our students are English Learner (EL) so we must continue to develop supports for language acquisition as many of our students are language deprived.
2. We saw an increase in EL students this year that needed additional supports.

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	8	14	9	*	12	9	*	12	9		85.7	100
Grade 8	13	7	8	9	5	6	9	5	6	69.2	71.4	75
Grade 11	*	*	8	0	*	5	0	*	5			62.5
All Grades	22	23	25	11	19	20	11	19	20	50.0	82.6	80

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	*	2377.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	9.09	0.00	5.00	90.91	100.0	95.00

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. Almost all students are two or more grade levels behind.
2. Student's behaviors are a symptom to students lack of academic success. We will continue to focus on both so students will make progress on their goals.
3. PCDS needs to find ways to support 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	8	14	9	4	12	9	4	12	9	50.0	85.7	100
Grade 8	13	7	8	7	4	6	7	4	6	53.8	57.1	75
Grade 11	*	*	8	0	*	6	0	*	6			75
All Grades	22	23	25	11	18	21	11	18	21	50.0	78.3	84

* 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	*	2328.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0

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. Students need more intervention to increase scores.
2. Students are two or more grade levels behind and need the extra support.
3. The behaviors students are displaying are interfering with their academic progress.

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
7	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										4	4	6

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
7	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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
7	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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
7	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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
7	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
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
7	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
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
7	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
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
7	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. The number of EL students has increased at our site. We still have room to provide support.
2. Students need additional time and resources to experience school success.

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
34	88.2%	11.8%	2.9%
Total Number of Students enrolled in Prospect 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	4	11.8%
Foster Youth	1	2.9%
Homeless	5	14.7%
Socioeconomically Disadvantaged	30	88.2%
Students with Disabilities	12	35.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	38.2%
American Indian	1	2.9%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	12	35.3%
Two or More Races	3	8.8%
Pacific Islander	0	0.0%
White	5	14.7%

Conclusions based on this data:

1. PCDS has a population that does not mirror those of other sites. Many of them also have experienced trauma in their lives.

2. Our population is ever-changing as we get multiple new enrollees every Monday.
3. PCDS has a higher increase in homeless students and Students with Disabilities.

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	Chronic Absenteeism  No Performance Color	Suspension Rate  Red
Mathematics  No Performance Color		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Our students perform very poorly on standardized tests.
2. PCDS continues down our path of "Don't Suspend me" curriculum to support our students staying on campus. We have moved from red to orange.

3. Majority of our suspensions were off the campus but to and from school involving fights. we are actively working with the community to create.

School and Student Performance Data

Academic Performance English Language Arts

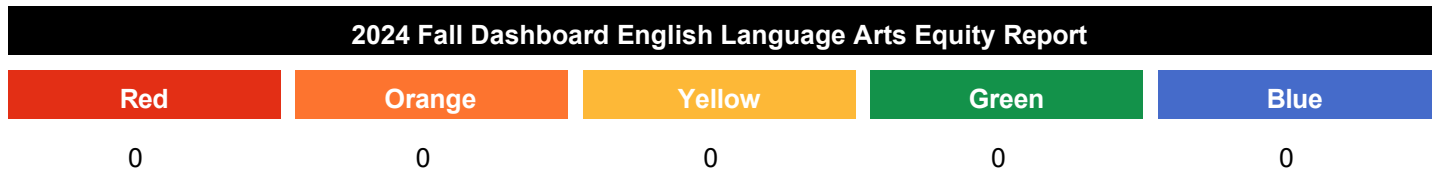
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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









This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students</p> <p>9 Students</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color 0 Students</p>	<p>Homeless</p> <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students</p> <p>7 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. Our student population does not mirror the district population so additional resources should be invested into giving that access to experiences and using relevant materials.
2. Our students are two or more grade levels behind and need intervention.
3. The data is not shown due to a less than number of students needed to show data. However, we know that our students need more support in ELA.

School and Student Performance Data

Academic Performance Mathematics

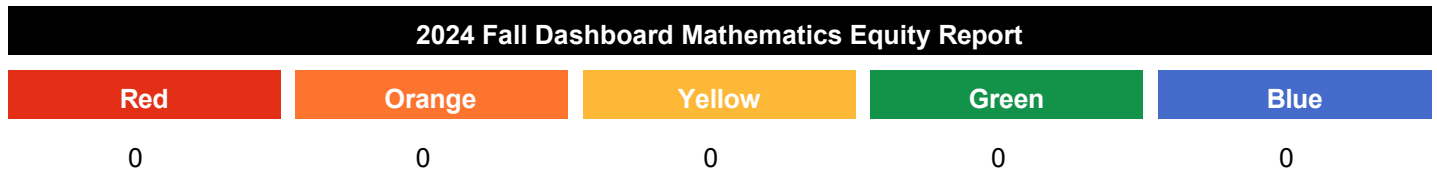
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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











This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students</p> <p>8 Students</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color 0 Students</p>	<p>Homeless</p> <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students</p> <p>6 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. Our student population does not mirror the district population so additional resources should be invested into giving that access to experiences and using relevant materials.
2. IM1 is the area in which our students struggle the most.
3. Math had the highest number of students struggling to find success.

School and Student Performance Data

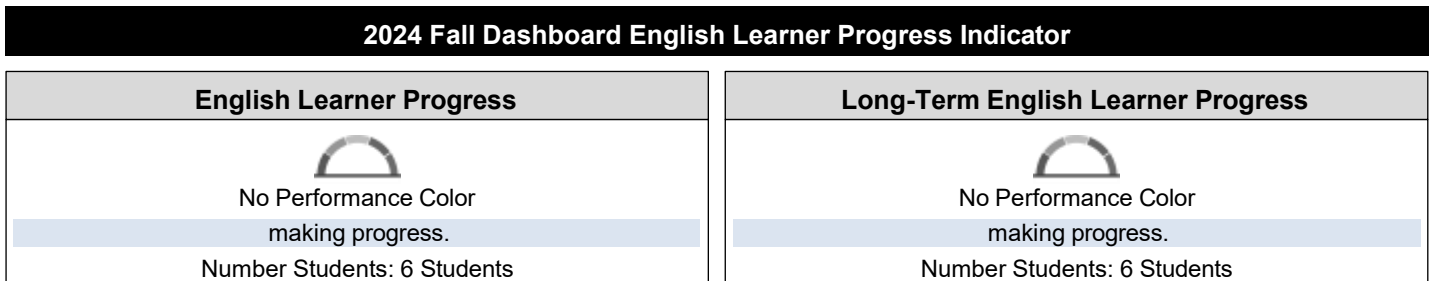
Academic Performance English Learner Progress

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

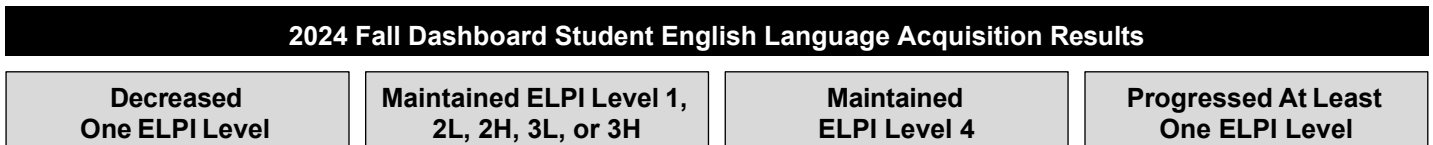
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



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.



Conclusions based on this data:

1. EL students are not being reclassified at an acceptable rate. Data unavailable on the dashboard. Less than 11 students-data not displayed for privacy.
2. PCDS has had an increase in EL students this last year. Adding a BIA to support students in class to support.
3. All teachers had the opportunity to get BeGlad trained as well.

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.

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











This section provides number of student groups in each level.



This section provides 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	English Learners	Long-Term English Learners
 No Performance Color 84.6% Chronically Absent Increased 20.1 26 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	 No Performance Color 82.6% Chronically Absent Increased 17.2 23 Students

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students</p>

Conclusions based on this data:

1. The absenteeism rate is high at Prospect, but this attendance is directly related to making review.
2. PCDS saw a decline in chronically absent. However, we have a long way to go.
3. The High School students struggle more with attendance than the Middle school students.

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.

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. NA-students do not graduate from Prospect

School and Student Performance Data

Conditions & Climate Suspension Rate

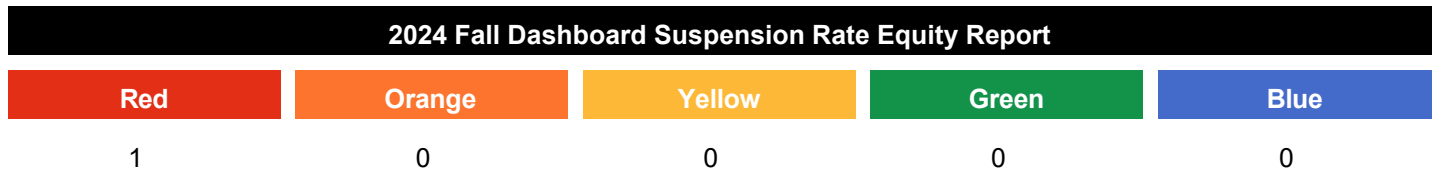
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>45.1% suspended at least one day</p> <p>Increased 10.9%</p> <p>71 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>45.5% suspended at least one day</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>41.9% suspended at least one day</p> <p>Increased 4.6%</p> <p>62 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>45.5% suspended at least one day</p> <p>Increased 4.5%</p> <p>22 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>47.6% suspended at least one day</p> <p>Increased 21.3%</p> <p>21 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>50% suspended at least one day</p> <p>Declined 7.7%</p> <p>28 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>33.3% suspended at least one day</p> <p>Increased 2.6%</p> <p>12 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. Prospect is a school focused on behaviors and PBIS. We are investing in a restorative specialist to further decrease suspensions.
2. The majority of suspensions occurred to and from school. Fights and drugs tend to be the two largest areas.
3. We saw some decline in multiple areas but also an increase in our students with disabilities.

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.

Ensure all students are reading at grade level and showing early growth.

Goal 1 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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.

Students come to Prospect usually working below grade level. We must ensure they are making yearly progress so they can return to their home schools and be successful.

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
California Assessment of Student Performance and Progress (CAASPP) data	Below standards	Fewer students returning to Prospect because they are better prepared academically
edmentum or Renaissance in English and Math		
Formative and summative assessments		

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		All students	

1.2	Bring in approved and appropriate guest speakers to engage with our students and help them to think about their future.	All students.	10000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Partner with guest speakers to inspire students, bring in presenters and other areas to support students.
1.3			None Specified

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.

PCDS struggles to find an effective way to track student progress. We pre and post data for more accurate tracking of student progress. As students leave throughout the year.

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

PCDS engaged students in activities to connect back to school. We saw some growth in attendance and those students then moved on to their homeschool. The transitional nature of the school means our needs change more frequently.

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.

This year we are focused on brining motivational and engagement presentations to the students. To support and connect school, learning to careers and college.

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.

Increase parent and student engagement.

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5, and 6).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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.

Student connectedness is critical to overall school performance, and for Prospect students, it can be the difference in making review and moving back to their home school. Most of the students at Prospect have never felt connected to their schools.

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
Attendance Rates	Increase attendance rates to approach district goal of 96% positive attendance.	More students making review
Suspension and expulsion rates		Fewer students returning to Prospect after already attending in the past
Parent and student surveys	More connection and trust of staff.	Less suspensions, higher standards mastery
Percentage of students returning to their comprehensive site		

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	Community Day teacher	All Students	21808 Equity Multiplier 1000-1999: Certificated Personnel Salaries Teacher salary 6659 Equity Multiplier 3000-3999: Employee Benefits Employee benefits
2.2	Extra time for classified employees for parent outreach and student engagement	All students	2500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries extra-time BIAs 1000 LCFF - Supplemental 3000-3999: Employee Benefits Benefits

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.

We saw increase in family support. We are providing more meetings and interventions to families.

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

We used our resources to support overall student outcomes. We have found that it is difficult for us to effectively track outcomes beyond making review to return to home school site.

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.

We are looking to support families and student outcomes by funding extra support for outreach.

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.

Provide all students access to high quality instruction and strategies that improve behavior.

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

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.

Our students deserve access to highly trained teachers who are utilizing best practices. This requires appropriate professional development and release time to visit other classrooms and seek professional development.

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
Review completion rates		More students making reviews and being successful at their home school.
Professional development completed by staff and faculty.	PLC, curriculum, district offered department standard team trainings, Work with behaviorist	More robust curriculum resulting in higher student achievement and decrease in negative student behaviors.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Access to .2 FTE Art teacher	all students	18932 Equity Multiplier 1000-1999: Certificated Personnel Salaries .2 FTE Art teacher

			4179 Equity Multiplier 3000-3999: Employee Benefits Employee benefits
3.2	Release time for teachers to work on plc		Equity Multiplier 1000-1999: Certificated Personnel Salaries Subs for release time

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.

We had mixed results, some students experienced growth over the year and was successful. Others we were not successful in creating the behavior changes needed for high outcomes.

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

We used this money to support changes in student outcomes. Due to personnel shortages not, sure we were effective in the way we wanted to see in student outcomes.

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.

A major focus is student outcomes. We are focusing and changing our system to support student achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Access to curriculum that is aligned to the state standards.

Goal 4 - All students will receive equitable instruction from highly qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

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.

Students at Prospect have had challenging academic careers but deserve access to core curriculum and best practices, delivered by qualified teachers.

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
English Language Proficiency Assessment (ELPAC) data		More students making reviews and returning and staying at their home schools
Healthy kids survey results	Previous year's data	
Attendance rates		

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
4.1	Provide students with materials and supplies needed to access the materials. Provide high interest reading materials for struggling readers.	All students	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies

			<p>Title I 5000-5999: Services And Other Operating Expenditures Postage 4545</p> <p>Title I 4000-4999: Books And Supplies Books, Supplies, postage and ink</p>
4.2	Provide students with access to all Science experiences available for High school students.	All Students	<p>Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries .2 Science Teacher</p> <p>Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Employee Benefits</p>
4.3	Activity fees	All students	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures activity fees
4.4	Extra-time health assistant	All students, grades 7-12.	<p>2607 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra hour for BSA's and or MHIA/instructional Aid time 1031</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits employee benefits</p>
4.5	Release time for teachers to work on PLC	all students	<p>4000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries subs for release time 1000</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits employee benefits</p>
4.6	Supplies	all students	Title I 4000-4999: Books And Supplies
4.7	Field trip transportation	all students	<p>1500 LCFF - Supplemental</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The extra Science period supported our high school students in full filling their graduation requirements. We felt that more students experienced success and will continue to head down this path.

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

no differences. We felt that this was achieved the outcomes we were looking for.

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.

We are focusing more on the Professional learning teams to support student outcomes. We are looking to increase our CAASP scores in ELA, Math and Science

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Equity multiplier fund

The equity multiplier funds will support us in improving student outcome.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity Multiplier: By 2027 at each of the four (4) schools (Cordova Gardens Elementary (CGE), Cordova Meadows Elementary (CME), Kinney High School (KHS), and Prospect Community Day School (PCDS) each Very Low performing student group on the 2023 California School Dashboard, the

5.03 - Graduation rate will improve by 10 percent (PCDS)

5.04 - SBAC ELA Distance From Met will improve by 10 scale score points (PCDS)

5.06 - SBAC Math Distance From Met will improve by 10 scale score points (PCDS)

5.07 - Suspension rate will improve by 5% (PCDS)

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.

Indicators from dashboard and match the comprehensive needs page.

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

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
5.1	Restorative Specialist	all students	19098 Equity Multiplier 2000-2999: Classified Personnel Salaries Salary 7438 Equity Multiplier 3000-3999: Employee Benefits Employee benefits
5.2	Release time for teacher's PLC.	all students	1000-1999: Certificated Personnel Salaries

			subs 3000-3999: Employee Benefits employee benefits
5.3		All Students	Equity Multiplier 7000-7439: Other Outgo indirect cost
5.4	CTE supplies for welding and culinary	all students	Equity Multiplier 4000-4999: Books And Supplies supplies, food, consumable
5.5	Extra time for behavior support to BSA's and IA	all students	2000-2999: Classified Personnel Salaries Extra hour for BSA's and or IA/instructional Aid time 3000-3999: Employee Benefits employee benefits
5.6	Indirects		3030 Equity Multiplier 7000-7439: Other Outgo Indirects Equity Multiplier 3000-3999: Employee Benefits

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

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

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.

We are looking at increasing our student's opportunities with access to electives and CTE offerings.

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	\$109,327.00
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 (\$)
Title I	\$4,545.00

Subtotal of additional federal funds included for this school: \$4,545.00

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

State or Local Programs	Allocation (\$)
Equity Multiplier	\$81,144.00
LCFF - Supplemental	\$23,638.00

Subtotal of state or local funds included for this school: \$104,782.00

Total of federal, state, and/or local funds for this school: \$109,327.00

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
Title I	4545	0.00
LCFF - Supplemental	23,638	0.00
Equity Multiplier	81,144	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	81,144.00
LCFF - Supplemental	23,638.00
Title I	4,545.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,740.00
2000-2999: Classified Personnel Salaries	24,205.00
3000-3999: Employee Benefits	21,307.00
4000-4999: Books And Supplies	4,545.00
5700-5799: Transfers Of Direct Costs	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00
7000-7439: Other Outgo	3,030.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity Multiplier	40,740.00

2000-2999: Classified Personnel Salaries	Equity Multiplier	19,098.00
3000-3999: Employee Benefits	Equity Multiplier	18,276.00
7000-7439: Other Outgo	Equity Multiplier	3,030.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,107.00
3000-3999: Employee Benefits	LCFF - Supplemental	3,031.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,000.00
4000-4999: Books And Supplies	Title I	4,545.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,000.00
Goal 2	31,967.00
Goal 3	23,111.00
Goal 4	14,683.00
Goal 5	29,566.00

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

Name of Members	Role
Chris Anderson	Other School Staff
Allen Sims	Principal
Janie Munson	Classroom Teacher
Ellen Chrismer	Classroom Teacher
Sebastian Acosta Ceballos	Secondary Student
Erika Ceballos	Parent or Community Member
Lauren Jarquin-Ruiz	Secondary Student
Cristian Regina Ruiz Grijalva	Parent or Community Member
Angela Byrum	Parent or Community Member
Paul Wolter	Classroom Teacher

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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members

Role

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

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

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 April 29, 2025.

Attested:



Principal, Allen Sims on 4/29/25



SSC Chairperson, Suzanne Borth on 4/29/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

April 24, 2025 -- Notice of Meeting Posted

Kinney High School/Prospect Community Day School

2710 Kilgore Rd., Rancho Cordova, CA 95670

April 29, 2025

Notice of English Learners Advisory Committee

9:30 a.m.

Rm. 14, Kinney High School

Agenda

I: Welcome to ELAC

II. Introductions of Participants [Ellen Chrismer](#), [Allen Sims](#), [Emma Falcon](#) -- staff. Parents: [Arcelia Jimenez Abrica](#), [Kicy Bethancourt](#), [Erika Ceballos](#),

III. New Business -- Plans for ELD classes next year and ELD supports: [Program monitor explained that we have a new BIA Maria Sanchez. We will have a dedicated ELD period for students next year.](#)

IV. New Business -- Presentation of SPSA for 2025-26 [Mr. Sims explained that this was an idea of where to spend the money, and showed the group the ideas. Asked for feedback and approval.](#)

V: Update: English, math and science state testing (CAASPP) and English Learner Proficiency testing (ELPAC) is nearly complete. Parents were told that test scores would be available over the summer.

Reclassification report. Students Oscar Geronimo, Jose Ledesma, Tania Nevarez, Melany Samayoa were named as students from KHS who were reclassified as fluent English proficient.

VI. Community Schools Update: Emma Falcon -- with guests from FCCP Emma provided information on summer programs and the grant funding offered by Cal Kids.

VII. Parent questions/comments -- Parent asked about how to sign up for PowerSchool Parent Portal. Staff gave assistance on this.