School Year: **2025-26**

Soaring towards Success and Independence

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kings County Special Education	16101656069298	May 29, 2025	June 9, 2025

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

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

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

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

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

> Schoolwide Program

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 Kings County Special Education for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

Kings County Special Education has worked to align goals, expected outcomes, actions, and funds to support improved performance and growth of its students. We have 2 district LCAP goals that are applicable and aligned with our Single Plan for Student Achievement. These common goals are as follows:

Goal 1: Focus on student basic needs for engagement and maintain high expectations for student achievement. Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 5: Pupil Engagement (Engagement); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes).

Goal 2: Provide a positive, safe, secure, and engaging learning environment that supports the social-emotional and mental health issues of our students. Strengthen parent engagement in the learning, rehabilitation, and success of students. Priority 1: Basic (Conditions of Learning); Priority 3: Parental Involvement (Engagement); Priority 5: Pupil Engagement (Engagement); Priority 6: School Climate (Engagement).

These aligned district goals, state priorities, and associated metrics are federally funded actions. Metrics are used to evaluate the effectiveness of actions on student outcomes and future planning. We are also able to clearly articulate how supplemental programs support the district's broader strategy. We have been using improvement science to complete local and state data analysis, systems mapping, collect educational partner input, utilize collaborative PLC cycles, monitor outcomes, and gauge effectiveness. Finally, we completed a fiscal analysis to ensure that our federal funds were targeted towards meeting the determined areas of need.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Shelly Baird School has made continuous efforts to solicit educational partner feedback. It is committed to the idea that meaningful academic partner feedback is integral to developing a practical school plan. As such, Shelly Baird has continued to use a variety of meetings and activities to involve educational partners in the 2025 School Plan for Student Achievement process, including the discussion and review of district data, possible areas of focus, and proposed actions and services. The following educational partners were actively involved in the ongoing process: students, teachers/staff, parents, community, bargaining units (to include certificated and classified personnel), district administration/site principals, School Site Council (including parents, teachers/staff, and administration), site English Learner Representatives, and the Special Education Local Plan Area (SELPA). Our School Site Council (SSC) functions as our Parent Advisory Council. The SPSA was reviewed, evaluated, and approved by the School Site Council. The Program Director of Special Education reviewed the budget and actions for the SPSA. It was discussed, and educational partners agreed that Shelly Baird will continue to employ a Teacher on Special Assignment as an instructional coach for teachers and staff. The Teacher on Special Assignment will support teachers and provide outreach to improve parent engagement. New Teacher Induction support will be provided for teachers working on credentialing. There would be a designated time to provide support for students/families who are experiencing homelessness. Programs and positions were reviewed in connection with the goals they support.

Shelly Baird provided a survey during the year. The survey was provided to staff, parents, and students electronically or in hard copy, as requested. Surveys in English and Spanish were offered to parents. Additional Educational Community Partners include our CAC (Community Advisory Council) and Parent Engagement Events to open up more opportunities for parents and community members to learn about our program and Community Programs. Shelly Baird also has family activities where students' families feel welcomed, such as Back to School Night, Open House, Trunk or Treat, Family Prom, and Graduation. Through Community donations our campus has started a library and a closet of formal wear for our students to attend prom. Community input was solicited through School Site Council. The School Site Council held at

least four meetings to allow attendees the opportunity to provide feedback. Shelly Baird School encouraged English learner committee/representative feedback to inform the School Site Council. Kings County Office of Education administration, the site principal, and the SELPA director collaborated to discuss the needs assessments and action plans. Educational partner feedback was continuously considered as we collaboratively reviewed the most recent state and local data and identified the root causes behind equitable access.

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.

Shelly Baird is funded by Special Education AB 602 apportionments. These funds are overseen by our county SELPA and Business Department. Additional funds are based on units of ADA by district of residence. Federal funds are allocated to each school site based on the number of students counted on CBEDS day and reported in CALPADs and DataQuest from the prior year. Per pupil, apportionments are configured after the required set-asides have been accounted for. Therefore, there are no resource inequities for Shelly Baird.

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.

CAASPP Math performance (orange) indicated that Students with Disabilities were 79.1 points below standard on the CA school dashboard.

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.

NA

Other Needs

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

State test scores indicate that more support is needed for Socioeconomically Disadvantaged students who scored 55.3 points below the standard in CAASPP ELA.

State test scores indicate that more support is needed for Socioeconomically Disadvantaged students who scored 77.9 points below the standard in CAASPP Math. There was also an increase of students identified for the CAA Math in Level 1 with 86.36%.

We are utilizing our Unique curriculum for the Extensive Support Needs classroom and Edgenuity for students in the Behavior Zone Academy.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Kings County Special Education. 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	1.98%	1.57%	2.05%	6	5	7
African American	5.94%	5.02%	3.81%	18	16	13
Asian	0.33%	0.31%	0.29%	1	1	1
Filipino	1.65%	1.88%	2.64%	5	6	9
Hispanic/Latino	69.97%	73.04%	73.31%	212	233	250
Pacific Islander	%	0%	0.29%	0	0	1
White	16.83%	15.05%	14.96%	51	48	51
Two or More Races	3.30%	3.13%	2.35%	10	10	8
Not Reported	%	0%	0.29%	0	0	1
			Total Enrollment	303	319	341

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	24	51	30
Grade 1	21	16	39
Grade 2	18	20	17
Grade3	22	17	19
Grade 4	21	19	19
Grade 5	19	17	18
Grade 6	15	17	15
Grade 7	19	12	23
Grade 8	20	22	12
Grade 9	23	20	20
Grade 10	21	23	18
Grade 11	11	22	22
Grade 12	69	63	60
Total Enrollment	303	319	341

Conclusions based on this data:

1. The largest student subgroup continues to be Hispanic/Latino at 73.31%. This percentage has increased by 0.27% over the previous year.

2. The largest overall grade level for for the last 3 years has remained 12th grade due to adult transition students reported as grade 12.

3. Overall school enrollment increased by 7% in the 2023-24 school year. Program goals are reinforced by the TOSA to provide resources through the Welcome Table for parents and students, in addition to providing support for teachers.

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	14	30	5	4.6%	9.4%	1.5%
Fluent English Proficient (FEP)	83	77	90	27.4%	24.1%	26.4%

Conclusions based on this data:

1. Fluent English Proficient (FEP) is composed of English Only (EO) students and Initial Fluent English Proficient (IFEP) students. During the 2024-2025 school year, reclassification criteria was revisited for English Learners.

2. Reclassified Fluent English Proficient (RFEP) students for the 2024-2025 school year were locally monitored to meet and address student needs.

3. Program goals continue to monitor English Learner progress locally using methods to support specific student needs to meet reclassification criteria.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	*		*	*		*	*		*			
Grade 6	*	*		0	*		0	*				
Grade 7		*	*		*	*		*	*			
Grade 8	*	*	*	0	*	0	0	*	0			
Grade 11	*	7	*	0	6	*	0	6	*		85.7	
All Grades	12	16	10	6	14	7	6	14	7	50.0	87.5	70

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6		*			*			*			*			*	
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8		*			*			*			*			*	
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A	*	0.00	*	*	0.00	*	*	7.14	*	*	92.86	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*
Grade 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*			*			*	
Grade 11		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*

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

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

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

Conclusions based on this data:

1. Too few students assessed in the English Language Arts section of the CAASPP during the 2024-25 school year to see overall and grade level scores. ELA practices identified in the SPSA are designed to target student needs.

2. A majority of students at Shelly Baird take the California Alternate Assessments (CAAs). Overall Achievement for All Students scored for the CAA is based on a 3 level scale versus a 4 level scale as seen in the CAASPP.
The student results at each level in English Language Arts were as follows (2024):
Level 3 = 1.82% (this shows a decline from the 3.92%) Standard Met;
Level 2 = 33.64% (this is an increase from 22.55%) Standard Nearly Met;
Level 1 = 64.55% (this is an improvement, positive decrease, from 73.53%) Standard Not Met.
According to the CAA, there are 3 levels of understanding and they are described as follows:
Level 3 indicates that the student showed an understanding of core concepts in English language arts/literacy.
Level 2 shows the student has a foundational understanding of core concepts in English language arts/literacy.
Finally, Level 1 shows the student has a limited understanding of core concepts in English language arts/literacy

3. Program goals are designed to meet the specific needs of students in English Language Arts using strategies to support instruction.
Based on the CAA scores for ELA:
- Grades 3, 5, 6, and 11 had no Level 3 attainment. (Grade 8: in order to protect student privacy, no score was generated for 8th grade as fewer than 11 students were tested.)
- Grade 4 (5.88%), Grade 7 (5%) showed a minimal amount of students showing Level 3 attainment.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	*		*	*		*	*		*			
Grade 6	*	*		0	*		0	*				
Grade 7		*	*		*	*		*	*			
Grade 8	*	*	*	0	*	0	0	*	0			
Grade 11	*	7	*	*	6	*	*	6	*		85.7	
All Grades	12	16	10	8	14	7	7	14	7	66.7	87.5	70

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6		*			*			*			*			*	
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8		*			*			*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	0.00	*	*	0.00	*	*	7.14	*	*	92.86	*

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*		*	*		*	*		*
Grade 6		*			*			*	
Grade 7		*	*		*	*		*	*
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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

Conclusions based on this data:

1. Too few students assessed in the Mathematics section of the CAASPP during the 2024-25 school year to see overall and grade level scores. Math practices identified in the SPSA are designed to target student needs.

2. A majority of students at Shelly Baird take the California Alternate Assessments (CAAs). Overall Achievement for All Students scored for the CAA is based on a 3 level scale versus a 4 level scale as seen in the CAASPP.

The student results at each level in Mathematics were as follows (2024):
Level 3 = 1.82% (this shows a decline from the 1.96%) Standard Met;
Level 2 = 11.82% (this is a decline from 15.69%) Standard Nearly Met;
Level 1 = 86.36% (this is a negative increase from 82.35%) Standard Not Met.
According to the CAA, there are 3 levels of understanding and they are described as follows:
Level 3 indicates that the student showed an understanding of core concepts in Mathematics.
Level 2 shows the student has a foundational understanding of core concepts in Mathematics.
Finally, Level 1 shows the student has a limited understanding of core concepts in Mathematics.

3. Program goals are designed to meet the specific needs of students in Mathematics using strategies to support instruction.
Based on the CAA scores for Mathematics:
- Grades 3, 4, 7, and 11 had no Level 3 attainment. (Grade 8: in order to protect student privacy, no score was generated for 8th grade as fewer than 11 students were tested.)
- Grade 5 (8.33%) and Grade 6 (8.33%) showed a minimal amount of students showing Level 3 attainment.

School and Student Performance Data

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

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

ELPAC Results

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
All Grades										*	*	*

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
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
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
2	*	*		*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*	*		*
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
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
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
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
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. In order to protect student privacy, data is suppressed because fewer than 11 students tested. Shelly Baird is monitoring students through observations and school level data.

2. Although fewer than 11 students were tested in each grade, specific language instruction and instructional strategies benefit English Learners.

3. Program goals are designed to assess English Learners' language progress through local measures.

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**
341	**78.6%**	**1.5%**	**1.8%**
Total Number of Students enrolled in Kings County Special Education.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	5	1.5%
Foster Youth	6	1.8%
Homeless	4	1.2%
Socioeconomically Disadvantaged	268	78.6%
Students with Disabilities	341	100%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	3.8%
American Indian	7	2.1%
Asian	1	0.3%
Filipino	9	2.6%
Hispanic	250	73.3%
Two or More Races	8	2.3%
Pacific Islander	1	0.3%
White	51	15%

Conclusions based on this data:

1. For 2022-23 school year, 66.5% of students were socioeconomically disadvantaged, which was an increase from the prior year.

2. For 2022-23 school year, 9.4% of students are English Learners. Due to the small amount of students, data is being monitored at the local level.

3. Support will be increased for instructional modeling, lesson design, and planning in an effort to improve educational outcomes for socioeconomically disadvantaged students. This is evident through the program's PLC process.

School and Student Performance Data

Overall Performance

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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

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. For Kings County Special Education, Suspension rates are Green.

2. Although Chronic Absenteeism rates are very high and details showed 61.2% chronically absent, this is a 12.8% decrease over last year.

3. Chronic Absenteeism will be supported via a student re-engagement plan essential to student success. This tiered re-engagement plan will helps students and teachers and related service providers reach out to families; case managers and school or administrators to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students and families in their learning.

School and Student Performance Data

Academic Performance
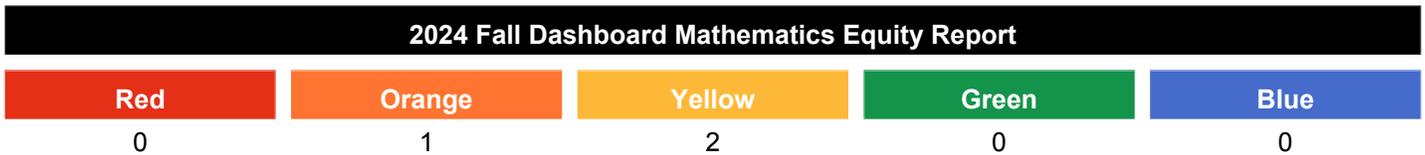## English Language Arts

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

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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.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
55.9 points below standard	Less than 11 Students	Less than 11 Students
Increased 7.2 points		
96 Students	9 Students	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	55.3 points below standard
		Increased 8.7 points
2 Students	1 Student	70 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
55.9 points below standard	Less than 11 Students	Less than 11 Students
Increased 7.2 points		
96 Students	8 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0 Students	Less than 11 Students	50.1 points below standard
		Increased 20.9 points
	4 Students	65 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	91.0 points below standard
		Declined 46.1 points
2 Students	1 Student	15 Students

Conclusions based on this data:

1. Every student group on the ELA CAASPP showed achievement below standard; however, Shelly Baird students showed a positive increase of 7.2 points.

2. Area of greatest need would be White students who scored 91.0 points below standard.

3. Writing and Reading will be supported in the form of instructional modeling, lesson design, and planning to support improvement of educational outcomes.
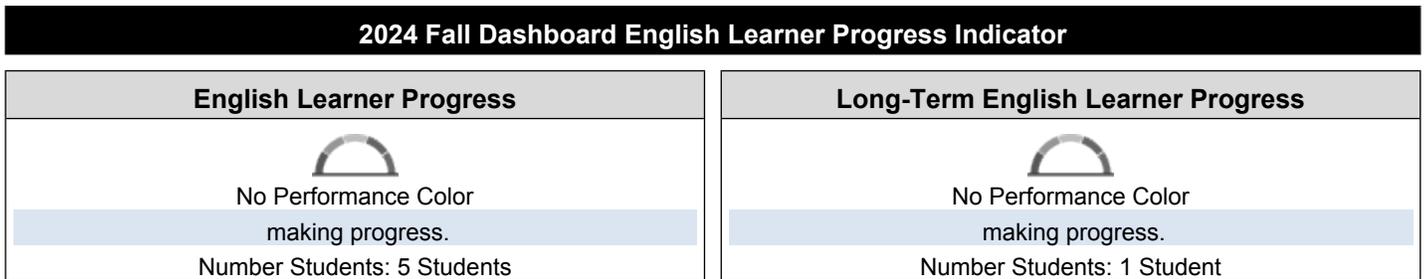
School and Student Performance Data

Academic Performance
Mathematics

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

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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.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
79.1 points below standard	Less than 11 Students	Less than 11 Students
Maintained 2.4 points		
94 Students	9 Students	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	77.9 points below standard
		Increased 5.4 points
3 Students	1 Student	71 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
79.1 points below standard	Less than 11 Students	Less than 11 Students
Maintained 2.4 points		
94 Students	8 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0 Students	Less than 11 Students	72.8 points below standard
		Increased 21.7 points
	3 Students	63 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	106.1 points below standard
		Declined 50.9 points
2 Students	1 Student	16 Students

Conclusions based on this data:

1. Although all Math CAASPP scores show achievement below standard, Shelly Baird's Hispanic students showed an increase of 21.7 points.

2. An area of greatest need would be White students who scored 106.1 points below standard.

3. "Problem Solving & Modeling/Data Analysis" and "Communicating Reasoning" in Math will be supported in the form of instructional modeling, lesson design, and planning to support improvement of educational outcomes.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
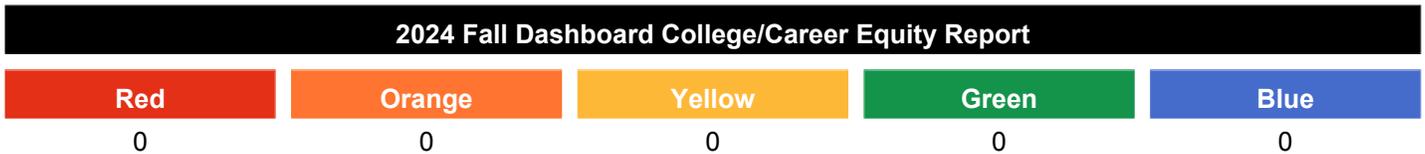
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 5 Students	Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
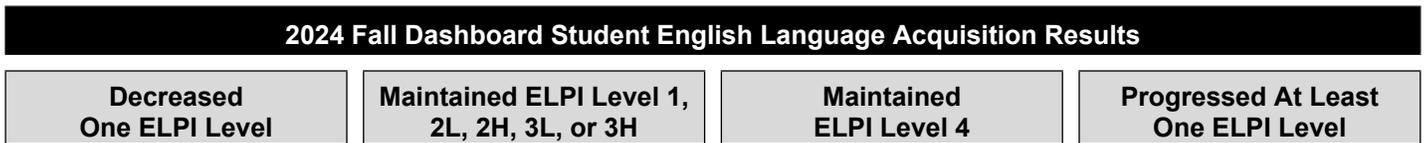
Conclusions based on this data:

1. Less than 11 students - data not displayed for privacy.

2. Providing language support to English Learners benefits language development at all proficiency levels.

3. Shelly Baird continues to monitor English Learner progress at the local level by utilizing IEP goals and curriculum designed to meet students' individual needs.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
0 Prepared	Less than 11 Students 0	Less than 11 Students 0
Maintained 0		
19 Students	1 Student	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	0 Students	0 Prepared
		Maintained 0
3 Students		18 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
0 Prepared	Less than 11 Students 0	Less than 11 Students 0
Maintained 0		
19 Students	2 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Prepared
		0
		14 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	0 Students	Less than 11 Students 0
1 Student		1 Student

Conclusions based on this data:

1. Less than 30 students comprised the all student group for the College/Career Indicator.

2. Providing college and career opportunities to students supports at all levels of their educational career.

3. Shelly Baird continues to monitor at the local level.

School and Student Performance Data

Academic Engagement
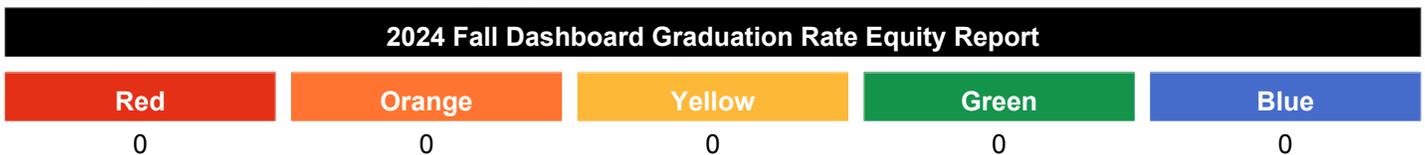## Chronic Absenteeism

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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.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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
Yellow	No Performance Color	No Performance Color
57.1% Chronically Absent	69.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 4	Declined 13.8	1 Student
238 Students	23 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	58.4% Chronically Absent
5 Students	2 Students	Declined 4.6
		185 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
57.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 4	9 Students	5 Students
236 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	60.3% Chronically Absent
1 Student	6 Students	Declined 3.6
		174 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	47.2% Chronically Absent
6 Students	1 Student	Declined 12.2
		36 Students

Conclusions based on this data:

1. Although Chronic Absenteeism for English Learners was at 69.6%, this was a positive decrease of 13.8%.

2. Although, all student groups remain to show high Chronic Absenteeism, there were decreases in all areas.

3. Chronic Absenteeism will be supported via a student re-engagement plan essential to student success. This tiered re-engagement plan will help students as teachers and related service providers reach out to families; case managers and school or administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students and families in their learning.

School and Student Performance Data

Academic Engagement
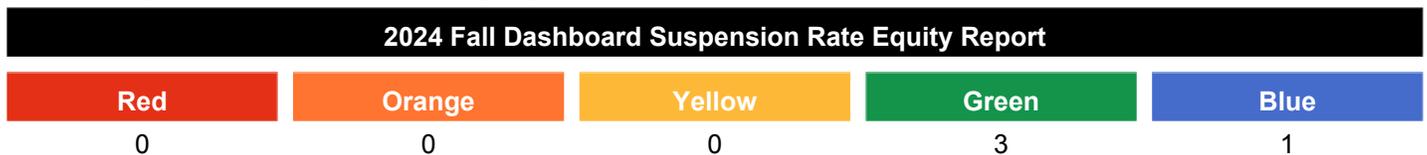## Graduation Rate

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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.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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**
No Performance Color	No Performance Color	No Performance Color
15.8% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 15.8%	1 Student	1 Student
19 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	16.7% graduated
3 Students		Increased 16.7%
		18 Students

Students with Disabilities	**African American**	**American Indian**
No Performance Color	No Performance Color	No Performance Color
15.8% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 15.8%	2 Students	1 Student
19 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	14.3% graduated
		14 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	Fewer than 11 students - data not displayed for privacy
1 Student		1 Student

Conclusions based on this data:

1. Graduation Rate increased by 15.8% for all students.

2. Most student groups had less than 11 students and such data was not available to the public; however, Shelly Baird continues to monitor data at the local level.

3. Support will be provided in the form of instructional modeling, lesson design, coaching, and planning to increase student graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	3	1

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
1.8% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.5%	Maintained 0%	2 Students
380 Students	26 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
18.2% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2% suspended at least one day
11 Students	5 Students	Declined 1.4%
		297 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
1.9% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.5%	Maintained 0%	
376 Students	18 Students	9 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	2.2% suspended at least one day
		Maintained 0.2%
1 Student	10 Students	273 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Maintained 0%		Declined 1.9%
12 Students	1 Student	56 Students

Conclusions based on this data:

1. No English Learners, African American, Two or More Races, or White students were suspended and across the board suspensions declined.

2. Foster Youth has the highest suspension rate at 18.2%.

3. Student engagement is essential to student success. We have implemented a tiered re-engagement plan to help ensure multiple opportunities are provided to reinforce positive and productive engagement. Focused strategies will also work to re-engage students in their learning and decrease suspendable incidents. Additionally, we have been exploring and utilizing alternative means to discipline and suspension through restorative practices.

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.

> **Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 5: Pupil Engagement (Engagement) Priority; 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes)**
> Focus on student basic needs for engagement and maintain high expectations for student achievement.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Focus on student basic needs for engagement and maintain high expectations for student achievement.

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

> Shelly Baird School has chosen to prioritize this goal as we are seeking to increase the following metric results:
>
> - Priority 1: (SARC), A. 32.96% of teachers are fully credentialed in the subject area and for the pupils they are teaching.
> - Priority 1: (SARC), A. 97.62% of teachers appropriately assigned.
> - Priority 2: A. 35% goals Not Met on student IEPs and B2: Benchmark goals - EL student IEPs 22% Not Met
> - Priority 4: Increase A1b. ELA CAA: 1.82% Level 3, met/understanding and A2a. Math CAA: 1.82% Level 3, met/understanding
>
> Priority 5: B. Chronic absenteeism rate:
> - All students: 57.1%
> - Socioeconomically Disadvantaged 58.4%
> - Hispanic: 60.3%
> - White: 47.2%

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
Priority 1: Basic Addresses the degree to which: A. teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; B. every pupil in the school district has sufficient access to the standards-aligned instructional materials; and C. school facilities are maintained in good repair.	Priority 1: (SARC) A. 97.62% of teachers are appropriately assigned in the subject area and for the pupils they are teaching A. 32.96% of teachers are fully credentialed B. 100% of students have sufficient access to the standards-aligned instructional materials C. Overall rating of Exemplary on most recent FIT	Priority 1: A. 98.6% of teachers are appropriately assigned in the subject area and for the pupils they are teaching A. 33.96% of teachers will be fully credentialed B. 100% of students will have sufficient access to the standards-aligned instructional materials C. Overall rating of Exemplary on most recent FIT
Priority 2: State Standards Addresses: A. the implementation of state board adopted academic content and performance standards for all students; and B. how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	Priority 2: A1. 65% goals Met from student IEPs using "Met/Not Met" scale (2024-2025) (Local) A2. 83.3% of student marks earned 2.0 or Higher in Behavior Zone Academy (GPA - Core) (Local 24-25) B1. English Learner Progress Indicator (Local) Less than 11 students - data not displayed for privacy 29% Local data: Unique ELD (MS Assessment) (Local 24-25) 100% Edgenuity ELD for BZA students (Local 24-25) B2: Benchmark goals - EL student IEPs (SEIS 24-25) Met: 76% for 2023-2024 Not Met: 22% for 2023-2024	Priority 2: A. 66% of goals students will Meet from IEPs for 2024-2025 A. 84.3% of students who will earned 2.0 or Higher in Behavior Zone Academy B. English Learner Progress Indicator In order to protect student privacy, students will be monitored locally. 30% Local data Unique ELD 100% Edgenuity ELD for BZA students B2: Benchmark goals - EL student IEPs Met: 77% for 2024-2025 Not Met: 21% for 2024-2025
Priority 4: Pupil Achievement As measured by all of the following, as applicable: A. statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board of education (SBE); (A1.Source CA Dashboard 2024; DataQuest 2024) B. the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; C. the percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-	Priority 4: A1a. ELA CAASPP: (CA Dashboard, 2024) - All Students: 55.9 points below standard - Hispanic: 50.1 points below standards - Socioeconomically Disadvantaged: 55.3 points below standard - Students with Disabilities: 55.9 points below standard - English Learners: Less than 11 students-data not displayed for privacy - Foster Youth: Less than 11 students - data not displayed for privacy A1b. ELA CAA: (DataQuest, 2024) Level 3 = 1.82% met/understanding	Priority 4: A1a. ELA CAASPP: - All Students: 55.3 points below standard - Hispanic: 49.8 points below standard - Socioeconomically Disadvantaged: 54.9 points below standard - Students with Disabilities: 55.2 points below standard - English Learners: Less than 11 students- data not displayed for privacy - Foster Youth: In order to protect student privacy, students will be monitored locally. A1b. ELA CAA: (DataQuest) Level 3 = 1.95% met/understanding

approved career technical education standards and frameworks D. the percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C); E. the percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California; F. the English learner reclassification rate; G. the percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and H. the percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	Level 2 = 33.64% foundational understanding Level 1 = 64.55% limited understanding A2a. Math CAASPP: (CA Dashboard, 2024) • All Students: 79.1 points below standard • Hispanic: 72.8 points below standard • Socioeconomically Disadvantaged: 77.9 points below standard • Students with Disabilities: 79.1 points below standard • English Learners: Less than 11 students-data not displayed for privacy • Foster Youth: Less than 11 students - data not displayed for privacy A2a. Math CAA: (DataQuest, 2024) Level 3 = 1.82% met/understanding Level 2 = 11.82% foundational understanding Level 1 = 86.36% limited understanding A3a. Science CAASPP (DataQuest, 2024) *NOTE: Less than 11 student-data not displayed for privacy A3a. Science CAA: (DataQuest, 2024) Level 3 = 2.50% met/understanding Level 2 = 37.50% foundational understanding Level1 = 60% limited understanding B. 0% (SARC)- percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to UC/CSU C. 0% (SARC) -percentage of pupils who have successfully completed courses that satisfy the requirements for CTE D. 0% -percentage of pupils who have successfully completed both (B) and (C) E1. Alternative ELPAC (Local) Less than 11 students - data not displayed for privacy 29% Local data: Unique ELD (MS Assessment) (Local 24-25) 100% Edgeunity ELD for BZA students (Local 24-25)	Level 2 = 33.6% foundational understanding Level 1 = 64.45% limited understanding A2a. Math CAASPP: (CA Dashboard) • All Students: 78.6 points below standard • Hispanic: 72.4 points below standard • Socioeconomically Disadvantaged: 77.6 points below standard • Students with Disabilities: 78.6 points below standard • English Learners: Less than 11 students - data not displayed for privacy • Foster Youth: Less than 11 students - data not displayed for privacy A2a. Math CAA: (DataQuest) Level 3 = 1.95% met/understanding Level 2 = 11.78% foundational understanding Level 1 = 86.27% limited understanding A3a. Science CAASPP (DataQuest) *NOTE: Less than 11 students-data not displayed for privacy A3a. Science CAA (DataQuest) Level 3 = 2.68% met/understanding Level 2 = 37% foundational understanding Level 1 = 60.32% limited understanding B. 0% - percentage of pupils who will successfully complete courses that satisfy the requirements for entrance to UC/CSU C. 0.25% - percentage of pupils who will successfully complete courses that satisfy the requirements for CTE D. 0.25% - percentage of pupils who will successfully complete both (B) and (C) E1. Alternative ELPAC Less than 11 students - data not displayed for privacy 30% Local data: Unique ELD (MS Assessment) (Local) 100% Edgeunity ELD for BZA students (Local) E2 . ELPAC Less than 11 students - data not

	E2. ELPAC - (DataQuest) Less than 11 students - data not displayed for privacy 29% Local data: Unique ELD (MS Assessment) (Local 24-25) 100% Edgeunity ELD for BZA students (Local 24-25) F. 94% reclassified English learners (DataQuest) G. 0% passed an advanced placement examination H. 0% of pupils demonstrated college preparedness pursuant to the Early Assessment Program (*In order to protect student privacy, data is suppressed because fewer than 11 students tested.)	displayed for privacy 30% Local data: Unique ELD (MS Assessment) (Local) 100% Edgeunity ELD for BZA students (Local) F. 95% of English learners will be reclassified G. 0% will pass an advanced placement examination H. 0% of pupils will demonstrate college preparedness pursuant to the Early Assessment Program
Priority 5: Pupil Engagement As measured by all of the following, as applicable: A. school attendance rates; (Source:Calpads report 14.2, applied local formula (divided days present by enrolled days per student, then average of all the student attendance rates) B. chronic absenteeism rates; (CALPADS report 14.1, CA Dashboard formula applied (# of Students Absent for 10% or More of Instructional Days divided by Enrollment) C. middle school dropout rates; (Source: Calpads report 1.12, applied local formula (total # of high school dropouts divided by cumulative enrollment) D. high school dropout rates; (Source: Calpads report 1.12, applied local formula (total # of high school dropouts divided by cumulative enrollment) E1. HS graduation rates: only with HS Diploma: (Source: Aeries, applied formula (total # of graduates divided by 2023-2024 cumulative 12 grade enrollment) E2. HS Diploma and Sped Certificate of Completion: (Source: Aeries, applied formula (total # of graduates and completers divided by 2023-2024 cumulative 12 grade enrollment)	Priority 5: A. school attendance rate: 82.49% (Local 2024) B. Chronic absenteeism rate: (Dashboard 2024) • All students: 57.1% • English Learners: Less than 11 students-data not displayed for privacy • Socioeconomically Disadvantaged: 58.4% • Hispanic: 60.3% • White: 47.2% • Students with Disabilities: 57.2% C. middle school drop-out rate: 0% D. high school drop-out rate: 0% E. HS graduation rates: 12.5% • 0% with HS Diploma • 12.5% with Sped Certificate of Completion/Alternative Diploma (CALPADS through 5/1/24)	Priority 5: A. school attendance rate: 84% B. Chronic absenteeism rate: • All students: 56.8% • English Learners: 57.9% • Socioeconomically Disadvantaged: 58% • Hispanic: 59.9% • White: 46.9% • Students with Disabilities: 56.9% C. middle school drop-out rate: 0% D. high school drop-out rate: 0% E. HS graduation rates: 14% • 1% with HS Diploma • 14% with Sped Certificate of Completion/Alternative Diploma
Priority 7: Course Access Addresses the extent to which pupils have access to and are enrolled in: A. a broad course of study including courses described for grades 1 to 6	Priority 7: A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and	Priority 7: A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and

and/or the adopted course of study for grades 7 to 12, as applicable; B. programs and services developed and provided to low income, English learner and foster youth pupils; and C. programs and services developed and provided to students with disabilities.	Section 51220(a) to (i), as applicable. B. How are programs and services developed and provided to unduplicated pupils C. How are programs and services developed and provided to students with exceptional needs A, B, & C. Inclusive Practices Implementation Rubric Self-Evaluation: Assessment for Implementation of Core Components Criteria: • Core Instruction: 2 out of 3 • Specially Designed Instruction: 1.5 out of 3 • Tiered Systems of Support: 1.5 out of 3 (2025 Local Data)	Section 51220(a) to (i), as applicable B. How are programs and services developed and provided to unduplicated pupils C. How are programs and services developed and provided to students with exceptional needs A, B, & C. Inclusive Practices Implementation Rubric Self-Evaluation: Assessment for Implementation of Core Components Criteria: • Core Instruction: 2.5 out of 3 • Specially Designed Instruction: 2 out of 3 • Tiered Systems of Support: 2 out of 3
Priority 8: Pupil Outcomes Addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable.	Priority 8: PFT: (local data) • 5th grade: 1) Aerobic Capacity: 64.71% 2) Abdominal Strength and Endurance: 47.06% 3) Trunk Extensor Strength and Flexibility: 47.06% 4) Upper Body Strength and Endurance: 47.06% 5) Flexibility: 35.29% • 7th grade: 1) Aerobic Capacity: 72.22% 2) Abdominal Strength and Endurance: 50% 3) Trunk Extensor Strength and Flexibility: 72.22% 4) Upper Body Strength and Endurance: 50% 5) Flexibility: 50% • 9th grade: 1) Aerobic Capacity: 87.5% 2) Abdominal Strength and Endurance: 56.25% 3) Trunk Extensor Strength and Flexibility: 56.25% 4) Upper Body Strength and Endurance: 25% 5) Flexibility: 62.5%	Priority 8: PFT: (local data) • 5th grade: 1) Aerobic Capacity: 65.71% 2) Abdominal Strength and Endurance: 48.06% 3) Trunk Extensor Strength and Flexibility: 48.06% 4) Upper Body Strength and Endurance: 48.06% 5) Flexibility: 36.29% • 7th grade: 1) Aerobic Capacity: 73.22% 2) Abdominal Strength and Endurance: 51% 3) Trunk Extensor Strength and Flexibility: 73.22% 4) Upper Body Strength and Endurance: 51% 5) Flexibility: 51% • 9th grade: 1) Aerobic Capacity: 88.5% 2) Abdominal Strength and Endurance: 57.25% 3) Trunk Extensor Strength and Flexibility: 57.25% 4) Upper Body Strength and Endurance: 26% 5) Flexibility: 63.5%

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	1) Full-time TOSA to support the instruction model, lesson design, coaching, and to improve student outcomes. Action costs will include salary, benefits, materials, professional learning, travel-mileage reimbursement, and supplies.	All Students (Schoolwide, including Low Income, English Learners, and Foster Youth)	99,615.12 Title I Part A: Allocation TOSA - salary & benefits 2,622.42

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	2) Contract with KCOE to support federal program planning, implementation of requirements, and data analysis. 3) LEA 6.99% rate to support maintenance, payroll, facility, and utility costs. (Indirect: $7,699.93)		Title I Part A: Allocation TOSA - materials, professional learning, travel-mileage reimbursement and supplies 7918.71 Title I Part A: Allocation Contract with KCOE to support federal program planning, implementation of requirements, and data analysis. 7838.88 Title I Part A: Allocation Indirect Costs: LEA 6.99% rate to support maintenance, payroll, facility, and utility costs.
1.2	New Teacher Induction to support professional learning of staff and instructional quality for student learning. Costs include a contract with the county office for induction services. (Indirect: $751.50):	All Students (Schoolwide, including Low Income, English Learners, and Foster Youth)	10,751.10 Title II Part A: Improving Teacher Quality Induction Contract 751.50 Title II Part A: Improving Teacher Quality Improving Teacher Quality

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.

Regarding the overall implementation of the strategies/activities:
Activity 1 was implemented successfully as the TOSA supported teachers and staff by providing: mentorship, classroom management training, data collection, in-situation coaching, modeling lessons, helping with structures, and supporting with parent communication and parent engagement nights.
Activity 2 was implemented successfully as support has been provided to newest teachers to build instructional capacity. Clear credential teachers serve as mentor teachers for NTI candidates. Mentorships were established through Professional learning communities (PLCs) and through regular collaboration.

Based on activity 1 and 2 the following priorities were effective:
Goal 1: Priority 4-A1a -Assessment data indicated a reduction in the achievement gap in CAASPP ELA test scores for all students (55.9 points below standard), Hispanic (50.1 points below standard), SED (55.3 points below standard), and SWD (55.9 points below standard).

Goal 1: Priority 4-A2a -Assessment data indicated a reduction in the achievement gap in CAASPP Math test scores for all students (79.1 points below standard), SED (77.9 points below standard), and SWD (79.1 points below standard).
Goal 1: Priority 5.B -Attendance data indicated a decrease in chronic absenteeism for all students (57.10%), SED (58%), and SWD (57.1%).

The following priorities are deemed ineffective that we will focus on this year:
Goal 1: Priority 5.A -Attendance Data indicated a decrease from 85% to 82.49%.
Goal 1: Priority 4.A2a -State test scores indicate that more support is needed for Hispanic students who scored 72.8 points below standard in CAASPP Math (as opposed to the desired outcome of 52 points below standard).
Goal 1: Priority 4.A1b -Assessment data indicated an increase in the total number of students scoring in Level 1-limited understanding on the ELA CAA (64.55% as opposed to the desired outcome of 60%).
Goal 1: Priority 4.A2b -Assessment data indicated an increase in the total number of students scoring in Level 1- limited understanding on the Math CAA (86.36% as opposed to the desired outcome of 80%).

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

The following changes were made to the metrics associated with Goal 1,E1 & E2
- Priority 4 the metrics will be focusing on local data.

In response to increasing student achievement on the ELA/MATH CAA the identified action to address student outcomes include:
1) Parent training for CAA practice tests/training tests
2) Teacher in-service training through PLCs, looking at accommodations, practice tests, and training tests
3) Teacher professional development on the CAASPP and ELPAC matching tools on testing designated supports and accommodations

The 2025-2026 SPSA changed in order to build admin and teacher capacity on the available resources to support student growth and success on CAASPP, CAA, and ELPAC testing.

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.

> **Priority 3: Parental Involvement (Engagement); Priority 6: School Climate (Engagement)**
> Provide a positive, safe, secure, and engaging learning environment that supports the social-emotional and mental health issues of our students. Strengthen parent engagement in the learning, rehabilitation, and success of students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Provide a positive, safe, secure, and engaging learning environment that supports the social-emotional and mental health issues of our students. Strengthen parent engagement in the learning, rehabilitation, and success of 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.

> Shelly Baird School has chosen to prioritize this goal as we are seeking to increase the following metric results:
>
> Priority 6: School climate as measured by all of the following, as applicable:
> A. 2.34% pupil suspension rates;
>
> C1. Safe: (Spring 2025 SPSA Survey)
> Students: 97.4% of students feel safe at school.
> Staff: 65.1% agreed they feel safe at school.
> Parents: 83.3% of parents feel safe at school.
>
> C2. Connected: (Spring 2025 SPSA Survey)
> Students: 100% of students feel connected to the school.
> Staff: 58.7% agreed they feel connected to the team.
> Parents: 94.4% of parents feel connection to their child's school.

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
Priority 3: Parental Involvement and Family Engagement Addresses: A. the efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite; B. how the school district will promote parental participation in programs for low income, English learner and foster youth pupils; and C. how the school district will promote parental participation in programs for students with disabilities. (Source: Local Data)	Priority 3: A. Held 4 School Site Council Meetings B. 100% of parents of unduplicated students were invited to participate in SSC C. 100% Parent/Guardian participation in IEPs	Priority 3: A. Will hold 4 School Site Council Meetings B.100% of parents of unduplicated students will be invited to participate in SSC C.100% Parent/Guardian participation in IEPs
Priority 6: School climate As measured by all of the following, as applicable: A. pupil suspension rates; (CALPADS Report 7.12, California Dashboard formula applied (# of Students Suspended for an Aggregate Total of One Full Day in Current Year divided by Cumulative Enrollment) B. pupil expulsion rates; (CALPADS Report 7.12, no incident results where marked as expulsion or suspended expulsion.) C. other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Priority 6: School climate As measured by all of the following, as applicable: A. 2.36% pupil suspension rates; B. 0% pupil expulsion rates; C1. Safe: (Spring 2025 SPSA Survey) Students: 97.4% of students feel safe at school. Staff: 65.1% agreed they feel safe at school. Parents: 83.3% of parents feel safe at school. C2. Connected: (Spring 2025 SPSA Survey) Students: 100% of students feel connected to the school. Staff: 58.7% agreed they feel connected to the team. Parents: 94.4% of parents feel connection to their child's school.	Priority 6: A. 2% pupil suspension rates; B. 0% pupil expulsion rates; C1. Safe: (Spring 2025 SPSA Survey) Students: 98% of students will feel safe at school. Staff: 66.1% will agree they feel safe at school. Parents: 85% of parents will feel their student is safe at school. C2. Connected: (Spring 2025 SPSA Survey) Students: 100% of students will feel connected to the school. Staff: 60.7% will agree they feel connected to the team. Parents: 95.4% of parents will feel connected to their child's school.

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	Supports and supplies for students and families experiencing homelessness. (Indirect: $0.00)	Students experiencing Homelessness	1,000 Title I Part A: Allocation Homelessness - Reservation for services
2.2	Full-time TOSA will spend 2% of their contracted time supporting parent engagement and communication. Through their participation in IEPs, parent nights, and parent education events, they will build the the capacity of parents to support student learning. (Indirect: $138.95)	All Students (Schoolwide, including Low Income, English Learners, and Foster Youth)	1987.88 Title I Part A: Allocation Full-time TOSA will spend 2% of their contracted time supporting parent engagement and communication.

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.

Regarding the overall implementation of the strategies/activities:

Activity 1 was implemented successfully. Funds allocated for supporting McKinney-Vento students were used as needed. Staff members check-in with students to connect families with resources, transportation, hygiene kits or clothing.

Activity 2 was implemented successfully. The TOSA supported teachers with classroom structures, safety, and management, with data collection (academic/behavior) to drive instruction and IEP goals, helped with progress monitoring for progress reports, and participated at IEP meetings. The TOSA also helped plan out school events (parent night/family nights, open house, and prom/dances).

Based on activity 1 and 2 the following priorities were effective:
Goal 2 B -Goal Expulsion rates remain at 0%.
Goal 2.C1 -Survey data indicated an increase in student safety (97%).
Goal 2.C2 -Survey data indicated an increase in student connectedness (100%).

The following are priorities are deemed ineffective that we will focus on this year:
Goal 2.A -Discipline data indicated an increase in suspension rates (2.34%).
Goal 2.C1 -Survey data indicated a decline in parents feeling their child is safe at school (83%) and staff feeling safe at school (65.1%).
Goal 2.C2 -Survey data indicated a decline in parent (94%) and staff (58.7%) connectedness.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

In response to increasing student achievement on the ELA/MATH CAA and CAASPP, the identified action to address student outcomes include: Professional Learning Community (PLC) opportunities across sites to unpack the guaranteed standards into essential skills, to review summative and formative data, and team collaboration for creating a scope and sequence.

In response to the decline in educational partner (students, staff, and parents) feedback regarding connectedness, the incorporation of a Parent Enrichment Group would bridge a partnership between parents, families, and staff members. The purpose of the Parent Enrichment Group is to provide opportunities for communication, outreach, and building community between school members and families/community members. In addition to supporting all parent communication, Parent Square will be used to transcribe and interpret information/communication in the parents' home language. The TOSA will also provide support with the welcome table to distribute information to parents/families regarding the programs that KCOE offers (mental health, ABA-applied behavior analysis, special education) in English and Spanish.

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	$132,485.61
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$132,485.61
Total Federal Funds Provided to the School from the LEA for CSI	$0

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 Part A: Allocation	$120,983.01
Title II Part A: Improving Teacher Quality	$11,502.60

Subtotal of additional federal funds included for this school: $132,485.61

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 ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $132,485.61

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	120,983.01
Title II Part A: Improving Teacher Quality	11,502.60

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	120,983.01
	Title II Part A: Improving Teacher Quality	11,502.60

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	129,497.73
Goal 2	2,987.88

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

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Katie Sullivan	Principal
Courtney Kelly	Classroom Teacher
Kimberly Conard	Classroom Teacher
Nadia Gaxiola	Classroom Teacher
Steve Bowers	Other School Staff
Danette Hughes	Parent or Community Member
Luther Wallis	Parent or Community Member
Paula Zenteno	Parent or Community Member
Aubrey Stanton	Parent or Community Member
Nathaniel Stark	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 May 29, 2025.

Attested:

Principal, Katie Sullivan on 05/29/25

SSC Chairperson, on 05/29/25

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.

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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:

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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.