

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Merced County Special Education	24102496069199	October 8, 2026	October 19, 2026

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the Merced County Special Education Single Plan for Student Achievement (SPSA) is to meet the requirements for Comprehensive Support and Improvement (CSI) and the Title I, Part A Schoolwide Program. The SPSA is designed to identify and address the academic, behavioral, social-emotional, transition, and instructional needs of students served by Merced County Special Education, including students with moderate to severe disabilities and students with emotional disabilities.

The SPSA identifies goals, actions, services, and measurable outcomes designed to improve student achievement and outcomes. It also specifies how available federal, state, and local funding will be used to support implementation of the plan and accomplish its identified goals.

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	5
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	11
ELPAC Results	17
Student Population.....	21
Overall Performance	23
Academic Performance.....	26
Academic Engagement	35
Conditions & Climate.....	39
Goals, Strategies, & Proposed Expenditures.....	41
Goal 1.....	41
Goal 2.....	45
Goal 3.....	47
Goal 4.....	49
Goal 5.....	50
Budget Summary	51
Budget Summary	51
Other Federal, State, and Local Funds	51
Budgeted Funds and Expenditures in this Plan.....	52
Funds Budgeted to the School by Funding Source.....	52
Expenditures by Funding Source	52
Expenditures by Budget Reference	52
Expenditures by Budget Reference and Funding Source	52
Expenditures by Goal.....	53
School Site Council Membership	54
Recommendations and Assurances	55
Instructions.....	56
Appendix A: Plan Requirements	63

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 66

Appendix C: Select State and Federal Programs 69

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the Merced County Special Education Single Plan for Student Achievement (SPSA) is to meet the requirements for Comprehensive Support and Improvement (CSI) and the Title I, Part A Schoolwide Program. The SPSA is designed to identify and address the academic, behavioral, social-emotional, transition, and instructional needs of students served by Merced County Special Education, including students with moderate to severe disabilities and students with emotional disabilities.

The SPSA identifies goals, actions, services, and measurable outcomes designed to improve student achievement and outcomes. It also specifies how available federal, state, and local funding will be used to support implementation of the plan and accomplish its identified goals.

Merced County Special Education has developed this Single Plan for Student Achievement (SPSA) in alignment with the Comprehensive Support and Improvement (CSI) Monitoring and Evaluation Plan and the goals and priorities identified in the Merced County Office of Education (MCOE) Local Control and Accountability Plan (LCAP). While many of the actions and services identified in the MCOE LCAP are specifically designed to support Court and Community School Programs, the goals and strategies in this SPSA reflect the needs of students served by Merced County Special Education and support the broader priorities established by MCOE.

The 2026–2027 SPSA is aligned with the following MCOE LCAP priorities:

--Academic Achievement: All students will demonstrate growth in academic achievement toward meeting or exceeding the California Common Core State Standards (CCSS) in English Language Arts (ELA), mathematics, science, and English language proficiency.

--Work-Based Learning and Postsecondary Outcomes: Students with disabilities will be provided expanded opportunities to participate in Work-Based Learning Experiences and other transition activities that support successful postsecondary outcomes.

--Staff, Instructional Materials, and Learning Environment: Merced County Special Education will employ appropriately credentialed and assigned staff, provide sufficient standards-aligned instructional materials, and maintain safe and adequate facilities to support student learning.

Through these aligned priorities, the SPSA identifies specific goals, actions, services, and expenditures designed to address identified student needs, strengthen staff capacity, improve instructional practices, support positive learning environments, and improve outcomes for students with disabilities.

Educational Partner Involvement

How, when, and with whom did Merced 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

The Merced County Office of Education operates special education programs as an active participant in the countywide Special Education Local Plan Area (SELPA). Merced County Special Education serves students with moderate to severe disabilities across 43 sites in nine school districts throughout Merced County. The Merced SELPA is governed by a Board of Directors, which is comprised of the County Superintendent and the superintendents of each participating school district within the SELPA region.

Merced County Special Education recognizes the importance of meaningful educational partner involvement in the development, implementation, monitoring, and annual review of the Single Plan for Student Achievement (SPSA). Input from educational partners helps ensure that the goals, actions, services, and expenditures identified in the SPSA address the academic, behavioral, social-emotional, transition, and instructional needs of students served by Merced County Special Education.

Merced County Special Education staff and parents were provided opportunities to provide input through surveys regarding student needs, instructional supports, school climate, and professional learning. The top three priorities identified through the parent and staff surveys were teacher support, behavioral support, and staff training. Survey results were reviewed and considered in the development of the 2026–2027 SPSA and were used to help identify areas of need and priorities for improvement. These priorities are reflected throughout the SPSA through strategies focused on increasing teacher support and instructional capacity, strengthening behavioral supports and positive school environments, and providing professional learning and training for staff.

In addition, the Assistant Superintendent of Special Education, Coordinators, Directors, and Fiscal Manager were consulted during the development of the SPSA to ensure that identified actions and services were aligned with student needs, program priorities, available resources, and the goals identified in the MCOE LCAP and CSI Monitoring and Evaluation Plan.

The Merced County Special Education Schools School Site Council (SSC) and English Learner Advisory Committee (ELAC) had the opportunity to review the proposed SPSA and provided input before approval. The SSC reviewed and approved the 2026–2027 SPSA on October 8, 2026. Feedback and recommendations provided through this process were considered and incorporated into the plan, as appropriate.

Throughout the 2026–2027 school year, Merced County Special Education will monitor the implementation and effectiveness of the SPSA through review of student achievement data, progress toward identified goals, implementation of planned actions and services, and expenditure of funds. Program staff and educational partners will be provided opportunities to provide ongoing feedback regarding the effectiveness of the strategies and services included in the plan when needed.

The SPSA will be reviewed at least annually to determine whether the identified goals, actions, services, and expenditures continue to address the needs of students. Based on student performance data, progress-monitoring results, educational partner feedback, including parent and staff survey results, and program evaluation, the plan will be revised as necessary to ensure continuous improvement and alignment with the MCOE LCAP, CSI requirements, and the identified needs of Merced County Special Education students.

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.

The development of the SPSA included review of student performance information, program needs, staff and parent feedback, and input from Special Education administrators and program leaders. This process identified areas where differences in access to resources may affect the ability of programs to consistently meet the diverse needs of students with disabilities.

--Access to specialized instructional resources: Students with moderate to severe disabilities require specialized, adapted, and standards-aligned instructional materials, assistive technology, communication supports, and other resources to access instruction and demonstrate learning. Ensuring equitable access to these resources across multiple program sites continues to be an area of focus.

--Access to professional learning and specialized expertise: Staff serving students with significant and diverse needs require ongoing professional learning in evidence-based instructional practices, curriculum adaptation, behavior support, communication, and other specialized areas. Differences in staff experience, staffing changes, and site-specific needs can result in varying levels of access to professional learning and specialized support.

--Access to transition and work-based learning opportunities: Secondary students with disabilities may have varying access to work-based learning, community-based instruction, career exploration, and other transition opportunities based on geographic location, staffing, transportation, and available community partnerships.

--Geographic distribution of programs: Merced County Special Education serves students across 43 sites in nine school districts. The geographic distribution of programs presents challenges in providing consistent and equitable access to specialized staff, instructional resources, professional learning, and program supports across all sites.

Merced County Special Education will continue to monitor student outcomes, program implementation, and resource needs throughout the 2026–2027 school year. Information gathered through ongoing program monitoring, staff and parent feedback, and review of student data will be used to inform resource allocation and future SPSA updates.

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.

Merced County Special Education reviewed available California School Dashboard data and local student performance information to identify areas requiring significant improvement. Although a separate formal comprehensive needs assessment was not conducted, the development of the 2026–2027 SPSA included a review of available student achievement, attendance, graduation, transition, and program data, as well as input from staff, parents, and Special Education administrators and program leaders.

The review identified areas of continued need related to academic achievement, English Learner progress, college and career readiness, chronic absenteeism, graduation outcomes, and equitable access to instructional and transition opportunities. These areas were considered in establishing the goals, actions, services, and resource allocations included in the SPSA.

California School Dashboard (Dashboard) Indicators:

Based on a review of the 2025 California School Dashboard, Merced County Special Education identified four state indicators in the Red performance category: English Learner Progress, College/Career, Chronic Absenteeism, and Graduation Rate. No overall state indicators were identified in the Orange performance category.

English Learner Progress: The English Learner Progress Indicator is in the Red performance category, with 25.3% of English Learners making progress toward English language proficiency, representing a 2.6 percentage-point decline from the prior year. Merced County Special Education will continue to monitor English Learner progress and strengthen instructional supports and collaboration to improve language development outcomes.

College/Career: The College/Career Indicator is in the Red performance category, with 0% of students identified as prepared for college or career. This identifies a significant area for improvement. Merced County Special Education will focus on expanding work-based learning, career exploration, community-based instruction, transition planning, and other opportunities that prepare students for employment and postsecondary success.

Chronic Absenteeism: The Chronic Absenteeism Indicator is in the Red performance category, with 51.4% of students identified as chronically absent, an increase of 2 percentage points from the prior year. Merced County Special Education will continue to monitor attendance and collaborate with school sites, families, and districts to identify barriers to attendance and implement strategies to improve student engagement and attendance.

Graduation Rate: The Graduation Rate Indicator is in the Red performance category, with 36.2% of students graduating, representing a 27.7 percentage-point increase from the prior year. Despite this substantial improvement, the graduation rate remains in the Red performance category. Merced County Special Education will continue to support students in completing an appropriate course of study, including the Alternate Pathway to a Diploma, and strengthen transition planning and postsecondary readiness supports.

Additional Local and Dashboard Data: Although English Language Arts and Mathematics are in the Yellow performance category and therefore do not meet the Red/Orange criterion for this subsection, the data indicate significant academic needs. Students were 62 points below standard in ELA and 85.8 points below standard in Mathematics. These results will be considered in the development and implementation of SPSA actions addressing academic achievement.

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

N/A

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Merced 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.67%	0.64%	0.55%	6	6	5
African American	4.69%	4.67%	4.97%	42	44	45
Asian	5.14%	4.88%	5.74%	46	46	52
Filipino	0.78%	0.74%	0.88%	7	7	8
Hispanic/Latino	71.96%	72.08%	74.06%	644	679	671
Pacific Islander	0.56%	0.74%	0.88%	5	7	8
White	14.08%	13.69%	10.60%	126	129	96
Two or More Races	2.12%	2.34%	2.21%	19	22	20
Not Reported	%	0.21%	0.11%		2	1
Total Enrollment				895	942	906

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		61	1
Kindergarten	59	79	91
Grade 1	65	66	86
Grade 2	78	65	70
Grade 3	52	70	69
Grade 4	64	50	66
Grade 5	52	60	47
Grade 6	56	48	55
Grade 7	52	52	47
Grade 8	52	49	50
Grade 9	55	63	53
Grade 10	48	61	58
Grade 11	55	46	55
Grade 12	162	172	158
Total Enrollment	895	942	906

Conclusions based on this data:

1. The student population is predominantly Hispanic/Latino. In 2025–26, Hispanic/Latino students comprise 74.06% (671 students) of total enrollment, increasing from 71.96% in 2023–24. This underscores the importance of culturally and linguistically responsive instruction and appropriate supports for this student population.
2. Enrollment has remained relatively stable over the three-year period. Total enrollment increased from 895 students in 2023–24 to 942 in 2024–25, then decreased to 906 students in 2025–26. Despite the overall fluctuation, Merced County Special Education continues to serve a diverse student population across grade levels and student groups.
3. A significant proportion of students are in the secondary grades, with Grade 12 representing the largest enrollment. In 2025–26, 158 students are enrolled in Grade 12, representing approximately 17% of total enrollment. This supports the need for continued emphasis on graduation, transition planning, work-based learning, career preparation, and postsecondary outcomes for students with disabilities.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	236	207	193	26.4%	22.0%	21.3%
Fluent English Proficient (FEP)	50	62	75	5.6%	6.6%	8.3%

Conclusions based on this data:

1. The number and percentage of English Learners has decreased over the three-year period. English Learner enrollment decreased from 236 students (26.4%) in 2023–24 to 193 students (21.3%) in 2025–26. This represents a decrease of 43 students and a 5.1 percentage-point decrease in the proportion of students identified as English Learners.
2. The number of students identified as Fluent English Proficient (FEP) has increased. FEP students increased from 50 students (5.6%) in 2023–24 to 75 students (8.3%) in 2025–26, suggesting an increase in students attaining English language proficiency.
3. English Learner progress remains an area requiring attention. Despite the decrease in the overall number of English Learners and increase in FEP students, the California School Dashboard identifies English Learner Progress as Red, with only 25.3% of English Learners making progress toward English language proficiency. This indicates a continued need to monitor English language development and provide targeted instructional and language supports for English Learners with disabilities.

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 and Achievement

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	6	7	11	6	7	10	6	7	9	100	100	90.9
Grade 4	9	7	8	9	7	7	9	7	7	100	100	87.5
Grade 5	7	10	7	5	9	6	5	9	6	71.4	90	85.7
Grade 6	9	7	9	9	6	8	9	6	8	100	85.7	88.9
Grade 7	14	8	12	14	8	9	14	8	8	100	100	75
Grade 8	10	11	10	10	11	9	10	11	9	100	100	90
Grade 11	14	11	10	12	10	9	12	10	9	85.7	90.9	90
All Grades	69	61	67	65	58	58	65	58	56	94.2	95.1	86.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			Advanced (Level 4)			Proficient (Level 3)			Developing (Level 2)			Minimal (Level 1)		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2361.	*	*	0.00	*	*	0.00	*	*	7.14	*	*	92.86	*	*
Grade 8	*	2391.	*	*	0.00	*	*	9.09	*	*	9.09	*	*	81.82	*
Grade 11	2421.	*	*	0.00	*	*	0.00	*	*	8.33	*	*	91.67	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	1.79	6.15	5.17	1.79	4.62	12.07	7.14	89.23	82.76	89.29

Areas

Performance area results provide a more detailed look at students' performance on the overall assessment. For more information about the performance area results, go to the [Understanding Results web page](#).

Reading How well do students understand stories and information that they read?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	3.08	3.45	1.79	29.23	29.31	26.79	67.69	67.24	71.43

Writing How well do students communicate in writing?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	10.77	13.79	3.70	89.23	86.21	96.30

Listening How well do students understand spoken information?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	7.69	1.72	0.00	44.62	53.45	53.57	47.69	44.83	46.43

Research/Inquiry How well can students find and present information about a topic?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	1.79	30.77	39.66	42.86	69.23	60.34	55.36

Conclusions based on this data:

1. CAASPP participation has improved from 94.2% in 2023–24 to 95.1% in 2024–25. While participation was 100% for grades 3, 4, 7, and 8th, but participation was below 100% in Grades 5, 6, and 11. Continued attention to full participation is important to ensure that available assessment data accurately represents student performance.
2. Student performance in ELA/Literacy remains a significant area of need. In 2024–25, 82.76% of tested students scored Standard Not Met, compared with 89.23% in 2023–24. Although this represents an improvement of approximately 6.5 percentage points, only 5.17% met the standard and no students exceeded the standard. This indicates a continued need for targeted, standards-aligned ELA instruction and curriculum adaptations.
3. Student performance has improved, but the majority of students continue to perform below grade-level standards. The percentage of students scoring Standard Not Met decreased from 93.94% in 2022–23 to 82.76% in 2024–25, while the percentage scoring Standard Met increased from 0% to 5.17%. Despite this positive trend, the high percentage of students not meeting standards demonstrates the need for continued implementation of evidence-based literacy strategies, differentiated instruction, and ongoing progress monitoring.

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		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	6	7	11	6	7	10	6	7	10	100	100	90.9
Grade 4	9	7	8	9	7	7	9	7	7	100	100	87.5
Grade 5	7	10	7	5	9	6	5	9	6	71.4	90	85.7
Grade 6	9	7	9	9	6	8	9	6	8	100	85.7	88.9
Grade 7	14	8	12	14	8	9	14	8	8	100	100	75
Grade 8	10	11	9	10	11	8	10	11	8	100	100	88.9
Grade 11	14	11	10	12	10	9	12	10	9	85.7	90.9	90
All Grades	69	61	66	65	58	57	65	58	56	94.2	95.1	86.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			Advanced (Level 4)			Proficient (Level 3)			Developing (Level 2)			Minimal (Level 1)		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2363.	*	*	0.00	*	*	0.00	*	*	14.29	*	*	85.71	*	*
Grade 8	*	2364.	*	*	0.00	*	0.00	*	*	0.00	0.00	*	*	100.0	*
Grade 11	2429.	*	*	8.33	*	*	0.00	*	*	0.00	*	*	91.67	*	*
All Grades	N/A	N/A	N/A	3.08	0.00	0.00	1.54	1.72	3.57	4.62	1.72	1.79	90.77	96.55	94.64

Areas

Performance area results provide a more detailed look at students' performance on the overall assessment. For more information about the performance area results, go to the [Understanding Results web page](#).

Concepts & Procedures How well did students apply mathematical concepts and procedures to solve problems?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	3.08	0.00	0.00	10.77	6.90	7.14	86.15	93.10	92.86

Problem Solving & Modeling/Data Analysis How well can students show and apply their problem solving skills?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	3.08	0.00	0.00	24.62	18.97	12.50	72.31	81.03	87.50

Communicating Reasoning How well can students think logically and express their thoughts in order to solve a problem?									
Grade Level	Above Proficient			At or Near Proficient			Below Proficient		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	1.72	0.00	49.23	29.31	23.21	50.77	68.97	76.79

Conclusions based on this data:

1. Overall participation increased from 94.2% in 2023–24 to 95.1% in 2024–25.
2. Mathematics achievement remains a significant area of need. In 2024–25, 96.55% of students scored Standard Not Met, compared with 90.77% in 2023–24. Only 1.72% of students met the standard, and no students exceeded the standard. This indicates a substantial need for continued improvement in mathematics instruction and student access to grade-level standards.
3. Mathematics performance declined in 2024–25 and requires targeted intervention. The percentage of students scoring Standard Not Met increased by approximately 5.8 percentage points, from 90.77% in 2023–24 to 96.55% in 2024–25. This decline indicates a need to strengthen evidence-based mathematics instruction, curriculum adaptation, differentiated instruction, and ongoing progress monitoring for students with disabilities.

School and Student Performance Data

ELPAC Results

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

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

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
K		*	*		*	*		*	*	0	*	*
2	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										7	8	11

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		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
K		*	*		*	*		*	*		*	*		*	*
2	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	9.09	*	*	9.09	*	*	81.82	*	*	11

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		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
K		*	*		*	*		*	*		*	*		*	*
2	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	9.09	*	*	9.09	*	*	18.18	*	*	63.64	*	*	11

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		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
K	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	17	*	*
1	0.00		*	0.00		*	0.00		*	100.0		*	17		*
2	0.00	*		0.00	*		0.00	*		100.0	*		12	*	
3	0.00			0.00			0.00			100.0			16		
4	0.00			0.00			0.00			100.0			13		
5	0.00		*	0.00		*	0.00		*	100.0		*	15		*
7	*		*	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	0.00	*	*	18.18	*	*	81.82	*	*	11

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
K		*	*		*	*		*	*		*	*
2	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	36.36	*	*	63.64	*	*	11

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
K		*	*		*	*		*	*		*	*
2	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	9.09	*	*	27.27	*	*	63.64	*	*	11

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
K		*	*		*	*		*	*		*	*
2	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	18.18	*	*	81.82	*	*	11

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
K		*	*		*	*		*	*		*	*
2	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
7	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	36.36	*	*	63.64	*	*	11

Conclusions based on this data:

1. The lack of ELPAC data results is due to all our students with the exception of students with emotional disabilities are testing using the Alternate ELPAC, not the ELPAC that this data is based on. The Alternate ELPAC data is not reflected in this data.

School and Student Performance Data

Student Population

The 2026 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.

2025-26 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
906	68.1	21.3	1.2
Total Number of Students enrolled in Merced 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.

2025-26 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	193	21.3
Foster Youth	11	1.2
Homeless	18	2.0
Socioeconomically Disadvantaged	617	68.1
Students with Disabilities	906	100.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	5.0
American Indian	5	0.6
Asian	52	5.7
Filipino	8	0.9
Hispanic	671	74.1
Two or More Races	20	2.2
Pacific Islander	8	0.9
White	96	10.6

Conclusions based on this data:

1. A large majority of students are socioeconomically disadvantaged. 687 students (72.9%) are identified as socioeconomically disadvantaged. This indicates a significant need to ensure equitable access to instructional

materials, specialized supports, enrichment opportunities, and services that address barriers to student achievement.

2. English Learners represent a significant student population. 207 students (22%) are identified as English Learners. Combined with the California School Dashboard's Red rating for English Learner Progress, this highlights the need for continued attention to English language development and appropriate language-access supports for students with disabilities who are also English Learners.
3. The student population includes multiple student groups requiring targeted support. In addition to students with disabilities, who comprise 100% of the students served by Merced County Special Education, the program serves 22 Foster Youth (2.3%) and 17 Homeless students (1.8%). The data reinforce the importance of monitoring outcomes for student groups who may experience additional barriers to attendance, academic achievement, graduation, and postsecondary readiness.

School and Student Performance Data

Overall Performance

The 2026 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.”



2026 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Yellow	Suspension Rate  Green
Mathematics  Red	Chronic Absenteeism  Yellow	
English Learner Progress  Yellow		
College/Career  Red		
Science  Orange		

Conclusions based on this data:

1. Merced County Special Education received a Red performance level for Graduation Rate, College/Career, Chronic Absenteeism, and English Learner Progress. These results indicate a need for targeted strategies to improve student attendance, successful completion of graduation requirements, postsecondary and employment readiness, and English language development for students who are also English Learners.
2. Both ELA and Mathematics received a Yellow performance level. Although these indicators are not in the Red or Orange categories, local CAASPP data show that a large majority of students are performing below grade-level standards. Continued implementation of evidence-based instructional practices, curriculum adaptation, differentiated instructional strategies, and progress monitoring is needed to improve academic outcomes.
3. Suspension Rate is an area for continued monitoring and proactive intervention. The Suspension Rate received a Yellow performance level, indicating an opportunity to strengthen proactive behavioral and social-emotional supports. Merced County Special Education will continue to promote positive behavioral interventions, appropriate

behavioral supports, and collaboration with staff, families, and districts to reduce suspensions and increase student engagement and successful participation in school.

School and Student Performance Data

Academic Performance English Language Arts

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2026 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 67.5 points below proficient Declined 5.5 points 322 Students	English Learners Orange 62.9 points below proficient Declined 13.3 points 79 Students	Long-Term English Learners No Performance Color 87.3 points below proficient Declined 3.4 points 28 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless No Performance Color 61.5 points below proficient 12 Students	Socioeconomically Disadvantaged Orange 69.6 points below proficient Declined 6.8 points 225 Students

Students with Disabilities  Orange 67.5 points below proficient Declined 5.5 points 322 Students	African American  No Performance Color 93.5 points below proficient Declined 13.2 points 21 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Asian  No Performance Color 54.3 points below proficient Maintained -0.2 points 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Hispanic  Orange 68.2 points below proficient Declined 5.2 points 240 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 69.4 points below proficient Increased 7.2 points 39 Students

Conclusions based on this data:

1. All Students and Students with Disabilities are 62 points below standard and both improved by 9.6 points. While this improvement is encouraging, the overall performance remains substantially below the state standard, indicating a continued need for targeted, standards-aligned literacy instruction and curriculum adaptations.
2. Socioeconomically Disadvantaged students showed the greatest improvement, increasing 12.3 points while remaining 62.9 points below standard. Hispanic students increased 6.9 points and were 63 points below standard, while English Learners increased 3.8 points and remained 49.6 points below standard. These results demonstrate positive movement while highlighting the need to continue monitoring achievement across student groups and provide targeted supports where needed.
3. White students received an Orange performance level, were 76.6 points below standard, and increased 5.9 points. Their performance is lower than that of the other reported student groups, indicating a significant performance gap that should be monitored and addressed through targeted instructional supports.

School and Student Performance Data

Academic Performance Mathematics

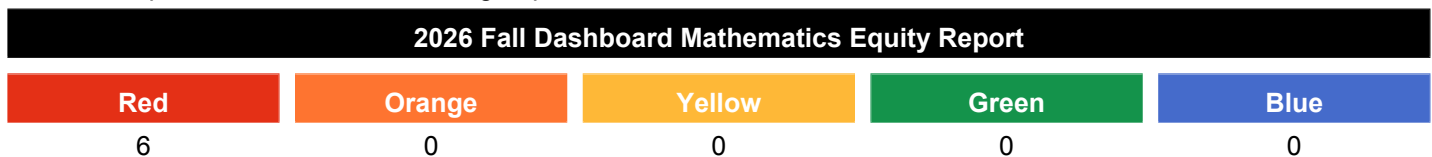
The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2026 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 96.6 points below proficient Declined 10.9 points 311 Students	English Learners  Red 95.5 points below proficient Declined 21.2 points 77 Students	Long-Term English Learners  No Performance Color 138 points below proficient Declined 38 points 29 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless  No Performance Color 69 points below proficient 12 Students	Socioeconomically Disadvantaged  Red 98.2 points below proficient Declined 10.3 points 216 Students

Students with Disabilities  Red 96.6 points below proficient Declined 10.9 points 311 Students	African American  No Performance Color 89.6 points below proficient Declined 6.6 points 20 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Asian  No Performance Color 66.6 points below proficient Declined 8.4 points 14 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Hispanic  Red 99.3 points below proficient Declined 14.6 points 235 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Red 111.8 points below proficient Declined 10.5 points 36 Students

Conclusions based on this data:

1. All Students and Students with Disabilities received a Yellow performance level and were 85.8 points below standard, although both groups increased by 3.6 points. The substantial distance from standard indicates a continued need for targeted, standards-aligned mathematics instruction and curriculum adaptations.
2. English Learners received an Orange performance level and were 74.3 points below standard, with performance maintained from the previous year. Socioeconomically Disadvantaged students received a Yellow performance level and were 88 points below standard, despite a 4.9-point increase. These results indicate a need for targeted instructional supports and ongoing monitoring of student groups.
3. White students received a Red performance level, were 101.2 points below standard, and declined 22.6 points from the previous year. This represents a significant performance gap and warrants further examination of student-level and program data to identify factors contributing to the decline and determine appropriate instructional interventions.

School and Student Performance Data

Academic Performance Science

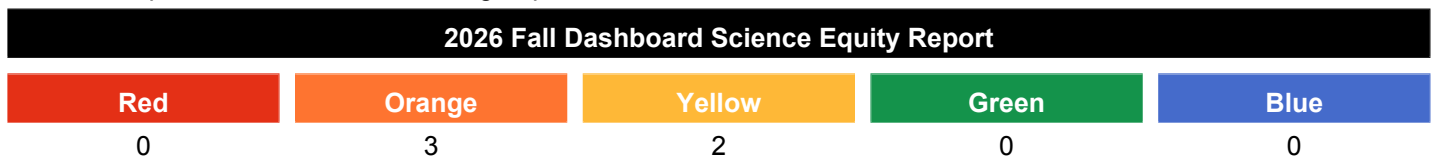
The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2026 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 41.6 science points Maintained 1.3 138 Students	English Learners  Yellow 42.3 science points Increased 2.1 40 Students	Long-Term English Learners  No Performance Color 37 science points Declined 4.5 22 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 42.8 science points Maintained 1.7 92 Students

Students with Disabilities  Orange 41.6 science points Maintained 1.3 138 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino	Hispanic  Yellow 42.8 science points Increased 5 99 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander	White  No Performance Color 41.8 science points Maintained 0.4 18 Students

Conclusions based on this data:

1. All Students and Students with Disabilities received an Orange performance level, with 40.3 science points. Performance was maintained from the previous year, increasing only 0.9 points. This indicates that students continue to need targeted, standards-aligned science instruction and appropriate curriculum adaptations.
2. English Learners received an Orange performance level with 40.2 science points. Although performance increased 1.6 points, the overall performance remains in the Orange category.
3. Hispanic students received an Orange performance level with 37.8 science points, lower than the overall student performance of 40.3 points, and declined by 2 points from the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

The 2026 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.

2026 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Yellow	 Red
36.0% making progress.	27.3% making progress.
Number Students: 164	Number Students: 88

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.

2026 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0%	87.5%	0%	12.5%

Conclusions based on this data:

1. Only 25.3% of current English Learners (158 students) are making progress toward English language proficiency, resulting in a Red performance level. This indicates that the majority of English Learners are not demonstrating sufficient annual progress toward English proficiency.
2. Only 19.5% of Long-Term English Learners (87 students) are making progress, also resulting in a Red performance level. This suggests a need for targeted strategies to accelerate language development and address barriers that may be preventing LTELs from progressing toward proficiency.
3. 85.7% of students maintained their ELPI Level 1, 2, 2H, 3L, or 3H, while only 14.3% progressed at least one ELPI level. No students decreased an ELPI level or maintained ELPI Level 4. These results indicate that maintaining students' current level is substantially more common than demonstrating measurable language growth, highlighting the need for intentional English language development supports integrated into daily instruction.

School and Student Performance Data

Academic Performance College/Career Report

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

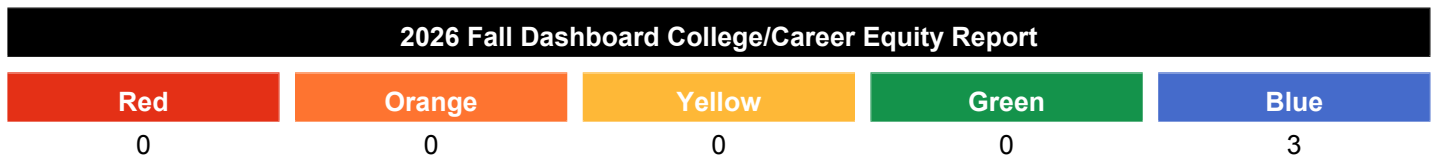
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

2026 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Red 0.0 Maintained 0.0 42 Students	English Learners No Performance Color 0.0 Maintained 0.0 11 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Red 0.0 Maintained 0.0 37 Students

Students with Disabilities  Red 0.0 Maintained 0.0 42 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino	Hispanic  No Performance Color 0.0 Maintained 0.0 28 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. All Students and Students with Disabilities received a Red performance level, with 0% of students identified as prepared for college or career. This indicates a significant need to strengthen work based pathways and opportunities that prepare students for postsecondary education, employment, and independent living.
2. Socioeconomically Disadvantaged students received a Red performance level, with 0% prepared for college or career. The data indicate that additional supports and equitable access to work-based learning, career exploration, transition planning, and postsecondary opportunities are needed for this student group.
3. Hispanic students received a Red performance level, with 0% prepared for college or career. Given that Hispanic students represent the largest student population within Merced County Special Education, the results emphasize the importance of ensuring culturally responsive and equitable access to transition services, career exploration, and work-based learning opportunities.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2026 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.

2026 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

47.5% Chronically Absent

Declined 3.9

621 Students

English Learners



Orange

50.0% Chronically Absent

Declined 4.0

120 Students

Long-Term English Learners



No Performance Color

52.6% Chronically Absent

Increased 2.6

19 Students

Foster Youth



No Performance Color

41.7% Chronically Absent

Declined 14.6

12 Students

Homeless



No Performance Color

42.1% Chronically Absent

Declined 36.5

19 Students

Socioeconomically Disadvantaged



Yellow

48.8% Chronically Absent

Declined 4.8

457 Students

Students with Disabilities  Yellow 47.5% Chronically Absent Declined 3.9 621 Students	African American  Orange 50.0% Chronically Absent Declined 4.5 32 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Red 40.5% Chronically Absent Increased 1.0 42 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 49.4% Chronically Absent Declined 3.4 466 Students
Two or More Races  No Performance Color 46.7% Chronically Absent Maintained 0.0 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Orange 37.5% Chronically Absent Declined 6.3 56 Students

Conclusions based on this data:

- Overall, 51.4% of students were chronically absent, resulting in a Red performance level. Chronic absenteeism also increased for students with disabilities from the prior year, indicating a need for strategies that improve attendance and student engagement.
- 54% of English Learners and 53.6% of socioeconomically disadvantaged students were chronically absent, both with Red performance levels. These results indicate a need for targeted attendance, engagement, and family-support strategies for students experiencing barriers to consistent attendance.
- African American students had 54.5% chronic absenteeism and increased 11.2 points, while White students had 43.8% and increased 12 points. Asian students were Orange, with 39.5% chronically absent and a 4.1-point decline. These patterns suggest the need to monitor attendance by student group and implement targeted interventions to reduce chronic absenteeism and improve academic engagement.

School and Student Performance Data

Academic Engagement Graduation Rate

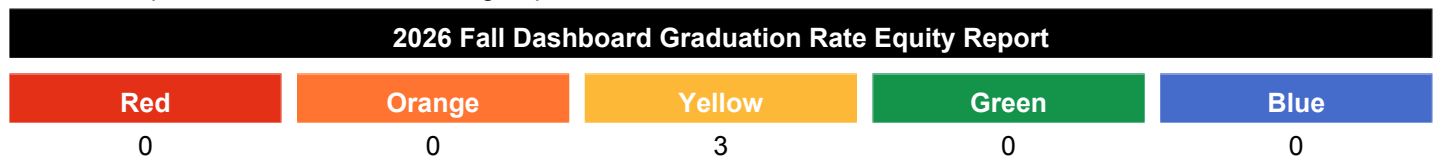
The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2026 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Yellow 76.2% graduated Increased 40.0 42 Students	English Learners No Performance Color 72.7% graduated Increased 49.2 11 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Yellow 78.4% graduated Increased 39.9 37 Students

Students with Disabilities  Yellow 76.2% graduated Increased 40.0 42 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino	Hispanic  No Performance Color 82.1% graduated Increased 48.8 28 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. The All Students and Students with Disabilities groups are in the Red performance level, with 36.2% graduating. The Dashboard graduation-rate measure reflects students earning a standard high school diploma and does not include students who complete their educational program through the Alternate Pathway to a Diploma. Therefore, the Dashboard rate should be interpreted within the context of the diverse graduation and completion pathways available to students served by Merced County Special Education.
2. Students with Disabilities and Hispanic students remain identified in the Red performance level, while both groups demonstrated substantial improvement. Students with Disabilities had a 36.2% graduation rate, increasing 27.7 percentage points, while Hispanic students had a 33.3% graduation rate, increasing 26.9 percentage points. These data demonstrate progress but also highlight the need to continue supporting students in completing their individualized educational programs and progressing toward the most appropriate diploma, Alternate Pathway to a Diploma.
3. Socioeconomically Disadvantaged students demonstrated the greatest increase in the reported graduation rate, but the group remains in the Red performance level. The graduation rate increased 31.5 percentage points to 38.5%. Continued attention is needed to ensure students receive appropriate academic, transition, career-readiness, and postsecondary supports that promote successful completion of their individualized pathway and preparation for life after high school.

School and Student Performance Data

Conditions & Climate Suspension Rate

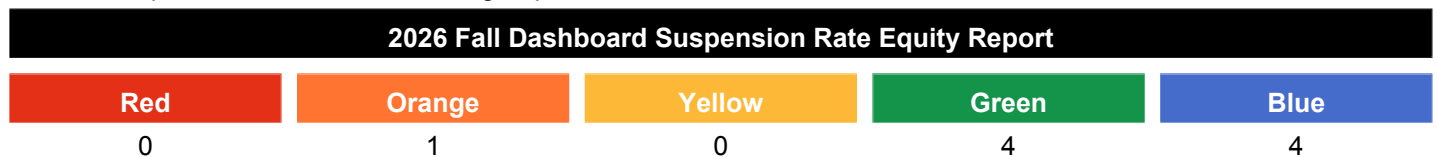
The 2026 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2026 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 1.9% suspended at least one day Declined 0.5 988 Students	English Learners Blue 1.0% suspended at least one day Maintained 0.1 209 Students	Long-Term English Learners Blue 0.0% suspended at least one day Declined 1.7 100 Students
Foster Youth No Performance Color 20.0% suspended at least one day Increased 5.7 25 Students	Homeless No Performance Color 0.0% suspended at least one day Maintained 0.0 23 Students	Socioeconomically Disadvantaged Green 2.2% suspended at least one day Maintained 0.1 692 Students

Students with Disabilities  Green 1.9% suspended at least one day Declined 0.5 987 Students	African American  Orange 12.0% suspended at least one day Declined 0.5 50 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  Blue 0.0% suspended at least one day Maintained 0.0 54 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Blue 1.0% suspended at least one day Maintained 0.0 730 Students
Two or More Races  No Performance Color 8.0% suspended at least one day Maintained 0.0 25 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Green 3.7% suspended at least one day Declined 3.0 107 Students

Conclusions based on this data:

- Overall suspension rates remain relatively low, but the All Students and Students with Disabilities groups are identified as Yellow. 2.4% of All Students and 2.4% of Students with Disabilities were suspended for at least one day, representing a 0.4 percentage-point increase for both groups. This indicates a continued need for proactive behavioral supports, positive behavior strategies, and interventions that promote student engagement and reduce the need for exclusionary discipline.
- Several student groups demonstrated strong suspension outcomes. English Learners had a Blue performance level with 0.9% suspended, while Long-Term English Learners and Socioeconomically Disadvantaged students were Green, with 1.7% and 2.1%, respectively. Hispanic students had a Blue performance level with 1.0% suspended, a 0.3 percentage-point decline. These results suggest that existing practices are supporting relatively low suspension rates for several student groups and should be maintained.
- Disparities are evident for African American and White students and warrant targeted attention. African American students were identified as Red, with 12.5% suspended, an increase of 6.4 percentage points, while White students were Orange, with 6.8% suspended, an increase of 2.5 percentage points. These results indicate a need to examine discipline patterns and ensure equitable access to proactive behavioral, social-emotional, and student-support strategies across student groups.

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.

Academic Achievement, Instructional Access, and Teacher Capacity.

All students will demonstrate growth in academic achievement and increased access to standards-aligned instruction in English Language Arts, mathematics, science, and English proficiency. MCOE Special Education will build the capacity of appropriately credentialed and assigned staff through professional learning, coaching, teacher support, evidence-based instructional strategies, and access to appropriate instructional resources. These efforts will strengthen differentiated instruction, provide teachers with the support and training needed to address diverse student needs, and improve students' ability to access, participate in, and demonstrate learning within the California Common Core State Standards and California content standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1- Actions: 1.14, 1.15

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.

The available 2025 California School Dashboard and local student performance data indicate significant academic needs for students with disabilities. The Dashboard identifies ELA and Mathematics as Yellow; English Learner Progress is red, while Science performance is Orange, indicating a need for continued improvement in academic achievement. CAASPP data further demonstrate substantial academic needs. In 2024–25, 82.76% of students did not meet the ELA/Literacy standard, with only 5.17% meeting the standard. Mathematics results show an even greater need, with 96.55% of students not meeting the standard and only 1.72% meeting the standard. Science performance is also an area of concern, with the overall student group and students with disabilities identified as Orange.

Dashboard subgroup data indicate that achievement gaps persist across student groups. In ELA, students with disabilities were 62 points below standard, while socioeconomically disadvantaged students were 62.9 points below standard. In mathematics, students with disabilities were 85.8 points below standard, and socioeconomically disadvantaged students were 88 points below standard. English Learners were identified as Orange in mathematics, at 74.3 points below standard, while White students were identified as Red, at 101.2 points below standard. These data indicate a need to strengthen teachers' capacity to provide explicit, systematic, differentiated, accessible, and standards-aligned instruction, particularly in literacy, mathematics, English proficiency, and science. Providing professional learning, coaching, instructional resources and supplementary materials, and technology will support teachers in addressing the diverse academic and communication needs of students with moderate to severe disabilities and emotional disabilities.

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
Dashboard Alternative School Status (DASS): One-Year Graduation Rate Report	Graduation Rate ALL 95.2% HISPANIC 97.7% SED 97.2% SWD 95.2%	Graduation Rate: ALL 97% HISPANIC 99% SED 99% SWD 97%
California State Dashboard: College and Career	College and Career ALL 0%	College and Career ALL 5% ELA SWD 62
California State Dashboard: ELA	ELA SWD 62	pts below
California State Dashboard: Math	Math	Math SWD
California Dashboard: Science	Math SWD	85.8 pts below
California Dashboard: ELP	85.8 pts below	Science SWD
	Science SWD	40.3 science points
	40.3 science points	English Learner Progress 25.3%
	English Learner Progress 25.3%	making progress
	making progress	

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	LCAP Action 1.14: SPED: Expanded Work-Based Learning Opportunities: Revised Provide students with disabilities, including students who are socioeconomically disadvantaged, with expanded work-based learning opportunities throughout Merced County. Opportunities may include the Wired Café, El Capitan Hotel, Blooming Futures Initiative, and other community-based work sites. Experiences will provide students with opportunities to develop employability, communication, independence, and workplace skills aligned with their individualized transition goals.	All Students	56,365.61 Special Education 1000-1999: Certificated Personnel Salaries
1.2	LCAP Action 1.15: SPED: Supplemental Transition Curriculum & Training: Revised Implement Job Ready Project Discovery as a supplemental transition curriculum focused on career exploration, employment preparation, workplace readiness, and independent living. Provide training to teachers and coordinators to support consistent implementation and integration of transition instruction into students' educational programs and IEP transition plans.	All Students	45,000.00 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
1.3	Science Professional Learning and Coaching: NEW Contract with a qualified science consultant to provide professional learning, modeling, and ongoing support to teachers. The consultant will assist teachers in implementing accessible, standards-aligned science instruction using differentiated strategies, academic vocabulary supports, hands-on learning, visual supports, and multiple opportunities for students to demonstrate understanding.	All Students	30,000.00 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures 10,000.00 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
1.5	English Learners: Revised	EL Students	54,054.00

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Provide targeted English language development (ELD) instruction, materials, professional learning, and instructional supports for English Learner (EL) students to increase English language proficiency and ensure students can access the core curriculum and participate meaningfully in instruction.		Title III 4000-4999: Books And Supplies
1.6	Mathematics Professional Learning and Coaching: NEW Contract with a qualified mathematics consultant to provide professional learning, modeling, coaching, and ongoing support to teachers serving students with moderate to severe disabilities. The consultant will support teachers in implementing evidence-based, differentiated, and standards-aligned mathematics strategies that increase student access to mathematical concepts, engagement, problem-solving, and opportunities to demonstrate learning.	All Students	25,000.00 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures 10,000.00 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
1.7	Technology Access to Support Instruction and Communication: Revised Maintain continuous access to appropriate technology, devices, accessories, connectivity, repair, and communication supports for students and instructional staff. Technology will be used to increase student access to core and supplemental curriculum, provide alternative means of communication and demonstration of learning, and support differentiated instruction and student engagement.	All Students	1,712,786.00 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
1.8			

Annual Review

SPSA Year Reviewed: 2025-26

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.

During the 2025–26 school year, MCOE Special Education implemented strategies designed to increase student access to standards-aligned instruction and support academic achievement. Activities included expanded Work-Based Learning opportunities, supplemental transition curriculum and training, English language development supports for English Learners, and continued access to technology and communication supports. These strategies were designed to strengthen teacher capacity, support differentiated instruction, increase student access to the curriculum, and provide students with opportunities to develop academic, transition, and career-readiness skills. Implementation and effectiveness were monitored through student performance data, progress-monitoring information, participation in transition and Work-Based Learning activities, and staff feedback.

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 of the 2025–26 strategies and the planned budgeted expenditures. Funds were used to support the identified strategies, including Work-Based Learning and transition activities, English language development, and technology and communication supports. Expenditures remained aligned with the identified student needs and the goals of the SPSA.

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.

Based on the annual review and identified student and instructional needs, MCOE Special Education will continue the strategies that support academic achievement, transition readiness, and access to instruction while strengthening teacher support and staff training. Parent and staff survey results identified teacher support and staff training as two of the top priorities for improvement. In response to these priorities and identified academic needs, MCOE Special Education will add new strategies for science professional learning and coaching and the implementation of Polaris in conjunction with the adopted Unique Learning System (ULS) curriculum. These strategies will strengthen teacher capacity, support data-informed instruction, and improve alignment among student performance data, instructional planning, IEP development, and progress monitoring.

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.

Positive Culture and Engagement

MCOE Special Education will strengthen proactive behavioral and social-emotional supports, positive behavior practices, and staff capacity to address student behavioral needs in order to promote a safe, positive, inclusive, and supportive school environment and reduce suspensions. Parent and staff surveys identified behavioral support as one of the top three priorities for improvement. In response to this feedback, MCOE will provide additional behavioral supports and teacher support focused on proactive behavior strategies, de-escalation, student engagement, and effective responses to challenging behaviors.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Actions: 2.11

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.

The 2025 California School Dashboard reports an overall suspension rate of 2.4%, with both All Students and Students with Disabilities receiving a Yellow performance level. The overall suspension rate increased by 0.4 percentage points. Disparities are evident among student groups, including African American students at 12.5% (Red) and White students at 6.8% (Orange). MCOE Special Education will strengthen proactive behavioral and social-emotional supports, positive behavior strategies, and staff capacity to prevent challenging behaviors, reduce suspensions, and create a positive and supportive learning environment for all students.

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
CA School Dashboard: Suspension Rate Indicator (2025)	Suspension Rate All 2.4% White 6.8% African American 12.5%	Suspension Rate All 1.5% White 4% African American 10%

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
2.2	Action 2.11: SPED: Safe School Environment: Revised MCOE Special Education will employ a Campus Supervisor to provide proactive supervision, build positive relationships with students, address behavioral concerns before they escalate, and support positive behavior practices. The Campus Supervisor will collaborate with staff to promote student engagement and a safe, inclusive school environment while working to reduce behavioral incidents and suspensions. Effectiveness will be	All Students; White and African American	31,386.00 Title IV 2000-2999: Classified Personnel Salaries 35,123.00 Special Education 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	monitored through suspension data, behavioral referrals, and staff/student feedback.		
2.3	Behavior Support: Revised Provide Behavior Support Specialists and/or Behavioral Instructional Aides to support teachers and instructional staff in implementing proactive behavioral and instructional strategies. Supports will help students access curriculum and instruction, increase engagement, minimize challenging behaviors, and promote a safe, positive, and supportive learning environment.	All students	369,836.00 Title I 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

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.

During the 2025–26 school year, MCOE Special Education implemented strategies to promote a safe, positive, and supportive school environment, including proactive behavioral supports, behavior support personnel, and increased staff support for addressing student behavioral needs. These strategies provided teachers and instructional staff with additional support in implementing positive behavior strategies, addressing challenging behaviors, and promoting student engagement. The effectiveness of the strategies was monitored through suspension data, behavioral referrals, staff feedback, and student engagement. The 2025 California School Dashboard reported an overall suspension rate of 2.4%, with a Yellow performance level, while Students with Disabilities also had a 2.4% suspension rate and Yellow performance level. Continued attention to behavioral supports and staff capacity is needed to reduce suspensions and address identified disparities among student groups.

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 of the strategies/activities and the planned budgeted expenditures. Funds were used to support the identified behavioral and school climate strategies described in the SPSA.

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.

Based on the annual review, MCOE Special Education will continue the focus on creating a positive, safe, inclusive, and supportive school environment. Strategies will be strengthened to provide proactive behavioral support, staff training, and teacher support focused on positive behavior interventions, de-escalation, student engagement, and prevention of behaviors that interfere with learning. Suspension data and behavioral referrals will continue to be monitored, with particular attention to identified differences among student groups. Parent and staff survey feedback identifying behavioral support, teacher support, and staff training as priority areas will continue to inform the implementation of Goal 2.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

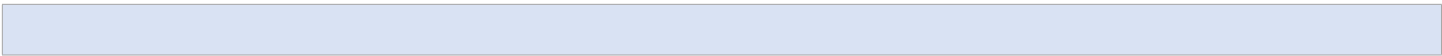
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
-------------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
-------------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

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	\$423,890.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,379,550.61
Total Federal Funds Provided to the School from the LEA for CSI	\$1,154,035.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$1,832,786.00
Title I	\$369,836.00
Title III	\$54,054.00
Title IV	\$31,386.00

Subtotal of additional federal funds included for this school: \$2,288,062.00

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

State or Local Programs	Allocation (\$)
Special Education	\$91,488.61

Subtotal of state or local funds included for this school: \$91,488.61

Total of federal, state, and/or local funds for this school: \$2,379,550.61

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
Comprehensive Support and Improvement (CSI)	1,832,786.00
Special Education	91,488.61
Title I	369,836.00
Title III	54,054.00
Title IV	31,386.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,365.61
2000-2999: Classified Personnel Salaries	436,345.00
4000-4999: Books And Supplies	1,831,840.00
5800: Professional/Consulting Services And Operating Expenditures	55,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	1,777,786.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	55,000.00
1000-1999: Certificated Personnel Salaries	Special Education	56,365.61
2000-2999: Classified Personnel Salaries	Special Education	35,123.00
2000-2999: Classified Personnel Salaries	Title I	369,836.00
4000-4999: Books And Supplies	Title III	54,054.00
2000-2999: Classified Personnel Salaries	Title IV	31,386.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2

Total Expenditures
1,943,205.61
436,345.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
-----------------	------

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 8, 2026.

Attested:



Principal, Maria Duran-Barajas on October 8, 2026



SSC Chairperson, Kristin Butler on October 8, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023