



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Clara Community Day School	43-69674-0125443	Feb 11, 2026	June 11, 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 Santa Clara Community Day School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	15
Overall Performance	17
Academic Performance	19
Academic Engagement	28
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Budget Summary	37
Budget Summary	37
Other Federal, State, and Local Funds	37
Budgeted Funds and Expenditures in this Plan	38
Funds Budgeted to the School by Funding Source.....	38
Expenditures by Funding Source	38
Expenditures by Budget Reference	38
Expenditures by Budget Reference and Funding Source	38
Expenditures by Goal.....	39
School Site Council Membership	40
Recommendations and Assurances	41

Plan Description

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

Santa Clara Community Day School (CDS) strategically aligns its site goals with the District's Local Control and Accountability Plan (LCAP), specifically LCAP Goal 3, LCAP Goal 3, which is primarily focused on providing safe, conducive learning environments and increasing outcomes for high-priority student groups. Our comprehensive goals target English Language Learners, Special Education Students, and Socio-Economically Disadvantaged Students. Hence, CDS uses the Whole Child Framework to provide students with social and emotional well-being through Equity-Centered structures like asset-based framing, restorative justice, Universal Design for Learning, and grading equity. Classroom instruction has focused on culturally relevant pedagogy, critical thinking, and student voice to improve achievement. Because many of the CDS students struggle from social-emotional regulation, the 2025 - 2026 school year focused on strengthening the PBIS system through a lens of social justice and student-centered practices. The Eagle Behavior Expectations successfully integrated the "Be Respectful, Responsible, Safe, Learner" motto into the campus culture. This PBIS framework, paired with student incentives, has demonstrably reduced severe behavioral incidents and improved the school climate. For the 2025–2026 cycle, CDS capitalized these behavioral gains by embedding the school's core values into all aspects of the school experience to foster a greater sense of belonging. CDS is committed to a Whole Child approach that transitions social-emotional stability into academic achievement. During the 2025–2026 school year, the primary instructional focus was Literacy Across the Curriculum. Strategic Literacy Actions include cross-curricular alignment to ensure literacy is explicitly taught and practiced across subjects. Teachers were also intentional in using high-leverage strategies that include sentence stems and frames to support academic discourse, structured oral language production, close reading strategies to increase comprehension of complex texts, and professional development in restorative and proactive strategies that strategically shift the focus from compliance and control to connection and regulation. These strategies have significantly reduced the site suspension rates by over 80%. Lastly, CDS utilizes data-driven goals and monitoring to measure the efficacy of its programs. I-Ready and CAASPP Interim Assessments to set learning priorities for language learners and Students with Disabilities. The site TOSA also provides targeted interventions for students scoring 2–3 levels below grade level receive and students are provided with timely and specific academic support during pull-out. The CDS School-Wide plan is reviewed annually through a cycle of action and reflection, involving faculty, students, and parents to ensure the budget and school priorities reflect the changing needs of the student body. Due to the successes noted above, CDS plans to continue utilizing these strategies in the 2026-27 school year.

Educational Partner Involvement

How, when, and with whom did your Santa Clara Community Day School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council Meetings: September 26, 2025, October 24, 2025, January 14, 2026, February 11, 2026, March 19, 2026, and April 21, 2026. Meetings are open to the public and begin with terms from the public. Per the School Site Council's (SSC) bylaws, agendas are posted at least 72 hours in advance in the office and notice is sent to parents via Parent Square. Agendas include time for current and future SPSA feedback. Staff provided feedback during faculty meetings, teacher collaborations, and in the Council gave feedback in September 2024 and March 2025. Dashboard data was reviewed with the staff, students, parents, and community at faculty and SSC meetings.

Surveys were used to collect data and input from students, additionally, feedback is collected from teachers, staff, and the site TOSA regarding student performance, assessments, and behaviors. Parents provide feedback during SST's and throughout the year and that data is shared with the school site council. As 54% of students identifying as Hispanic/Latino are also English Learner/Multilingual Learners, feedback was solicited continually through parent chats to understand ongoing student needs and parent concerns. That information was then shared with our SSC on the dates listed: 9/26/25, 10/24/25, 1/14/26, 2/11/26, 3/19/26, 4/21/26.

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Given our relatively small enrollment, the CA School Dashboard does not provide performance colors. However, we do receive information on a few indicators and for our most substantial student groups. At 38.9%, we had a very high suspension rate on the 2025 dashboard. This was due to a 6.7 percentage point increase. When added to the suspension increase seen on the 2024 dashboard, it brings SCD to a 10.3% increase in suspensions since the 2023 dashboard. Our student group data in this area shows that 33.3% of our English Learner students were suspended for at least one day. 42.9% of Hispanic students were suspended at least once. Support plans including individual 1:1 support for at least half of the day, teaching of strategies to support self-regulation for both staff and students, as well as supporting the attendance and G.P.A. goals as indicated by the student rehabilitation contract to proactively decrease suspendable offenses.

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

Based on the size of our enrollment, the only area of the CA School Dashboard with available data to reflect upon is in relation to the Suspension Rate Indicator.

Other Needs

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

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Santa Clara Community Day School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	11.11%	%	%	1		
Hispanic/Latino	77.78%	100.00%	76.92%	7	10	10
White	%	%	23.08%			3
Multiple/No Response	11.11%	%	%	1		
Total Enrollment				9	10	13

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7			1
Grade 8		6	
Grade 10	2	2	5
Grade 11	1	1	1
Grade 12	6	1	6
Total Enrollment	9	10	13

Conclusions based on this data:

1. The provided data shows that the largest student racial/ethnic group enrolled at CDS are those identifying as Hispanic/Latino, a trend that has been increasing since the 2022-23 school year.
2. Enrollment at CDS varies widely from year to year and is dependent upon the individual needs of our secondary students. The provided data shows stability in enrollment for 10th grade (2 students across a three year timeframe) and highlights 12th grade students as the most frequently served group in 2023-24 (67%, 6 of 9 students).
3. The provided data highlights 8th grade students as the most frequently served group in 2024-25 (60%, 6 of 10 students).

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	3	4	6	40.0%	33.3%	46.2%
Fluent English Proficient (FEP)	3	2	2	20.0%	33.3%	15.4%
Reclassified Fluent English Proficient (RFEP)	3	2		20.0%	33.30%	

Conclusions based on this data:

1. In 2024-25, Forty- percent of our students were English Learners.
2. Our population of “English Learner” students has increased by 6.7 percentage points between 2023-24 and 2024-25.
3. Sixty-percent of our students have been considered an “English learner” at some point in their educational journey.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	*	*		*	*		*	*				
Grade 8	4	*	7	*	*	7	*	*	7			100
Grade 11	*	*	6	*	*	4	*	*	4			66.7
All Grades	8	7	13	5	7	11	5	7	11	62.5	100	84.6

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			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	0.00	*	*	18.18	*	*	81.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. More than 75% of students have a history of truancy and/or are credit deficient. This is a contributing factor to CAASPP scores that are three or more levels below grade. Gaps in student learning reflect missed content required for the assessment. This data reflects the at-risk nature of CDS students.
2. 84.6% of students enrolled in 8th or 11th Grade were tested in 2024-25. Although this was a 22.1 percentage point increase from 2022-23, it was a 15.4 percentage point decline from 2023-24, when we tested 100% of eligible students.
3. ELA CAASPP Results from 2024-25 reveal that 18.18% of tested students scored at the "Standard Nearly Met" level and 81.82% of tested students scored at the "Standard Not Met" level.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	*	*		*	*		*	*				
Grade 8	5	*	7	*	*	7	*	*	7	100.0		100
Grade 11	*	*	6	0	*	4	0	*	4	100.00		66.7
All Grades	9	7	13	*	6	11	*	6	11		85.7	84.6

* 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			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	9.09	*	*	0.00	*	*	90.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Over 75% of CDS students have a history of truancy and/or are credit deficient. Student scores generally reflect below standard as students have missed the grade -level content required for the assessment. This data reflects the at -risk nature of our students.
2. 84.6% of students enrolled in 8th or 11th Grade were tested in 2024-25. This was a 1.1 percentage point decline from 2023-24, when we tested 85.7% of eligible students.
3. Math CAASPP Results from 2024-25 reveal that 9.09% of tested students scored at the “Standard Met” level and 90.91% of tested students scored at the “Standard Not Met” level.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
8	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*	0	*
12		*	*		*	*		*	*		*	*
All Grades										4	4	6

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
8	*		*	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*	*		*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
8	*		*	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*	*		*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
8	*		*	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*	*		*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
8	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
8	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
8	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
8	*		*	*		*	*		*	*		*
9	*		*	*		*	*		*	*		*
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
10	90%	40%	0.0%
Total Number of Students enrolled in Santa Clara Community Day School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	40%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	9	90%
Students with Disabilities	4	40%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	10	100%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	0	0.0%

Conclusions based on this data:

- 90% of our students are Socioeconomically Disadvantaged, an increase of 10 percentage points from 2023-24 and at least 40% have an IEP. A reduction of 20 percentage points from 2023-24.

2. In 2024-25, 40% of students had an IEP to address a disability. Some of these students may also need support in developing their English language skills, as 40% of students are also considered an English Learner.
3. At least 40% of Hispanic/Latino Students at CDS had IEPs in 2024-25

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

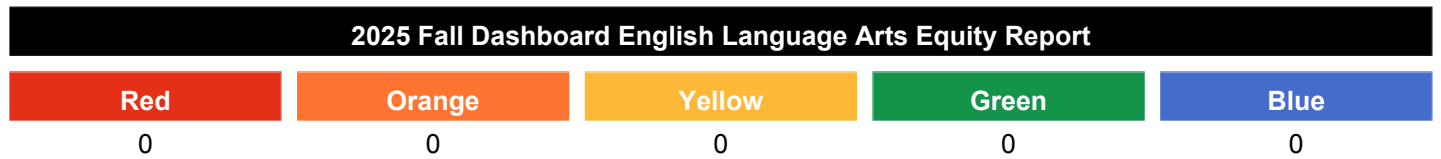
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

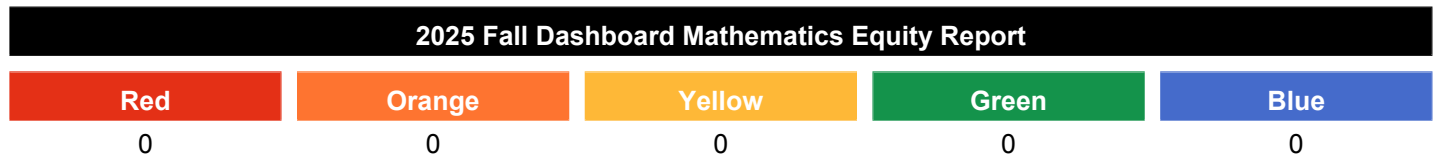
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Science

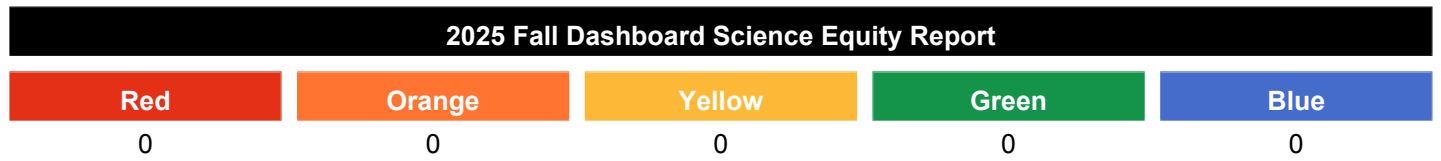
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 4 Students	 No Performance Color making progress. Number Students: 1 Student

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

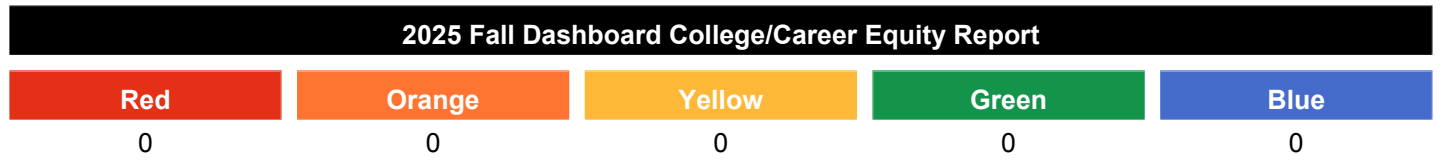
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Students with Disabilities  No Performance Color 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 0 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



No Performance Color

61.5% Chronically Absent

0

13 Students

English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



No Performance Color

58.3% Chronically Absent

0

12 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 63.6% Chronically Absent 0 11 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

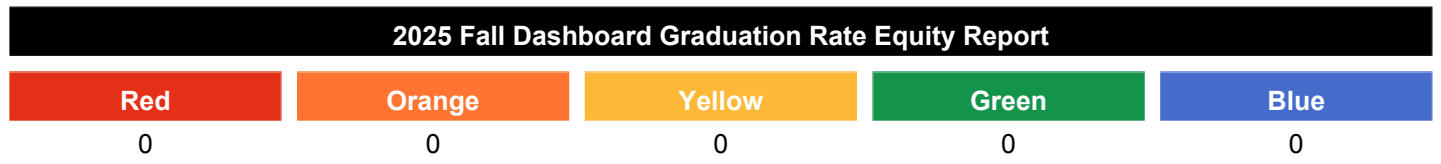
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Students with Disabilities  No Performance Color 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 0 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

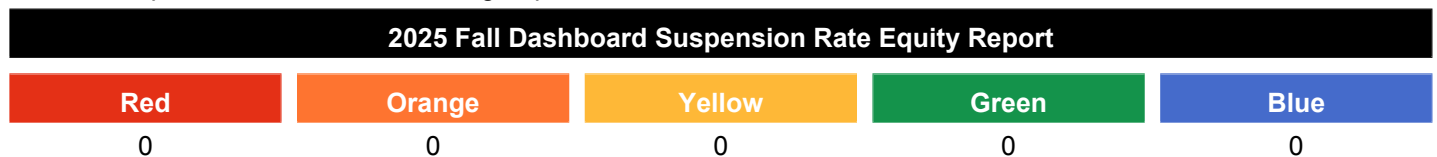
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  No Performance Color 38.9% suspended at least one day Increased 6.7% 36 Students	English Learners  No Performance Color 33.3% suspended at least one day Increased 25% 15 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 40% suspended at least one day Increased 15% 30 Students

Students with Disabilities  No Performance Color 33.3% suspended at least one day 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 42.9% suspended at least one day Increased 10.9% 28 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. Our suspension rate increased by 6.7% and the overall rate of suspension is 38.9%. The largest percent of a single student group suspended at least one day was our Economically Disadvantaged Student group (40%). We worked with resource to ensure that students received a referral for a B.I.P. as well as connecting families with additional counseling services.
2. 42.9% of Suspensions were students from a Latino background and increase of 10.9 percentage points from the 2024 Dashboard. CDS is providing additional targeted interventions for students at-risk of suspensions by evaluating behavior scorecards and teaching students proactive strategies.
3. 33.3% of students with disabilities and 33.3% of English Learner students were suspended. There is high overlap between these two student demographics at CDS.

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.

Increasing College and Career Readiness through our Equity Multiplier Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1:

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

LCAP Goal 3:

SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

LCAP Goal 5: Santa Clara Community Day Equity Multiplier Goal

Identified Need

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

CA School Dashboard data reveals that the current suspension rates at Santa Clara Community Day (SCCD) are at 38.9%. Given the composition of Community Day's enrollment, a 38.9% suspension rate disproportionately impacts students from historically underserved student groups (i.e. Economically Disadvantaged, Students with Disabilities (IEP), and those identifying as Latino). As an alternative school, students attending community day have been referred to the site after exhibiting a trend of behavioral challenges within the district's comprehensive schools. As such, improving outcomes for students historically at risk for suspensions requires a proactive and multi-faceted approach focused on prevention, intervention, and academic support. 100% of tested students are 3 or more Grade Levels behind in iReady Reading and Math; hence, increasing student skill in reading and writing through intensive intervention and support will increase competency, as well as enhance college-career readiness. This work will be measured by the iReady Assessments, teacher feedback, and in-class assessments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students participating in pull-out intervention for reading and writing.	100% of students received pull-out intervention for reading and writing.	100% of students received pull-out intervention for reading and writing.
Percent of students increasing their effort and participation ("time-on-task") by at least 50%, as measured by the time it took to complete tasks on iReady and CAASPP assessments.	100% of students increased general participation on iReady and CAASPP Interim Assessments.	100% of students increased general participation on iReady and CAASPP Interim Assessments.
Percent of students increasing their writing fluency as measured by the pre & post writing assessments administered by ELA teachers.	100% of students increased their writing fluency as measured by the pre & post writing assessments administered by ELA teachers.	100% of students increased their writing fluency as measured by the pre & post writing assessments administered by ELA teachers.
Percent of student respondents selecting "Agree" or "Strongly Agree" that at least one of the listed proactive practices/strategies was helpful, as measured by the CDS student support survey.	83.3% percent of student respondents selecting "Agree" or "Strongly Agree" that at least one of the listed proactive practices/strategies was helpful, as measured by the CDS student support survey.	85% of student respondents selecting "Agree" or "Strongly Agree" that at least one of the listed proactive/strategies was helpful as measured by the CDS student support survey.
Percent of students with an IEP who are "At-Risk" for suspension and meeting their individual goals at least 80% of the time, as measured through the "Eagle Scorecard".	80% of students with an IEP who are "At-Risk" for suspension and meeting their individual goals at least 80% of the time, as measured through the "Eagle Scorecard".	80% of students with an IEP who are "At-Risk" for suspension and meeting their individual goals at least 80% of the time, as measured through the "Eagle Scorecard".

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	0.6 FTE Site TOSA will provide support an extra day a week to provide interventions in reading/writing, math to deter task avoidance and an escalation in behavior resulting in suspensions. Approved on 5/7/26.	All Students	57,697 Equity Multiplier 1000-1999: Certificated Personnel Salaries
1.2	Students will receive additional support through the 0.6 FTE Site TOSA, including analyzing scorecard data, reviewing classroom expectations, and a needs assessment weekly to proactively increase student use of strategies in order to disrupt patterns of disciplines that result in suspensions.	All Students	76,292 None Specified 1000-1999: Certificated Personnel Salaries LREBG Funds
1.3	Certificated teacher will develop additional curriculum to support language learners and neurodivergent students in order to increase engagement and reading literacy.	Historically underserved students (Latinos, SWD, SED).	4,634.00 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.4	Classified staff, paraeducator, and/or substitute teacher will provide extra support to provide interventions in reading/writing, math to deter task avoidance and an escalation in behavior resulting in suspensions. Approved 2/11/26.	Historically underserved students (Latinos, SWD, SED).	2,128.00 Targeted Allocation 5800: Professional/Consulting Services And Operating 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.

Students struggle with writing and academic confidence which is a result of chronic truancy, compounded time of missed content covered in class, and skill in reading and writing. The pull-out intervention time increased student confidence by targeting skill building in reading fluency and writing competency. Students are provided with interventions 2-3x a week, and students are required to re-test if they complete the assessments too quickly. The Emergent Focus program helped with student engagement while providing students with reading, writing, and analysis skill training. Students demonstrated engagement by participating in the writing for the course. Student "time-on-task" for the iReady assessments increased significantly, resulting in students scoring 3 or more grade levels above their initial iReady assessments. Similarly, on CAASPP interim assessments, student scores increased by at least 1 grade level. Together, these results lead to a 100 percentage point increase in the percent of students who increased their effort and participation ("time-on-task") by at least 50%.

The intended Student Engagement implementation proved to be highly effective with 100% of students demonstrating increases in their general participation on iReady and CAASPP Interim Assessments. Furthermore, 83.3% percent of student respondents selected "Agree" or "Strongly Agree" that at least one of the listed proactive practices/strategies was helpful.

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

We fully implemented all planned programming, including the college and career program, with the exception of disruptions to continuity as a result of student truancy or suspensions.

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

Community Day received an additional \$51,697 in Equity Multiplier funds along with \$6,000 in carry-over funds . Although our community is excited to apply these funds to better the educational outcomes of our students for a second year, they are not substantial enough to fund multi-year initiatives. As a result substantial changes needed to be made to our actions and budgeted allocation.

We will be consolidating all Goals under Goal 1 and as a result, there are several actions that we will be discontinuing in the 2026-27 school year, despite their success. For instance, the Emergent Focus program helped with student engagement while providing students with reading, writing, and analysis skill training. However, due to district staffing reductions, our site was set to lose our TOSA support. Given the high-return actions that are supported by this position, our SSC decided to use our available Equity Multiplier funds, in combination with LREGB funds from the district office, to retain 0.6 FTE site TOSA.

As a site leadership team, we will discuss the potential change to our Metric: "Percent of students increasing their writing fluency as measured by the pre & post writing assessments administered by ELA teachers", to reflect students who are making more than 50% or more progress in their writing fluency.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$140,751.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
Equity Multiplier	\$57,697.00
None Specified	\$76,292.00
Targeted Allocation	\$6,762.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$140,751.00

Total of federal, state, and/or local funds for this school: \$140,751.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	6,762	0.00
Equity Multiplier	57,697	0.00
None Specified	76,292	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	57,697.00
None Specified	76,292.00
Targeted Allocation	6,762.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	138,623.00
5800: Professional/Consulting Services And Operating Expenditures	2,128.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity Multiplier	57,697.00
1000-1999: Certificated Personnel Salaries	None Specified	76,292.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	4,634.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	2,128.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	140,751.00

School Site Council Membership

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

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

Name of Members	Role
Amleset Manning	Principal
William Kha	Classroom Teacher Other School Staff
Carrie Arcoleo	Classroom Teacher
Mark Richardson	Parent or Community Member
Antheny Parnello	Secondary Student
Maritza Meraz	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Special Education 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 2/11/26.

Attested:



Principal, Alma Manning on 2/11/26



SSC Chairperson, Carrie Arcoleo on 2/11/26