School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fresno County Special Education	10-10108-6069488	May 18, 2022	June 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program
X Additional Targeted Support and Improvement
  English Learners

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

To improve student achievement and meet the requirements of ESSA, the Special Education Department of the Fresno County Superintendent of Schools will:

1. Seek input from parents, students, staff, and other community members regarding accolades and targeted areas for improvement.
2. Develop goals based on review of data from multiple sources.
3. Review goals with the school site council and consider input.
4. Implement selected goals.
5. Monitor and revise goals, including completion of classroom observations.
6. Complete a comprehensive needs assessment.
7. Evaluate the effectiveness of current plan.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Six surveys were completed during the 2021-2022 school year. Various groups were given the opportunity to complete a School Climate Survey, Safety Survey, Parent Engagement Survey, Transportation Survey, Educator Effectiveness Professional Learning Survey, and a Unique Learning Systems Professional Learning Survey.

In September of 2021, teachers were asked to complete a pre and post transportation survey related to training conducted by our transportation router. The pre-conference survey provided an opportunity for staff to ask questions or identify concerns regarding the process, planning, and communication between districts, schools, families, and transportation.   Staff members reported that they wanted additional information on routing students on bus routes, communication of transportation changes, and communication with non-English speaking homes. The training was then created and presented based on these interests. The post-survey revealed that the employees' level of usable knowledge increased from 36% to 93%. Survey questions, comments, and feedback provided us with valuable information for improving communication regarding transportation.

Unique Learning System (ULS) is a standards-based curriculum designed specifically to help students with special needs access the general education state standards. A Unique Learning Systems training was held in December of 2021 and staff members completed a satisfaction survey after the training. Staff members were asked to report if they were excited and ready to use what they learned (35%), still processing (65%), need clarification (10%). Seventy percent asked for calendar reminders for when to complete Unique assessments. When asked what supports teachers will need to feel successful using the different ULS assessment tools (profiles, benchmarks, monthly checkpoints, rubrics), data tracking tools, and using data to develop IEP goals, 70% of our teachers asked for help on how to write present levels, baselines, and goals based on data from Unique Learning Systems.

In February of 2022, a Parent Engagement Survey was sent to parents via text message and email in both English and Spanish. When asked if teachers share resources for supporting learning at home, 75% of English-speaking and 55% of Spanish-speaking parents strongly agreed. Seventy-two percent of Spanish-speaking parents reported that they understand how to support their student at home. Approximately 50% of all families felt they were informed of volunteer opportunities. Sixty-one percent of Spanish-speaking families reported that they feel included in school events. Approximately 50% of all families felt they were provided with opportunities to engage in decision-making and provide input on policies.

As a follow-up to the 2021 School Climate Survey, a Safety Survey was created and sent to staff members in February 2022 via email. The survey asked staff members to expand on their perceptions of safety on campus. Sixty-two percent of staff members reported that they do not have concerns regarding their safety on campus. Several staff members commented that they are sometimes concerned about student behavior and appropriate lifting techniques for students in wheelchairs.

The 2022 School Climate Survey was sent to parents in March of 2022 via text message and email in both English and Spanish. The survey was sent to staff members via email. Students had the opportunity to complete the survey in the classroom with the assistance of their teacher. Two hundred ninety-four (294) people responded to the School Climate Survey in part or whole. Respondents were asked to indicate their level of agreement with statements in the categories of Teaching and Learning, School Safety, Interpersonal Relationships, Institutional Environment, Parent Involvement, and Transportation. Over 90% of parents and staff responded favorably in the area of "teaching and learning" marking that they agree teachers in our schools work hard to make sure students do well and are treated fairly. Over 90% of students and staff reported that teachers have high standards of achievement and that students are treated with respect. Over 90% of students indicated that they feel successful at school and are recognized for good behavior. Seventy-six percent of students feel behaviors in class do not impede learning. Seventy percent of teachers rated that they do not have significant concerns about their safety at school. Teacher comments did express concern about aggressive behavior related to students' disabilities. When asked if they believe the transportation department keeps them notified of changes, 75.6% of parents and 50% of staff responded in agreement. When asked if transportation runs smoothly at the beginning of the school year, 67% of parents rated that they mostly agreed. Sixty-four percent of staff members rated that they mostly agree transportation is timely or efficient. We met all objectives of our 2021-2022 SPSA goal for transportation by addressing training specific to transportation procedures and communication. Our 2022-2023 SPSA plans to further improve communication between the transportation department, parents, and school personnel through the purchase of a communication application.

In February of 2022, certificated employees were asked to complete an Educator Effectiveness Survey. Data demonstrated that 37% of staff prefer online training within the workday and 36% prefer a combination of in-person and online. When asked their preferred training time (e.g. before the workday, minimum days, Saturday half-day, after work, or within a workday), sixty-five percent preferred "within workday" training options. Direct service staff prioritized understanding and responding to challenging behaviors, strategies to de-escalate behavior, social-emotional support for students, and how to respond to students who have experienced trauma. Direct service specialists prioritized learning of evidence-based practices, how to respond to students who have experienced trauma, supporting preschool to kindergarten transition, and English language development. School leaders prioritized classroom management strategies, evidence-based practices, and teaching deaf & hard of hearing students to read.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Fresno County Special Education completes formal observations of new teachers three times per school year. Formal observations of veteran teachers are conducted two times per evaluation cycle. The California Standards of the Teaching Profession (CSTP) are used as a guide during the observations and written feedback is provided. With the return of students to full time in-person learning for the 2021-2022 school year, Fresno County Special Education resumed monthly classroom walkthroughs by program principals. The walkthroughs provided data on critical components of each classroom, including: structured learning environment, instructional practice, student and educator engagement, and safety and communication. Teachers were provided with a copy of the walkthrough observations immediately upon completion.

As of March 2022, three hundred and five classroom observations of seventy-six classrooms were conducted using the Classroom Assurances Checklist. The checklist contains twenty-nine items in

the categories of structured learning environment, instructional practices, student & educator engagement, and safety and communication. Principals are asked to observe a classroom for three to five minutes and indicate any items they see in that time frame. The following classroom expectations were observed by principals at high frequencies: clearly defined areas of instruction, accommodating environment for physical needs, daily staff and student schedule posted, activities have a clear purpose and are age and developmentally appropriate, instructional activities/themes are scheduled and calendared, instruction aligns with calendared events, checking for understanding, opportunities to communicate with peers and staff, reinforcement procedures, positive language, adult conversations are centered on student learning. The following classroom expectations were observed at lower frequencies: student schedules appropriate to student level, student work displayed professionally, use of evidence-based practices, maintenance of student data, use of 3 phase model of instruction, ELD scaffolding strategies and vocabulary development, and multiple means of engagement students utilizing adaptive equipment. Frequency of observed items can be impacted by several factors, including the time of day principals choose to observe the classroom (e.g., lunch versus English Language Arts block).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Student data from the California Assessment of Student Performance and Progress (CAASPP), The English Language Proficiency Assessments for California (ELPAC), benchmark and curriculum embedded assessments in reading, writing, and math are reviewed to inform instruction. The Individualized Education Program (IEP) team determines student eligibility for alternate curriculum and alternate assessments. The alternate assessments include the California Alternate Assessment (CAA) and the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS). An alternate ELPAC is currently in development. The majority of students served by the special education department were eligible for alternative assessments due to the severity of their disabilities. Due to the COVID-19 pandemic, students taking alternative assessments and enrolled in distance learning were not required to participate in CAASPP during the 2020-2021 school year. The special education department successfully administered the ELA and Math portions of the SBAC to sixty-seven students.   Ninety-five percent of these students fell in the "Standard Not Met" range. Ninety-five students were administered the ELPAC with the following results: Level 4 "Well Developed" = 1%, Level 2 "Somewhat Developed" = 5.26%, Level 1 "Minimally Developed" = 93.68%. Student progress reports are also used to measure progress on goals and reviewed annually as part of their IEP team meeting.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Fresno County Special Education Department utilizes the Unique Learning Systems curriculum. Data is gathered through pre-tests, benchmarks, and post-tests. Data is also maintained on student IEP goal attainment. In addition to these measures, the IEP team conducts a triennial review for each student that identifies present levels, standardized assessment results and eligibility for special education services. Data from classroom walkthroughs is provided to teachers and reviewed annually with the administrator. Teachers have access to a Content Specialist, who provides feedback based on knowledge of evidence-based instructional practices. The expansion of College and Career readiness for students with disabilities has provided the opportunity for 4 students to meet the Transition Work-Based Experiences requirements for the 2021-2022 school year. This was an increase of 2 students from the previous year. This measure is applicable to students with an Individualized Education Program (IEP) and who earn a Special Education Certificate of Completion. Students who complete this measure must successfully complete a minimum of 100 hours of work-based learning since entering ninth grade of a program for students with disabilities on an IEP. The program must offer students work-based learning experiences that develop knowledge and job skills, in compliance with the Fair Labor Standards Act (FLSA) requirements. In addition,19 students received their food handler's certification during the 2021-2022 school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Fresno County Special Education teachers are credentialed through the California Commission on Teacher Credentialing. Fresno County Special Education employed 80 teachers during the 2021-2022 school year, with 76 of them being highly qualified. Four teachers were enrolled in a university program and teaching with a Short Term Staff Permit (STSP) or Provisional Internship Permit (PIP).   All students were either receiving services through an appropriately credentialed teacher or the IEP determined that an Alternate Placement was needed based on the student's individual needs.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Fresno County Special Education employs credentialed teachers and provides instructional materials and professional development provided by knowledgeable and experienced providers. This assists teachers with their skillful implementation of the adopted instructional materials. All teachers with an emergency credential participated in Peer Assistance and Coaching (PAC) during the 2021-2022 school year. PAC provided these new teachers with a veteran mentor teacher who assisted them in their ongoing development. Teachers clearing their credentials participate in the Induction Program, which provides them with a veteran mentor as well. Additionally, all staff members attend department trainings several times per year as part of the IMPACT training program.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development opportunities are aligned to support implementation of the California State Standards and adopted curriculum. Results from the annual School Climate Survey, Classroom Assurance Checklist, and the Educator Effectiveness Survey also drive professional development opportunities. During the 2021-2022 school year, educators engaged with the curriculum specialist from Unique Learning Systems for professional training. Use of the Unique curriculum facilitates alignment with the California State Standards along with use of the SEACO Access Guide which also aligns State Standards to three access points for students with moderate-to-severe intellectual disabilities. Professional learning opportunities were also provided on family engagement, including how to engage with students and families who speak a language other than English.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the 2021-2022 school year, 85% of classroom teachers were fully credentialed. The remaining teachers were authorized to teach with an internship credential, STSP, or PIP. Additional support was provided to these new teachers to ensure that our students were receiving a quality education. In addition to the professional development provided to all teachers, uncredentialled teachers were offered the opportunity to participate in a Peer Assistance Coaching program. This program pairs them with a veteran teacher who is available for weekly support. Classroom coaching is also available through multiple resources which may include site leadership, Content Specialists, Induction Coaches, and Instructional Coaches.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The special education department of the Fresno County Superintendent of Schools serves students ages birth through twenty-two. Teacher collaboration occurs during staff meetings with principals and break out sessions by age and grade level. Preschool teachers collaborate to complete the Desired Results Developmental Profile for their students. Kindergarten through adult age teachers collaborate on monthly Unique Learning System lessons. Classroom teachers also meet within the subject matters of deaf and hard of hearing, autism, moderate to severe disabilities, emotional disturbance. Itinerant teachers additionally meet regarding their unique subject areas including adapted physical education, visual impairments, and orthopedic impairments.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Unique Learning System is a standards-based curriculum designed specifically to help students with special needs access the general education state standards. This personalized system allows for engaging students in valuable learning time by providing differentiated lesson materials, easily assigned homework options, detailed lesson plans, standards alignment and evidence-based teaching strategies with data-driven results. Unique Learning System uses instructional targets to link academic content standards to Special Education materials and activities. Instructional targets are aligned to state educational standards. Monthly lesson plans and materials also address these critical skills in reading, writing, math, science and social studies with embedded transitional outcomes. To help plan for adult living, Unique Learning System includes a dynamic transition planning feature that can be used to help prepare students for life's biggest challenges and rewards. Transition Planning is an important inventory feature that helps educators guide students down the path toward independence with future planning that meets real-world expectations for employment, daily living needs, community awareness, and more for Middle School, High School and Transition-aged students. Through the collaboration of the content area focus groups, school staff meetings and the administrative team, the curriculum is revised annually to update and review the standards and curriculum as necessary. The programs are implemented as designed and are in daily use. Students are enrolled in standards-aligned core courses with elective courses as appropriate. The SEACO Access Guide also allows for access to content standards through three levels of access points for students with significant support needs. This allows for meaningful participation in the general state adopted curriculum. Use of the Unique curriculum facilitates alignment with the California State Standards along with use of the SEACO Access Guide which also aligns State Standards to three access points for students with moderate-to-severe intellectual disabilities. Students working toward a diploma are taught utilizing the core curriculum of the host site. Additionally, students in high school who have emotional and behavioral needs earn high school credits by participating in the Cyber High curriculum.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors daily implementation of mandated instructional minutes for each grade level and aligned with our adopted curriculum. A significant amount of provided instruction utilized integrated instruction that weaved English Language Arts, Math, Science, Social Skills and functional skills lessons into a thematic course of study. Analysis of instructional minutes is conducted annually to ensure that all students receive the appropriate number of instructional minutes. In addition, the instructional minutes are, to extent possible, aligned with the general education peers on integrated sites even if it exceeds the required minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Fresno County Special Education is a service provider for students referred by their school district for specific intervention programming. Our master schedule allocates the appropriate instructional time and flexibility for the instruction of individualized education programs (IEPs) while still meeting the core standards instruction through an integrated curriculum. The Unique Curriculum has three levels of instruction to provide the level of support necessary for students based on their individual needs. This ensures access for all students, even those with the most significant needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available for all students. Fresno County Special Education students have access to their host sites curricula in addition to standards aligned supplemental instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Examples of standards-based instructional materials include Unique Learning Systems, Read Naturally, Touch Math, Cyber High and core academic instructional materials. Unique Learning System is designed to help students with special learning needs master California state standards. The technology-based curriculum hosts visual supports and repetition necessary for students with disabilities. Read Naturally is an online reading program that accelerates reading achievement by combining research-proven strategies of teacher modeling, repeated reading, and progress monitoring. The Touch Math curriculum is a multisensory math program designed to assist students with disabilities. Finally, Cyber High is an online curriculum that motivates students through game-based features, performance projects, and manipulative elements.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students, including English Learners, have access to the general curriculum in addition to evidence-based instruction that maximizes their ability to engage with their typically developing peer group. The Individualized Education Program (IEP) team develops differentiated instructional strategies to ensure their achievement and progress in alignment with ESEA. Each IEP team meeting also considers to what extent students can receive their education in the Least Restrictive Environment with their typically developing peers.

Evidence-based educational practices to raise student achievement

Training and coaching in evidence-based instructional practices are available for all classroom staff. Evidence-based practices are obtained from the following: California Autism Professional Training and Information Network (CAPTAIN), National Technical Assistance Center on Transition (NTACT), and Collaboration for Effective Educator Development Accountability and Reform (CEEDAR). Additionally, students have access to behavior intervention supports as specified in their Individual Education Programs (IEP). Currently, 279 out of 624 students served have behavior needs indicated on their IEP. Of the students with behavior needs, 116 have a behavior intervention plan, 162 have psychological services as a special education service and 8 have behavior intervention services. Overall, approximately 45% of the students we serve exhibit behavior that impedes learning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available to assist students include Fresno County Superintendent of Schools staff, the IEP Team, Central Valley Regional Center, Resources for Independence, Department of Rehabilitation, Fresno City College, Reedley College, and various outreach groups that may include the State Center Community College District and Planned Parenthood. The Fresno County Special Education department has actively supported student success and is represented by community educational partners. In addition to the engagement of families, group homes and foster family homes play a very important role in maximizing the abilities of our students. We frequently engage them in the community input process and also provide input into their systems as well. For some students, engagement in the Fresno County Behavioral Health system also plays an important part in providing the necessary supports to make meaningful progress. In-house or contracted interpreters are provided to families who speak a language other than English.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our School Site Council (SSC) meets the required composition that includes representation of students, parents, school staff, and community representatives in accordance with the waiver process. Language translation is available for families of English Learners who speak Spanish. The SSC develops and approves the School Plan for Student Achievement, recommends it to the board for approval, monitors its implementation, and evaluates its effectiveness of the planned activities at least annually. Site leadership facilitates and supports at least one structured collaboration meeting (professional learning communities) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school assessment system to guide student placement, instructional planning and delivery, and progress monitoring. Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design and delivery, including the use of research-based strategies to support the mastery of content standards for all students.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

School programming is extremely individualized and consistently reviews the goals that are set for students. If the students are not meeting those goals, the team is called together to determine what supports are needed to help every child show progress and growth. Overall, school leadership will continue to involve parents and the community in the planning and implementation of our school plan primarily through our School Site Council which is also responsible for the English Language Advisory Committee. Spanish interpreters are available at each meeting. Through the process, primary guiding goals are set and funding is tied to those goals.

Fiscal support (EPC)

Title 1, Part A funding is utilized to implement the components of the School Plan for Student Achievement.

Stakeholder Involvement

How, when, and with whom did the 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

The prior year SPSA is reviewed by the school administration and School Site Council to determine if goals were met and to determine the current present levels of school and student achievement. School administration determines the proposed goals based on the current data analysis of the school dashboard along with the feedback received from the school climate and culture surveys, teacher surveys, observation data and student achievement data from the CAASSP system. The school administration presents the present levels and specified data to the school site council, solicits input and offers proposed goals for the next year and agrees upon goals. In addition to the SSC and school administration, this year the special education department relied heavily on the Educator Effectiveness Grant survey and School Climate survey for feedback on the SPSA.

Resource Inequities

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

A needs assessment revealed resource inequities in the areas of engagement with families who speak Spanish, college and career readiness opportunities, and behavior supports.

When asked if teachers share resources for supporting learning at home, 75% of English speaking and 55% of Spanish speaking parents strongly agreed. This 20% discrepancy indicates that focus should be placed on ensuring Spanish-speaking families are provided with equal amount of resources in their primary language.

During the 2021-2022 school year, 4 students met the requirements of the Work-Based Learning College and Career Readiness indicator. This is an increase of 2 students from the previous year. This indicates that most high school and ATP students have not yet met the requirement, however, new indicators have recently been added by the California Department of Education, which allow more of our students to meet the requirement in the years to come.

Approximately 45% of the students served by Fresno County Special Education exhibit behavior that impedes learning. Approximately 41% of these students have a behavior intervention plan and approximately 58% have psych services as an IEP service and 2% have behavior intervention services. There appears to be inequity in the way IEPs are written or in the way services are distributed.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	36	45	36
Grade 1	48	39	39
Grade 2	35	46	38
Grade3	38	34	46
Grade 4	25	38	33
Grade 5	34	27	40
Grade 6	30	30	30
Grade 7	24	31	31
Grade 8	38	29	36
Grade 9	49	33	28
Grade 10	37	51	34
Grade 11	42	38	56
Grade 12	168	147	130
Total Enrollment	604	588	577

Conclusions based on this data:

1. There was a 23% decline in students enrolled in grade twelve from the 2018-2019 school year to the 2020-2021 school year. Students enrolled in adult transition programs (ATP) are aged 18-22 and are recorded as students in grade 12.   As the Fresno Unified School District began serving their own adult students, the population served by FCSS special education decreased.

2. Enrollment by grade level and subgroup distribution has remained relatively stable.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	105	83	88	17.4%	14.1%	15.3%
Fluent English Proficient (FEP)	154	176	166	25.5%	29.9%	28.8%
Reclassified Fluent English Proficient (RFEP)	25	36	10	18.8%	34.3%	12.0%

Conclusions based on this data:

1. 15.3% of students in 2020-2021 were English Learners.

2. 12.0% of English Learners were reclassified in 2020-2021.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Overall Participation for All Students												
Grade 3	*	15	13	*	13	11	*	13	11		86.7	84.6
Grade 4	*	4	10	*	4	8	*	4	8		100	80.0
Grade 5	*	7	15	*	7	13	*	7	13		100	86.7
Grade 6	*	7	8	*	6	7	*	6	7		85.7	87.5
Grade 7	*	8	9	*	6	6	*	6	6		75	66.7
Grade 8	*	13	11	*	12	8	*	12	8		92.3	72.7
Grade 11	*	15	19	*	15	14	*	15	14		100	73.7
All Grades	59	69	85	49	63	67	49	63	67	83.1	91.3	78.8

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Overall Achievement for All Students															
Grade 3	*	2292.	2297.	*	0.00	0.00	*	0.00	9.09	*	0.00	0.00	*	100.0	90.91
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	2324.	*	*	0.00	*	*	0.00	*	*	7.69	*	*	92.31
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2425.	*	*	8.33	*	*	8.33	*	*	0.00	*	*	83.33	*
Grade 11	*	2478.	2469.	*	0.00	0.00	*	6.67	21.43	*	46.67	14.29	*	46.67	64.29
All Grades	N/A	N/A	N/A	2.04	1.59	0.00	4.08	3.17	8.96	16.33	14.29	8.96	77.55	80.95	82.09

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*	0.00	*	*	23.08	*	*	76.92	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	16.67	*	*	8.33	*	*	75.00	*
Grade 11	*	0.00	*	*	40.00	*	*	60.00	*
All Grades	2.04	3.17	2.99	26.53	20.63	34.33	71.43	76.19	62.69

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*	0.00	*	*	15.38	*	*	84.62	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	8.33	*	*	8.33	*	*	83.33	*
Grade 11	*	0.00	*	*	35.71	*	*	64.29	*
All Grades	4.17	1.61	2.99	16.67	12.90	14.93	79.17	85.48	82.09

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*	0.00	*	*	15.38	*	*	84.62	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	41.67	*	*	58.33	*
Grade 11	*	6.67	*	*	40.00	*	*	53.33	*
All Grades	4.08	1.59	1.49	40.82	33.33	46.27	55.10	65.08	52.24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*	0.00	*	*	7.69	*	*	92.31	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	8.33	*	*	8.33	*	*	83.33	*
Grade 11	*	0.00	*	*	53.33	*	*	46.67	*
All Grades	2.04	1.59	1.49	26.53	22.22	49.25	71.43	76.19	49.25

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. All students served by FCSS special education are students with disabilities. Most of the students served are eligible to take the alternative achievement test called the CAA. The results above do not include the CAA, which was not required for students participating in distance learning last year. Additionally, data is not available for those who were attending in-person and took the CAA at school. The tables above show the small number of students (67) who took the SBAC assessment. Due to this low number, data is not available for all cells and is marked with an asterisk.

2. The number of students taking the SBAC has increased every year since 2017-2018.

3. The number of students scoring in the "standard met" range increased from 3.17% in 2019 to 8.96% in 2021.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	15	13	*	13	11	*	13	11		86.7	84.6
Grade 4	*	4	10	*	4	8	*	4	8		100	80.0
Grade 5	*	7	15	*	7	14	*	7	14		100	93.3
Grade 6	*	7	8	*	6	6	*	6	6		85.7	75.0
Grade 7	*	8	9	*	6	6	*	6	6		75	66.7
Grade 8	*	13	11	*	12	8	*	12	8		92.3	72.7
Grade 11	*	15	19	*	15	14	*	15	14		100	73.7
All Grades	59	69	85	48	63	67	48	63	67	81.4	91.3	78.8

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	2284.	2303.	*	0.00	0.00	*	0.00	9.09	*	0.00	0.00	*	100.0	90.91
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	2340.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2360.	*	*	0.00	*	*	8.33	*	*	8.33	*	*	83.33	*
Grade 11	*	2418.	2428.	*	0.00	0.00	*	0.00	0.00	*	13.33	7.14	*	86.67	92.86
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	1.59	1.49	10.42	4.76	2.99	89.58	93.65	95.52

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*	0.00	*	*	0.00	*	*	100.0	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	16.67	*	*	83.33	*
Grade 11	*	0.00	*	*	13.33	*	*	86.67	*
All Grades	0.00	0.00	0.00	8.33	6.35	5.97	91.67	93.65	94.03

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*	0.00	*	*	7.69	*	*	92.31	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	16.67	*	*	83.33	*
Grade 11	*	0.00	*	*	40.00	*	*	60.00	*
All Grades	0.00	0.00	1.49	16.67	15.87	25.37	83.33	84.13	73.13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*	0.00	*	*	15.38	*	*	84.62	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	25.00	*	*	75.00	*
Grade 11	*	0.00	*	*	40.00	*	*	60.00	*
All Grades	0.00	0.00	0.00	27.08	23.81	46.27	72.92	76.19	53.73

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. All students served by FCSS special education are students with disabilities. Most of the students served are eligible to take the alternative achievement test called the CAA. The results above do not include the CAA, which was not required for students participating in distance learning last year. Additionally, data is not available for those who were attending in-person and took the CAA at school. The tables above show the small number of students (67) who took the SBAC assessment. Due to this low number, data is not available for all cells and is marked with an asterisk.

2. The number of students taking the SBAC has increased every year since 2017-2018.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
ELPAC Summative Assessment Data												
K	1184.9	*	1150.0	1183.9	*	1150.0	1187.1	*	1150.0	14	9	13
1	*	1189.2	1156.5	*	1187.9	1150.0	*	1190.3	1163.0	*	12	14
2	*	*	1172.5	*	*	1171.8	*	*	1173.2	*	5	12
3	*	*	1206.7	*	*	1200.5	*	*	1212.7	*	7	13
4	*	*	*	*	*	*	*	*	*	*	*	7
5	*	*	*	*	*	*	*	*	*	*	*	5
6	*	*	*	*	*	*	*	*	*	*	*	5
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	5	5
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	6
12	*	*	*	*	*	*	*	*	*	*	*	10
All Grades										83	52	95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	0.00	*	*	0.00		*	0.00	92.86	*	100.0	14	*	13
1		0.00	0.00		0.00	0.00		0.00	0.00	*	100.0	100.0	*	12	14
2		*	0.00		*	0.00		*	0.00	*	*	100.0	*	*	12
3		*	0.00		*	0.00		*	0.00	*	*	100.0	*	*	13
4		*	*		*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*	*	*	*	*	*	*
6		*	*		*	*		*	*	*	*	*	*	*	*
7		*	*		*	*	*	*	*	*	*	*	*	*	*
8		*			*		*	*		*	*		*	*	
9		*	*		*	*		*	*	*	*	*	*	*	*
10		*	*		*	*		*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*	*	*	*	*	*
12		*	*		*	*		*	*	*	*	*	*	*	*
All Grades		0.00	1.05	*	1.92	0.00	*	5.77	5.26	92.77	92.31	93.68	83	52	95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	0.00		*	0.00	*	*	0.00	92.86	*	100.0	14	*	13
1		0.00	0.00		0.00	0.00		0.00	0.00	*	100.0	100.0	*	12	14
2		*	0.00		*	0.00	*	*	0.00	*	*	100.0	*	*	12
3		*	0.00		*	0.00	*	*	0.00	*	*	100.0	*	*	13
4		*	*	*	*	*		*	*	*	*	*	*	*	*
5		*	*		*	*		*	*	*	*	*	*	*	*
6		*	*		*	*		*	*	*	*	*	*	*	*
7		*	*	*	*	*		*	*	*	*	*	*	*	*
8		*		*	*			*		*	*		*	*	
9		*	*		*	*		*	*	*	*	*	*	*	*
10		*	*		*	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*	*	*	*	*	*
12		*	*		*	*		*	*	*	*	*	*	*	*
All Grades		0.00	1.05	*	3.85	1.05	*	3.85	4.21	89.16	92.31	93.68	83	52	95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Written Language — Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	0.00		*	0.00	*	*	0.00	85.71	*	100.0	14	*	13
1		0.00	0.00		0.00	0.00		0.00	0.00	*	100.0	100.0	*	12	14
2		*	0.00		*	0.00		*	0.00	*	*	100.0	*	*	12
3		*	0.00		*	0.00		*	7.69	*	*	92.31	*	*	13
4		*	*		*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*	*	*	*	*	*	*
6		*	*		*	*		*	*	*	*	*	*	*	*
7		*	*		*	*		*	*	*	*	*	*	*	*
8		*			*		*	*		*	*		*	*	
9		*	*		*	*		*	*	*	*	*	*	*	*
10		*	*		*	*		*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*	*	*	*	*	*
12		*	*		*	*		*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	0.00	0.00	*	5.77	4.21	93.98	94.23	95.79	83	52	95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	0.00	*	*	0.00	85.71	*	100.00	14	*	13
1		0.00	0.00		8.33	0.00	*	91.67	100.00	*	12	14
2		*	0.00	*	*	8.33	*	*	91.67	*	*	12
3		*	0.00	*	*	0.00	*	*	100.00	*	*	13
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*	*	*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*	*	*	*	*	*	*
10		*	*		*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*	*	*	*	*	*	*
All Grades		0.00	1.05	*	7.69	4.21	89.16	92.31	94.74	83	52	95

Listening Domain
Percentage of Students by Domain Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	0.00	*	*	0.00	92.86	*	100.00	14	*	13
1		0.00	0.00		0.00	0.00	*	100.00	100.00	*	12	14
2		*	0.00		*	0.00	*	*	100.00	*	*	12
3		*	0.00		*	0.00	*	*	100.00	*	*	12
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*	*	*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*	*	*	*	*	*	*
All Grades		3.85	2.13	*	3.85	4.26	91.57	92.31	93.62	83	52	94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	0.00	*	*	0.00	85.71	*	100.00	14	*	13
1		0.00	0.00		0.00	0.00	*	100.00	100.00	*	12	14
2		*	0.00		*	8.33	*	*	91.67	*	*	12
3		*	0.00		*	0.00	*	*	100.00	*	*	13
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*	*	*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*
7		*	*		*	*	*	*	*	*	*	*
9		*	*		*	*	*	*	*	*	*	*
10		*	*		*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	5.77	4.21	95.18	94.23	95.79	83	52	95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	0.00	*	*	0.00	85.71	*	100.00	14	*	13
1		0.00	0.00		0.00	0.00	*	100.00	100.00	*	12	14
2		*	0.00		*	0.00	*	*	100.00	*	*	12
3		*	0.00		*	7.69	*	*	92.31	*	*	13
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*	*	*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*	*	*	*	*	*	*
10		*	*		*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	7.69	6.32	92.77	92.31	93.68	83	52	95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Ninety five students were administered the ELPAC during the 2020-2021 school year, an increase over the previous year. Due to this small number, many data points were unable to be calculated and are indicated with an asterisk.

2. Sixteen percent of the students served by Fresno County Special Education Department were administered the ELPAC. The remaining students were administered the alternative assessment, VCCALPS, if they were attending school in person. Due to the COVID-19 pandemic, VCCALPS scores are not included in the data above.

School and Student Performance Data
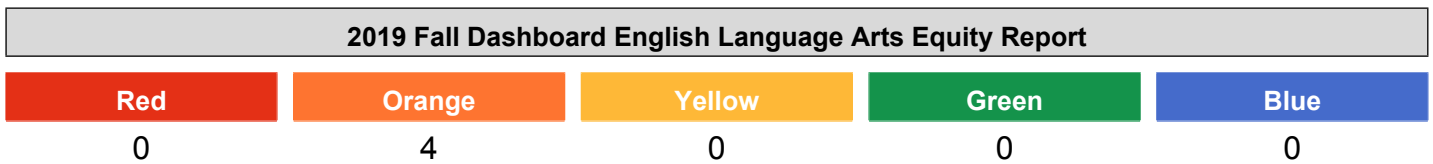
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
577	**72.6**	**15.3**	**2.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	88	15.3
Foster Youth	14	2.4
Homeless	14	2.4
Socioeconomically Disadvantaged	419	72.6
Students with Disabilities	577	100.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	28	4.9
American Indian or Alaska Native	2	0.3
Asian	40	6.9
Filipino	1	0.2
Hispanic	435	75.4
Two or More Races	11	1.9
Native Hawaiian or Pacific Islander	1	0.2
White	59	10.2

Conclusions based on this data:

1. Fifteen percent of the students served by Fresno County Special Education are English Learners.

2. Hispanic students comprise 75.4% of the total enrollment in county operated special day classrooms.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In 2019, chronic absenteeism was "Orange," indicating a concern in this area. The COVID-19 pandemic has made chronic absenteeism even more of a concern although data is not currently available.

School and Student Performance Data

Academic Performance
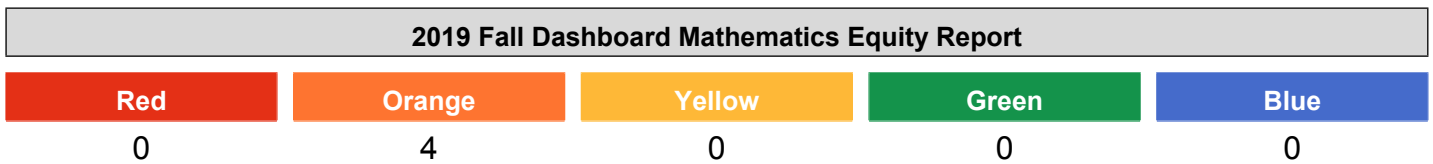## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
87.2 points below standard	80.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -15.3 points	Declined Significantly -19.4 points	
155	45	6
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
0 Students	86 points below standard	87.2 points below standard
	Declined Significantly -19.7 points	Declined Significantly -15.3 points
	126	155

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	1	8	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
81.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	126.4 points below standard
Declined -5.4 points			Declined Significantly -49.3 points
118	2		17

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	83.2 points below standard	97.2 points below standard
5	Declined Significantly -33.1 points	Declined -12.7 points
	40	92

Conclusions based on this data:

1. In 2019, all student groups fell in the "Orange" range on the English Language Arts dashboard

2. Each student group declined significantly from the previous year, indicating a need to review the ELA instructional plan for special education students who are working toward high school diplomas.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
121.1 points below standard	100 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -17.4 points	Declined -6.7 points	
144	45	6
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Orange	Orange
	117.7 points below standard	121.1 points below standard
	Declined Significantly -20.7 points	Declined Significantly -17.4 points
	118	144

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6	1	7	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		No Performance Color
114.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy		173.6 points below standard
Declined -8.3 points	2		Declined Significantly -88.7 points
109			17

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	101.7 points below standard	137.5 points below standard
4	Declined Significantly -21.5 points	Declined Significantly -26.3 points
	41	84

Conclusions based on this data:

1. In 2019, all available performance indicators are in the orange.

2. All measurable student groups declined in mathematics from the previous year.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
5.4 making progress towards English language proficiency
Number of EL Students: 37
Performance Level: Very Low
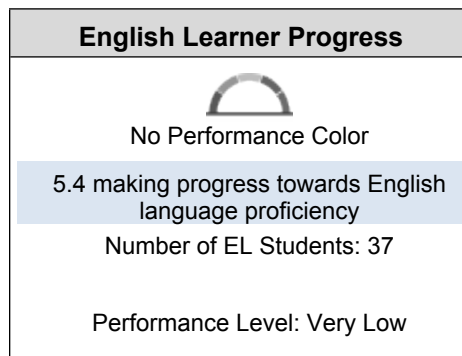
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
2.7	91.8		5.4

Conclusions based on this data:

1. In 2019, the 37 English Language Learners were performing in the Very Low range

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	40	100
African American	3	7.5
American Indian or Alaska Native		
Asian	2	5
Filipino		
Hispanic	31	77.5
Native Hawaiian or Pacific Islander	1	2.5
White	3	7.5
Two or More Races		
English Learners	4	10
Socioeconomically Disadvantaged	28	70
Students with Disabilities	40	100
Foster Youth	1	2.5
Homeless	3	7.5

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. 100% of the students served by Fresno County Special Education are students with moderate to severe disabilities who are not enrolled in advanced placement courses, career technical pathways, or a-g requirements. Students with disabilities participating in these programs are served by their school district and not FCSS special education.

2. Hispanic students made up the largest percentage of the cohort.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
44.8	52.8	36.4
Declined -1.5	Increased +8.3	11
328	72	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	45.1	44.8
2	Declined Significantly -3.5	Declined -1.5
	266	328

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
42.9	Less than 11 Students - Data Not Displayed for Privacy	37.5	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.1	1	Maintained 0	2
14		24	

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	Orange
47.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	45.2
Maintained +0.4	8	0	Declined -1
248			31

Conclusions based on this data:

1. In 2019, chronic absenteeism increased for English Learners to 52.8%.

2. In 2019, Socioeconomically Disadvantaged students chronic absence rate increased by 3.5% for a total of 45.1%.

3. In 2019, African American students that qualified as chronically absent decreased by 7.1%

School and Student Performance Data

Academic Engagement
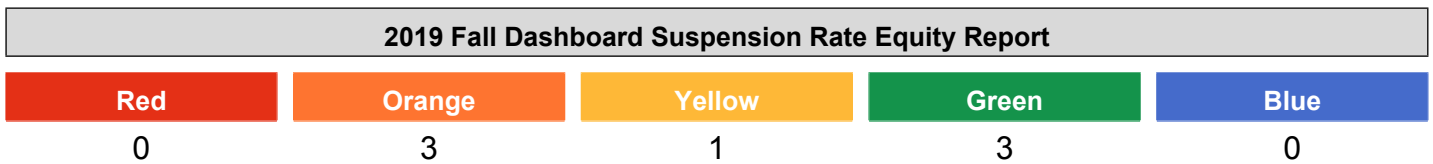## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	40	31	0	77.5
English Learners	4		0	
Foster Youth	1		0	
Homeless	3		0	
Socioeconomically Disadvantaged	28	21	0	75
Students with Disabilities	40	31	0	77.5
African American	3		0	
American Indian or Alaska Native				
Asian	2		0	
Filipino				
Hispanic	31	24	0	77.4
Native Hawaiian or Pacific Islander	1		0	
White	3		0	
Two or More Races				

Conclusions based on this data:

1. Graduation rates by student groups indicated that 77.5 percent of students served were counted as graduates. With the exception of students enrolled in our deaf or emotionally disturbed programs, all students served by FCSS special education earn a certificate of completion instead of a diploma. Students who earn certificates of completion are not counted as graduates.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	3	0

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
3.3	3.4	14.3
Maintained -0.2	Increased +0.5	Increased +1.8
660	117	28
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
Less than 11 Students - Data Not	3.1	3.3
4	Declined -0.3	Maintained -0.2
	510	660

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Green	No Performance Color
3.2	Less than 11 Students - Data 4	2.3	Less than 11 Students - Data 2
Increased +0.3		Declined -2	
31		43	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Orange
2.9	0	Less than 11 Students - Data 1	7.1
Declined -0.4			Increased +3.1
481	14		84

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.5	3.3

Conclusions based on this data:

1. In 2019, 3.4% of students within the English Learner sub group were suspended. This sub group has an Orange indicator for suspensions.

2. In 2019, 3.3% of all students were suspended which created a yellow indicator for all students.

3. In 2019, Asian students were in the green indicator range with 2.3% and Hispanic students were in the green at 2.9%

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement

LEA/LCAP Goal

Student Outcomes & Student Achievement

Goal 1

Within one school year, we will improve academic achievement of special education students and improve data collection practices as noted in the annual measurable outcomes below, including ULS Checkpoints, ULS Profile Completion, IEP goals met, and improvements in classroom walkthrough data.

Identified Need

Unique Learning Systems (ULS) data demonstrated a need to improve fidelity of implementation across available assessment tools. A sample review of IEP progress reports indicates fewer met goals than anticipated. Classroom assurance walkthrough data revealed implementation of instructional practices occurs at a lower than expected frequency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly report for baseline	A two month comparison of ULS checkpoints indicated that 28% and 26% of pre-tests were completed and 26% and 16% of post-tests were completed.	75% of monthly pre and post tests will be completed by end of year report.
End of year report	ULS profile completion from August - March revealed the following percentages: K-12 profile 38.4%; self help profile 11.6%; transition profile 15.3%; preschool profile 66.7%	Profile completion of 75% across each profile by end of year report.
IEP Progress Reports	50% of all annually reviewed IEP goals were met.	60% of all annually reviewed IEP goals will be met.
Classroom Assurance Walkthrough	March 2022 classroom walkthrough data revealed that student data kept in a designated location was observed 65% of the time.	80% of walkthrough data in March of 2023 will indicate that student data is kept in a designated location.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Extensive Support Needs

Strategy/Activity

ULS reports will be reviewed monthly by school principals. Data will be reviewed with teachers and goals will be established.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student IEP goals that are not being met by the second benchmark will be considered for revision. One walkthrough per class per month will be conducted to monitor student data collection. Ongoing training and teacher collaboration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
90490.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraeducator support
26813.01	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Content Specialist
5,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Library books and supplemental support materials to enhance learning
750.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Alchemer Survey Platform

	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Teacher Induction Fees

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

The previous goal focused on training staff on ULS assessment tools and using the data in IEP present levels, benchmarks, and goal development. Baseline data focused on sample population of students. Sample population revealed a 30% improvement in ULS data in IEP present levels of performance and a 16% improvement in ULS data used in IEP baselines for goals following professional development.

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

Budget expenditures haven't changed extensively. We are adding the online survey platform, which will be used for classroom walkthroughs and analysis.

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

The previous goal focused on training staff on ULS assessment tools and using the data in IEP present levels, benchmarks, and goal development. Baseline data focused on sample population of students. Focus will be on administrators monitoring assessment completion for all students with extensive support needs (Strategy 1).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learner Support Needs

LEA/LCAP Goal

State Standards, Student Achievement, Course Access

Goal 2

Within one school year, through training, collaboration, and instructional monitoring, we will Increase targeted EL instruction and strategies for students with disabilities as indicated in the annual measurable outcomes below, which includes targeting classroom observations and improvement in ELPAC scores.

Identified Need

15.3% of students served in Fresno County Superintendent of Schools special day classes are classified as English Learners. 94% of students with disabilities who are English Learners scored a Level 1 on the ELPAC, indicating low levels of language development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom Walkthrough Assurances Report	Ninety-seven classroom observations were completed in March of 2022. The classroom assurance walkthrough form was utilized and "ELD instruction fosters vocabulary development" was observed 33% of the time.	"ELD instruction fosters vocabulary development" will be observed 60% of the time (in classes with ELD students) over a one month period. (activities addressing this outcome are listed below and include staff training, planning time, and staff collaboration; expanding classroom observation indicators to include additional EL-specific categories and data will be shared and reviewed with principals and teachers to monitor outcomes)
Classroom Walkthrough Assurances Report	Ninety-seven classroom observations were completed in March of 2022. The classroom assurance walkthrough form was utilized and "ELD-scaffolding strategies" were observed 34% of the time.	"ELD scaffolding strategies" will be observed 60% of the time (in classes with ELD students) over a one month period. (activities addressing this outcome are listed below and include staff training, planning time, and staff

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		collaboration; expanding classroom observation indicators to include additional EL-specific categories and data will be shared and reviewed with principals and teachers to monitor outcomes)
ELPAC data	6% of students with disabilities who are English Learners scored Level 2 or above on the ELPAC	10% of students with disabilities who are English learners will score a Level 2 or above on the ELPAC

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Teachers will conduct a self-assessment/reflection of integrated/designated instructional practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Integrated/Designated instructional practices will be added to Classroom Assurances (walkthrough form) and a monthly report will be shared with administration and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
26813.01	Title I Part A: Allocation

	1000-1999: Certificated Personnel Salaries Content Specialist, Special Education
5,000	Title I Part A: Allocation 4000-4999: Books And Supplies EL supplemental books and materials (resource library for teachers/parent access)
750.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Alchemer Survey Platform

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Provide training on EL supports for students with disabilities and designated/integrated EL instruction and establish planning time and collaboration for teachers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
90,490.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraeducator support
	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Teacher induction fees
	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Training or Consultation

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Provide copy of ELD standards, ELD standards for students with significant cognitive disabilities, and information how-to guide for IEP documentation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)   Source(s)

	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures ELD standards and resource guides

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and student engagement

LEA/LCAP Goal

Parent Engagement, Student Engagement, Basic Conditions

Goal 3

Within one school year, we will improve overall engagement of students and parents as evidenced by increased attendance, parent perceptions of inclusion, and through expanded opportunities to participate in school functions as noted in the annual measurable outcomes below, which includes reducing discrepancies between English and Spanish-speaking homes, informing parents of volunteer opportunities, creating an inclusive environment for non-English-speaking families, improving communication efforts related to transportation, and improving communication with families regarding attendance reporting.

Identified Need

There is a gap between how English speaking and Spanish speaking families perceive engagement opportunities with school staff. There are also fewer volunteer/school-based activities offered for students with extensive support needs than students served in general education classes. Other identified needs that affect engagement, include issues with attendance and communication problems with transportation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Survey	75% of English speaking homes and 55% of Spanish speaking homes agreed that teachers share resources for supporting learning at home (20 percent discrepancy)	Reduce discrepancy to 5%
School Climate Survey	Approximately 50% of ALL families felt they were informed of volunteer opportunities	80% of ALL families will feel informed of volunteer opportunities
School Climate Survey	61% of spanish-speaking families felt included in school events	80% of spanish-speaking families will feel included in school events
School Climate Survey	Approximately 50% of ALL families felt they were provided with opportunities to engage in decision making and provide input in policies	75% of ALL families will feel they were provided opportunities to engage in decision making and provide input in policies

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Survey	75.6% of parents and 50% of staff feel transportation keeps them notified of changes	increase by 20% points for parents and staff regarding being notified of changes
attendance data report	72% of absences during spring semester were excused	90% of absences during spring semester will be excused (due to improvements in communication and accurate reporting)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use communication app (Parent Square) with both Spanish/English translation to increase communication regarding events, student progress, transportation, and other activities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
76386.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries bilingual registrar
3290.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Parent Square

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide the following activities for engagement: back to school night, open house, parent/teacher conferences (in addition to IEP), one major performance, parent information nights (e.g. transition, behavior, academic, social, attendance), and School Site Council

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
90,490.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraeducator support
26813.01	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Content Specialist, Special Education

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

The 2021-2022 parent engagement goal focused on parent and staff perception of home and school engagement. School administration reviewed the CDE family engagement toolkit and aligned tools with identified priorities: identify current level of trust between educators/families, identify current levels of connections to student learning in family engagement efforts, and develop a communication plan. All three tools were exercised and data shared with the School Site Council, which identified needs for the 2022-2023 goal. Additional activities included adopting a school-parent engagement policy, adding parent conferences to the school calendar, purchasing a communication application, and offering CAC support for families. A training on parent engagement was provided to all special education teachers with a follow-up activity during staff meetings to come up with ways to increase engagement, especially in consideration of Spanish speaking families. The School Climate Survey was sent at the end of the year.

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

Funding of the communication application "Parent Square" earlier in the year would have increased the ability of all families to more actively engage in the school community.

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.

Our goal for 2022-23 will implement many of the ideas developed during the 2021-22 school year. Inequities discovered in our data lead to a more inclusive goal with strategies that specifically target EL family support (Strategy 2) and communication (Strategy 1).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning/Behavior

LEA/LCAP Goal

Pupil Engagement, Course Access, School Climate

Goal 4

Within one school year, we will provide students with support services, appropriate goals, and use evidence-based strategies in behavior management and social emotional learning so students are more able to participate in their learning as tracked by the annual measurable outcomes provided below, which includes training staff members in intervention strategies, reducing inequities across programs in regards to behavioral support services, and improving staff feelings of safety on campus.

Identified Need

Almost half of students served in our programs have ongoing behavior support needs. Inequities in IEP goal development and school psychologist service distribution were identified across FCSS programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Training attendance roster	Designated school psychologists have been trained in either Nonviolent Crisis Intervention, Handle with Care, and/or Hanley's My Way for behavior support and intervention. No additional staff members have been trained.	80% of teachers will be trained in Nonviolent Crisis Intervention, Handle with Care, or Hanley's My Way.
IEP data report/staffing list	45% of students we serve have "behavior impedes learning" indicated on their IEP. Of total students across all programs with "behavior impedes learning" marked on the IEP by program: 15.7% autism, .1% DHH, 19.1% extensive support needs, 9.9% TIES. Inequities of distribution of service delivery days across programs was identified. The ESN program currently has 16 days	School psychologist days will be distributed in the following way: ESN program - 20 days TIES program - 19 days

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	of psych time per week and the TIES program has 23 days per week.	
School Climate Survey	31.4% of staff that responded to the school climate survey are concerned about physical safety at school. 38% have concerns about potential injury in the classroom.	Improve feelings related to safety and injury in the classroom by 20% due to improved training and support with behavior management and intervention

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase staff training on evidence-based practices related to behavior/SEL and increase behavioral supports, services, and monitoring of progress for students with contextually inappropriate behaviors

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
90,490.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraeducator support
26813.01	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Content Specialist, Special Education
112,640.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Intervention Specialist
25104.95	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Unique SEL Curriculum: Positivity
	Title I Part A: Allocation

	5000-5999: Services And Other Operating Expenditures Individualized reinforcement items to increase engagement and reduce contextually inappropriate behaviors
	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures NCI, Hanley's My Way, or Handle with Care training costs and associated materials
	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Teacher Induction Fees

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Review IEP practices regarding how decisions are made for marking "behavior impedes learning," which behaviors require a Behavior Intervention Plan, and how support services and times (e.g. psych, speech) are determined based on student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Follow-up school safety survey sent to staff to understand their concerns on campus. A FIT inspection was completed for three centers, which addressed structural safety on campus. Each center held quarterly safety committee meetings to address campus concerns. End-of-year School Climate Survey provided additional information about safety concerns and helped establish this new goal for 2022-23.

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

Last year's goal focused on better understanding the issues or concerns as part of the improvement process. All benchmarks were met and the goal was executed as intended.

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

The 2022-23 goal targets student behaviors specifically (Strategy 1), instead of safety in general, equity of behavior support services (Strategies 1 and 2), and direct training for staff to address contextually inappropriate and unsafe behaviors in our classrooms (Strategy 1).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Transition

LEA/LCAP Goal

Student Achievement, Course Access

Goal 5

Within one school year, we will Improve the overall course of study for transition-age students served in our programs as evidenced by the annual measurable outcomes provided below, which include increasing the number of students receiving Work-Based Learning College and Career Indicators, increasing services specific to work experience education and agency linkage referrals, and providing comprehensive sexual health education to students in grades 7-Adult.

Identified Need

Most high school and ATP students that we serve have not yet met requirements of the Work-Based Learning College and Career Indicators. They are new indicators for students with an IEP and our program is developing next steps to address these changes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College Career Indicators	College Career Indicators met for 2021-22: 9 diplomas (TIES), 5 diplomas (HANDS), 4 Work-Based Learning CCI (over 100 hours) (Extensive Support Needs), 19 food handler's certificates	40 students will receive the CCI of either Transition Classroom-Based Work Exploration (4 courses) or Transition Work-Based Learning Experiences (100 hours) including coursework in: work-based learning experiences, career exploration, and workplace readiness; maintain or increase number of students receiving food handler's certificates
IEP data report	Individual Transition Plan Service Codes: 820 - 12.7% 830 - 5.4% 840 - 46.1% 850 - .8% 860 - 2.8% 865 - 1.6% 890 - 30.6%	Increase percentages in codes 850 (work experience education) and 865 (agency linkages) to 10%. We believe this percentage increase is possible due to new TPP services starting.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Documentation	0 referrals to the Department of Rehabilitation as part of transition planning, 2 students receiving services from Workforce Connection, and 0 students referred to Resources for Independence Central Valley	40 transition-age students will be referred to at least one community or service organization
Service report	Comprehensive sexual health education requires instruction once in middle school and once in high school. We go beyond by offering it every year to increase skill acquisition due to increased safety risks for our student population. 2021-22 school year did not offer these services due to a restructuring of services.	Comprehensive sexual health education will be offered to all students grades 7 and above using the new instructional model

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide ongoing training for staff in regards to transition planning and implementation. Develop a system to track and monitor student hours and coursework related to Work-Based Learning College and Career Indicators (100 hours or 4 semester courses), completion of certification courses (e.g. Food Handler's Certificate), and transition services provided (800 codes).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
26813.01	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Content Specialist, Special Education
90,490.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraeducator support

12,846	Title I Part A: Allocation 4000-4999: Books And Supplies Supplemental transition curriculum, assessments, and support materials
	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Food Handler Certificates
	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Teacher Induction Fees

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Transition-age students

Strategy/Activity

Increase access to community partners and resources, including agencies and businesses, as part of transition planning:
- provide speakers from different career paths and offer exposure to different career environments
- make referrals to at least one community agency or service organization for transition-age students
- college tour or presentation for ATP students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Sexual Health Education Curriculum and Consult Services

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$828,282.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$828,282.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$828,282.00

Subtotal of additional federal funds included for this school: $828,282.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $828,282.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	828,282.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	134,065.05
2000-2999: Classified Personnel Salaries	641,476.00
4000-4999: Books And Supplies	17,846.00
5000-5999: Services And Other Operating Expenditures	34,894.95

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	134,065.05
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	641,476.00
4000-4999: Books And Supplies	Title I Part A: Allocation	17,846.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	34,894.95

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	123,053.01

Goal 2	123,053.01
Goal 3	196,979.01
Goal 4	255,047.96
Goal 5	130,149.01

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

5 Classroom Teachers

4 Other School Staff

5 Parent or Community Members

5 Secondary Students

Name of Members	Role
Mike Butts	Principal
Liza Stack	Other School Staff
Monica Raigoza	Other School Staff
Debra Cobbs	Other School Staff
Jami Vasquez	Other School Staff
Eliliana Sandoval	Classroom Teacher
Brendaly Rodriguez	Classroom Teacher
Leonard Ramirez	Classroom Teacher
Angel Gonzales	Classroom Teacher
Brandon Ellis	Classroom Teacher
Blanca Arias	Parent or Community Member
Maria Guadalupe Cruz	Parent or Community Member
Michelle Hill	Parent or Community Member
Stacy Klimek Cardenas	Parent or Community Member
Traci Welsh	Parent or Community Member
Emily Arias Gonzalez	Secondary Student
Caleb Cardenas	Secondary Student
Jack Welsh	Secondary Student
Jesse Henry	Secondary Student
Cesar Sanchez Cruz	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
NA	State Compensatory Education Advisory Committee
Belinda Meyer	English Learner Advisory Committee
NA	Special Education Advisory Committee
NA	Gifted and Talented Education Program Advisory Committee
NA	District/School Liaison Team for schools in Program Improvement
NA	Compensatory Education Advisory Committee
NA	Departmental Advisory Committee
NA	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on May 18, 2022.

Attested:

Chris Borges	Principal, Christina Borges (Executive Director, Special Education) on 5/18/2022

SSC Chairperson, Liza Stack on 5/18/2022