

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 17, 2023	June 15, 2023

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)

Schoolwide Program
Comprehensive Support and Improvement
Graduation Rate - Three year average of the four-and five-year high school graduation rate is below 68%.

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).

Several surveys were completed in preparation of and during the 2022-2023 school year. Educational partners were given the opportunity to complete a School Climate Survey, Educator Effectiveness Professional Learning Survey, and professional development surveys.

The 2023 School Climate Survey was sent to parents in February, 2023 via the parent square application, text message, and email. The survey was provided in both English and Spanish and included questions related, but not limited to, parent engagement, safety, and transportation. School personnel received the survey through work email. Students had the opportunity to complete the climate survey in the classroom with assistance from their teacher. A reminder was sent to all participants in March to improve response rates. Three hundred and eleven (311) people responded to the School Climate Survey in part or whole. This is an increase of 17 respondents from the prior year. Most questions required respondents to indicate their level of agreement on a four-point Likert scale ranging from Strongly Disagree to Strongly Agree.

One hundred and sixteen (116) parents completed the parent version of the School Climate Survey. Parents reported that their students ranged in grades from preschool to adult transition with the most responses (21.2%) coming from parents of adult students. This year, the special education department launched two new parent communication applications, Parent Square and First View. Parent Square is a platform for receiving school news and is available for all parents in multiple languages. First View is an application available for parents of First Student bus riders and allows them to see where their child's bus is in real time. More than eighty two percent (82.7) of parents reported that they "sometimes" or "often" use Parent Square to receive school information. Twenty-five percent of parents reported that they use the First View application to monitor their students First Student bus routes. When asked about teaching and learning at their child's school, parents responded positively. Ninety-six percent of parents agreed or strongly agreed that teachers have "high standards for achievement" and 98.6% agreed or strongly agreed that teachers "work hard to ensure student success." In the area of school safety, 100% of parents agreed that their children feel safe at school. Over 97% of parents agreed that school rules are consistently enforced. Parents were also asked to indicate their agreement with statements related to interpersonal relationships. Over ninety eight percent (98.6%) of parents reported agreement with students being treated with respect, 98.6% of parents agree or strongly agree that they feel welcome at school and, 98.7% of parents agreed or strongly agreed that they feel comfortable talking to their child's teacher. One parent commented "her teacher goes the extra mile to encourage my daughter and lets me know what's going on with her so I can do the same at home." Parents responded positively to the institutional environment of their child's schools with 98.6% of parents agreeing or strongly agreeing that the schools are well maintained. When asked about transportation, 84.1% of parents agreed or strongly agreed that transportation runs smoothly at the beginning of the year, an increase from 67% during the prior year. Eighty-eight percent (88.2) percent of parents agreed or strongly agreed that transportation is efficient throughout the year and, 76.5% of parents responded positively about communication regarding transportation. Comments included "it is getting better" and "the driver is excellent with my child." This year, parent engagement questions were embedded into the school climate survey. Over 90% of parents reported they attend school conferences, 79.7% reported they

are actively involved in school activities, and 47.8% reported that they frequently volunteer to help with special projects at their child's school.

One hundred and five (105) staff members completed the employee version of the School Climate Survey. Employees reported the following years of educational experience: 0 - 5 years (26.5%); 6-10 (15.7%); 11-15 years (14.7%); more than 15 years (39.2%); decline to state (3.9%). More than 39% of employee respondents stated they had earned a Master's Degree or higher. Employees were asked to rate their agreement to statements related to Staff Connections, Structure for Learning, School Safety, Physical Environment, Peer & Adult Relationships, Parent Involvement, and Transportation. Most reported agreement with feeling like an important part of their school (93.5%) and feeling connected to their school (94.6%). Statements related to Structure for Learning earned agreement ratings from 93.5% to a high of 100% ("educators at my school work hard to make sure that students do well"). In the area of school safety, 89.2% of teachers agreed or strongly agreed with feeling safe at school. This is an increase from 70% the prior year. Eighty-eight percent of employees agree or strongly agree that concerns about behavior are addressed, however, 17.4% of employees would like additional support with physical behaviors in the classroom. Two comments suggested that the school consider a single point of entry and enforced sign-in and sign-out procedures and 84.9% feel check-in procedures are well-established or maintained. When asked about the physical environment of schools, 84.9% of employees agreed or strongly agreed that buildings are well maintained and 95.7% of educators agreed or strongly agreed that instructional materials are in good condition and kept up to date. When asked about peer and adult relationships, 86.8% of respondents agreed or strongly agreed that student behavior allows students to learn and teachers to teach. Educators would like to see more parents involved in school activities as they rated disagreement or strong disagreement (46.6%) with "parents volunteer to help with special projects at school." In the area of transportation, 51.6% of employees indicated that transportation runs smoothly at the beginning of the year. This increased to 60.3% of respondents when asked if transportation runs smoothly throughout the year. Although employees report that students are safe on the bus (93.5%), more than 45% of respondents would like additional information about changes and delays to transportation.

Eighty-five students (85) in grades six through adult, completed the School Climate Survey, many with assistance from their classroom teacher. Ninety-four percent of students agreed or strongly agreed that they "like school." When asked if they feel successful at school, 93% responded strongly agree or agree. Most (95%) feel that their school has high standards for achievement and 95% believe others are recognized for achievements. Students reported feeling safe at school (94%) and there is an adult at school they can talk to (96%). Students also agreed or strongly agreed that they feel safe on the bus (96%).

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 about 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. Based on this survey, the following professional development opportunities were made available during the 2022-2023 school year: Inclusive Trauma Informed Practices, Modeling & Prompting, Behavior Momentum Intervention, and Functional Communication.

After each training, educators were asked to read statements and respond with a score of 1 to 5, with 1 being the lowest and 5 being the highest, regarding their satisfaction. When asked if the sessions provided learning opportunities that would benefit students, respondents provided an average rating of 4.35. When asked if the presenters provided engaging strategies, respondents provided an average rating of 4.51. An average rating of 4.33 was obtained when asked "I can use some of all of the material provided in today's training."

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. Fresno County Special Education Administration also conducts classroom walkthroughs on a regular basis. The walkthroughs provide data on critical components of each classroom, including: structured learning environment, instructional practice, student and educator engagement, and safety and communication. Teachers are provided with a copy of the walkthrough observations immediately upon completion.

As of March 2023, two hundred and ninety-eight classroom observations of seventy-eight classrooms were conducted using the Classroom Assurances Checklist. The checklist contains twenty-eight 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 frequencies of more than 90%: clearly defined areas, daily schedule posted, schedule indicates various activities, environment accommodates physical needs of students, activities and materials are available and ready, instruction aligns with schedule, activities have a clear purpose, students have opportunities to participate, staff engage with students using positive communication, the classroom is free of obstructions, supervision within appropriate proximity, privacy is protected, and adult conversations are centered around learning. The following classroom expectations were observed at frequencies between 75% and 89%: student schedules are appropriate to student level, clear and consistent signals are used to indicate transition, student work displayed professionally, instructional activities are scheduled, clear directions and checking for understanding, current data kept in designated location, reinforcement procedures are used, students utilize adaptive equipment, substitute binder kept in designated area, behavior support plans are developed, classroom notices are posted in accordance with Williams Settlement. The following indicators were observed 74% of the time or less: evidence-based practices are used, 3 phase model of instruction is used, English language development - evidence of target academic vocabulary words, English language development - strategic use of engaging instructional tools. The last two indicators were newly added for the 2022-2023 school year to increase monitoring of English learners.

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) is utilized to inform instruction. Assessments within the CAASPP system include the Smarter Balanced Assessment (SBAC), the Initial English Language Proficiency Assessment (ELPAC), the Summative ELPAC as well as the following alternate assessments: California Alternate Assessment; Initial Alternate ELPAC, and Alternate Summative ELPAC. Alternate assessments are available to special education students who meet assessment eligibility criteria. All students served by the Fresno County Superintendent of Schools Special Education department are students with disabilities. Therefore, each Individualized Education Program (IEP) team reviews and determines student eligibility for alternate curriculum and alternate assessments. The majority of students served by the special education department were eligible for alternative assessments due to the severity of their disabilities. CAA scores fall into one of three levels with level 1 indicating limited understanding, level 2 indicating foundational understanding, and level 3 indicating understanding of core subject matter. During the 2021-2022 school year in English Language Arts, 73.2 % of students enrolled in Fresno County Special Education scored Level 1, 24.84% level 2, and 1.96% level 3. In Mathematics, 85.62% scored a Level 1, 13.07% Level 2, and 1.31% Level 3. Eleventh grade students earned the highest scores in English Language Arts with 24.84% earning a Level 2 indicating foundational understanding and 1.96% demonstrating understanding. In Mathematics, sixth grade students earned the highest scores with 20% earning a Level 2 (foundational understanding) and 5% earning a Level 3 (understanding).

Scores for the Summative Alternate ELPAC were available for the first time during the 2021-2022 school year. Like the CAA, students earn a score of Level 1, Level 2, or Level 3. Students enrolled in Fresno County Special Education earned the following: Level 1 - 54.79%; Level 2 = 41.10%, and Level 3 = 4.11%. Initial alternative ELPAC scores are not yet available.

Preschool students enrolled in Fresno County Special Education also participate in the Desired Results Development Profile (DRDP) which provides information critical to their development levels and growth.

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 (ULS) curriculum for students enrolled in the Extensive Support Needs (ESN) program or autism program. Data is gathered through profiles, pre-tests, benchmarks, and post-tests. Teachers have recorded a total of 379 logins to the ULS system so far this school year. In addition to these measures, the IEP team conducts a triennial review for each student that identifies present levels and provides standardized assessment results from a variety of sources. Principals monitor instruction by completing regular classroom walkthroughs and providing feedback to classroom staff. Teachers have access to Content Specialists, who provide consultation and feedback based on knowledge of evidence-based instructional practices. Most students enrolled in the ESN program will graduate from high school with a certificate of completion.

Core curriculum, including Cyber High, is utilized for students enrolled in the Targeted Intervention and Emotional Supports (TIES) program. CyberHigh is a standards based, digital curriculum, that fosters critical thinking and engages students in rigorous coursework. Students enrolled in TIES are working toward a high school diploma.

The expansion of College and Career readiness for students with disabilities has provided the opportunity for 19 students to meet the Transition Work-Based Experiences requirements for the 2022-2023 school year. This was an increase of 15 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, 22 students received their food handler's certification during the 2022-2023 school year.

Classroom-Based Work Exploration is another new College and Career Indicator for students with an IEP. This year, 77 students in nine of our adult transition program classes participated in our Transition Partnership Program, completing courses in both Workplace Readiness and Career Exploration across each of the two semesters, meeting indicator requirements of four total courses.

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 79 classroom teachers during the 2022-2023 school year, with 77 of them being highly qualified. Two 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. Any teacher with an emergency permit participates in Peer Assistance and Coaching (PAC). PAC provides new teachers with a veteran mentor teacher who assists 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 and Educator Effectiveness training programs.

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 2022-2023 school year, teachers participated in the following trainings: SPSA Development & Dashboard; Reclassification of English Learners; Statewide Assessments & EL Strategies; Inclusive Trauma Informed Practices; Modeling & Prompting; Behavior Momentum Intervention; Home to School Transportation; Functional Communication. Para-educators participated in the following training: Situational Awareness; Equipment Safety, Lifting, and Transferring; Child Abuse Prevention; Best Practices in Transportation; Liability Concerns; Supervision for Students with Exceptional Needs.

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

During the 2022-2023 school year, 98% of classroom teachers were fully credentialed. The remaining teachers were authorized to teach with a Short Term Staff Permit (STSP) or Provisional Internship Permit (PIP). Additional support was provided to these new teachers through Peer Assistance and Coaching (PAC) to ensure that our students were receiving a quality education. This program pairs new teachers 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, and Induction 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, and emotional disturbance. Itinerant teachers collaborate 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-aligned 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. During the 2022-2023 school year, Positivity was added to the Unique bundle. The Positivity curriculum provided additional instruction in social emotional learning.

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. Analysis of instructional minutes is conducted annually to ensure that all students receive the appropriate number of instructional minutes. Bell schedules, lesson plans, and student daily schedules assist with monitoring of instructional minutes. To the extent possible, bell schedules are 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. One hundred percent of enrolled students are in special education. The extensive support needs program (ESN) serves students with intellectual disabilities and is the largest program offered. Other programs include CIRCLE (autism), TIES (emotionally disturbed), and HANDS (Deaf and Hard of Hearing). Several classrooms are located on integrated sites and follow the school site schedule to the extent possible. The master schedule provides instructional time for all required subjects as well as time for instruction on student goals and objectives. Related services are also provided throughout the day in accordance with each student's IEP and may include speech therapy, physical therapy, adaptive physical education, and many more.

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 or standards-aligned 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 access 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).

During the 2022-2023 school year, educators were provided additional training in the following evidence based practices: Behavior Momentum Intervention, Functional Communication, and Modeling & Prompting.

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 or use American Sign Language.

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)

The School Site Council (SSC) meets several times per year and is made up of students, parents, school staff, and community representatives. Interpreting services are available for Spanish speaking families or those utilizing American Sign Language. 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. A title 1 meeting is held annually to inform parents of the programs responsibility and to advise them about parent participation. A parent engagement policy is in place which further advises parents about their ability to interact with the school on a regular basis.

Funding

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

Categorical funds are utilized to assist underperforming students in several ways, including: behavior intervention services, additional para-educator support, supplemental curriculum for social-emotional learning (Positivity), Parent Square communication application.

Fiscal support (EPC)

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

Title 1, Parent Engagement funding is used to continue to improve communications and partnership with families.

CSI funding is utilized to address identified needs related to graduation rate.

Educational Partner 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 surveys and classroom walkthroughs. School administration presents the data to the school site council, solicits input and offers proposed goals for the next year and agreed upon goals.

Resource Inequities

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

We are currently in CSI for graduation rate. Through our Comprehensive Needs Assessment, we identified the following resource inequities for students in our Extensive Support Needs program, which will be addressed through the 2023-2024 SPSA:

- We do not have a course of study, transcripts, or class schedules that align with high school course content requirements for students with Extensive Support Needs like their general education peers.
- Our current curriculum does not offer full access to a broader course of high school topics accessible to students with Extensive Support Needs.

We will take the following actions to address these inequities, which include:

- purchasing the supplemental curriculum, TeachTown, to support grade-level learning and establishing classroom schedules that align with high school course content requirements.
- purchasing an online platform to monitor data collection.
- providing additional paraeducator support for instruction and data collection.
- providing staff training on the supplemental curriculum.
- providing support for new teachers (Induction).
- funding certificated and classified staff to develop, implement, and maintain a course of study and transcripts.

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		
	20-21	21-22	22-23
Kindergarten	36	26	38
Grade 1	39	46	24
Grade 2	38	42	51
Grade3	46	35	45
Grade 4	33	52	34
Grade 5	40	35	45
Grade 6	30	39	30
Grade 7	31	32	34
Grade 8	36	30	34
Grade 9	28	33	40
Grade 10	34	31	33
Grade 11	56	39	33
Grade 12	130	145	133
Total Enrollment	577	585	574

Conclusions based on this data:

1. Kindergarten through twelfth grade enrollment has remained stable since the 2019-2020 school year.
2. The number of kindergarten students decreased by 19 students from the 2019-2020 school year and by 10 students from the 2020-2021 school year and increases again in 2022-2023.
3. Grade 12, which includes students in the adult transition program, remains the largest grade served.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	88	106	111	15.30%	18.1%	19.3%
Fluent English Proficient (FEP)	166	154	139	28.80%	26.3%	24.2%
Reclassified Fluent English Proficient (RFEP)	9			10.2%		

Conclusions based on this data:

1. The number of English Learners has increased each of the last three years.
2. Reclassification data for the 2021-2022 school year is not yet available.
3. Fewer students in 2022-2023 school year were designated Fluent English Proficient compared to 2021-2022.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13	10	13	11	9	13	11	9	13	84.6	90.0	100.0
Grade 4	10	15	12	8	15	12	8	15	12	80.0	100.0	100.0
Grade 5	15	10	10	13	10	10	13	10	10	86.7	100.0	100.0
Grade 6	8	14	8	7	14	7	7	13	7	87.5	100.0	87.5
Grade 7	9	10	10	6	9	10	6	9	10	66.7	90.0	100.0
Grade 8	11	11	9	8	11	8	8	11	8	72.7	100.0	88.9
Grade 11	19	11	10	14	10	10	14	10	10	73.7	90.9	100.0
All Grades	85	81	72	67	78	70	67	77	70	78.8	96.3	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2297.	*	2283.	0.00	*	0.00	9.09	*	0.00	0.00	*	7.69	90.91	*	92.31
Grade 4	*	2309.	2271.	*	0.00	0.00	*	6.67	0.00	*	6.67	0.00	*	86.67	100.0
Grade 5	2324.	*	*	0.00	*	*	0.00	*	*	7.69	*	*	92.31	*	*
Grade 6	*	2357.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2389.	*	*	0.00	*	*	9.09	*	*	0.00	*	*	90.91	*
Grade 11	2469.	*	*	0.00	*	*	21.43	*	*	14.29	*	*	64.29	*	*
All Grades	N/A	N/A	N/A	0.00	1.30	0.00	8.96	5.19	7.14	8.96	6.49	11.43	82.09	87.01	81.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	2.99	3.90	4.29	34.33	29.87	40.00	62.69	66.23	55.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	2.99	1.30	1.43	14.93	19.48	20.00	82.09	79.22	78.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.49	1.30	2.86	46.27	51.95	51.43	52.24	46.75	45.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.49	0.00	1.43	49.25	44.16	32.86	49.25	55.84	65.71

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. The tables above show the small number of students (78) 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 2018-2019. Most of the students that take the SBAC are enrolled in our TIES (emotionally disturbed) and HANDS (Deaf and Hard of Hearing) programs.
3. In 2021-2022, 6.49% of students who took the SBAC, earned a score of "Standard Met" or "Exceeded Standard" in English Language Arts. An additional 6.49% nearly met standard. 2022-2023 data is not yet available.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13	10	13	11	9	13	11	9	13	84.6	90.0	100.0
Grade 4	10	15	12	8	15	12	8	15	12	80.0	100.0	100.0
Grade 5	15	10	10	14	10	10	14	10	10	93.3	100.0	100.0
Grade 6	8	14	8	6	14	7	6	14	7	75.0	100.0	87.5
Grade 7	9	10	10	6	9	10	6	9	10	66.7	90.0	100.0
Grade 8	11	11	9	8	11	8	8	11	8	72.7	100.0	88.9
Grade 11	19	11	10	14	10	9	14	10	9	73.7	90.9	90.0
All Grades	85	81	72	67	78	69	67	78	69	78.8	96.3	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2303.	*	2262.	0.00	*	0.00	9.09	*	7.69	0.00	*	0.00	90.91	*	92.31
Grade 4	*	2311.	2285.	*	0.00	0.00	*	0.00	0.00	*	6.67	0.00	*	93.33	100.0
Grade 5	2340.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*
Grade 6	*	2312.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2303.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*
Grade 11	2428.	*	*	0.00	*	*	0.00	*	*	7.14	*	*	92.86	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	1.49	0.00	1.45	2.99	5.13	2.90	95.52	94.87	95.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	5.97	1.28	7.25	94.03	98.72	92.75

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.49	1.28	0.00	25.37	14.10	18.84	73.13	84.62	81.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	1.45	46.27	41.03	39.13	53.73	58.97	59.42

Conclusions based on this data:

- 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. The tables above show the small number of students (78) 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 Mathematics section of the SBAC has increased every year since 2018-2019
3. The percentage of students nearly meeting standard in math increased from 2.99 in 2020-2021 to 5.13 in 2021-2022. Data for 2022-2023 is not yet available.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1150.0	*	*	1150.0	*	*	1150.0	*	*	13	*	10
1	1156.5	*	*	1150.0	*	*	1163.0	*	*	14	*	*
2	1172.5	*	*	1171.8	*	*	1173.2	*	*	12	*	*
3	1206.7		*	1200.5		*	1212.7		*	13		*
4	*	*		*	*		*	*		7	*	
5	*		*	*		*	*		*	5		*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		5	*	
11	*	*		*	*		*	*		6	*	
12	*	*	*	*	*	*	*	*	*	10	*	*
All Grades										95	10	22

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	13	*	*
1	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	14	*	*
2	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	12	*	*
3	0.00		*	0.00		*	0.00		*	100.0		*	13		*
4	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	1.05	*	0.00	0.00	*	4.76	5.26	*	28.57	93.68	*	66.67	95	*	21

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	13	*	*
1	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	14	*	*
2	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	12	*	*
3	0.00		*	0.00		*	0.00		*	100.0		*	13		*
4	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	1.05	*	0.00	1.05	*	9.52	4.21	*	23.81	93.68	*	66.67	95	*	21

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	13	*	*
1	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	14	*	*
2	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	12	*	*
3	0.00		*	0.00		*	7.69		*	92.31		*	13		*
4	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	0.00	0.00	*	0.00	4.21	*	23.81	95.79	*	76.19	95	*	21

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	*	0.00	*	*	100.00	*	*	13	*	*
1	0.00	*	*	0.00	*	*	100.00	*	*	14	*	*
2	0.00	*	*	8.33	*	*	91.67	*	*	12	*	*
3	0.00		*	0.00		*	100.00		*	13		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	1.05	*	0.00	4.21	*	42.86	94.74	*	57.14	95	*	21

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	*	0.00	*	*	100.00	*	*	13	*	*
1	0.00	*	*	0.00	*	*	100.00	*	*	14	*	*
2	0.00	*	*	0.00	*	*	100.00	*	*	12	*	*
3	0.00		*	0.00		*	100.00		*	12		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.13	*	4.76	4.26	*	23.81	93.62	*	71.43	94	*	21

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	*	0.00	*	*	100.00	*	*	13	*	*
1	0.00	*	*	0.00	*	*	100.00	*	*	14	*	*
2	0.00	*	*	8.33	*	*	91.67	*	*	12	*	*
3	0.00		*	0.00		*	100.00		*	13		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	0.00	4.21	*	14.29	95.79	*	85.71	95	*	21

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	*	0.00	*	*	100.00	*	*	13	*	*
1	0.00	*	*	0.00	*	*	100.00	*	*	14	*	*
2	0.00	*	*	0.00	*	*	100.00	*	*	12	*	*
3	0.00		*	7.69		*	92.31		*	13		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
7	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	0.00	6.32	*	30.00	93.68	*	70.00	95	*	20

Conclusions based on this data:

1. Ten (10) students took the Summative ELPAC during the 2021-2022 school year. Due to the low number of participants, scores are not available and are marked with an asterisk. The decrease in participants occurred when the Alternate Summative ELPAC was introduced in the spring of 2022. The majority of FCSS Special Education Students were eligible for and took the new alternate summative ELPAC. Scores from the alternate ELPAC are not provided here. 2022-2023 data is not yet available.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
574	73	19.3	3.3
Total Number of Students enrolled in Fresno County Special Education.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	111	19.3
Foster Youth	19	3.3
Homeless	7	1.2
Socioeconomically Disadvantaged	419	73
Students with Disabilities	574	100

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	4
American Indian	3	0.5
Asian	40	7
Filipino	2	0.3
Hispanic	431	75.1
Two or More Races	13	2.3
Pacific Islander	3	0.5
White	57	9.9

Conclusions based on this data:

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

2. Over 80% of students served by Fresno County Special Education are socio-economically disadvantaged.
3. Twenty-two students are in foster care or homeless, comprising 3.8% of the served population.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- The suspension rate for Fresno County Special Education falls in the Low range, indicating implementation of interventions other than suspension.
- Chronic absenteeism is very high.

3. Graduation rates are Low, due in part to the large number of students served with extensive support needs. Students with extensive support needs complete coursework to earn a Certificate of Completion and not a diploma.

School and Student Performance Data

Academic Performance English Language Arts

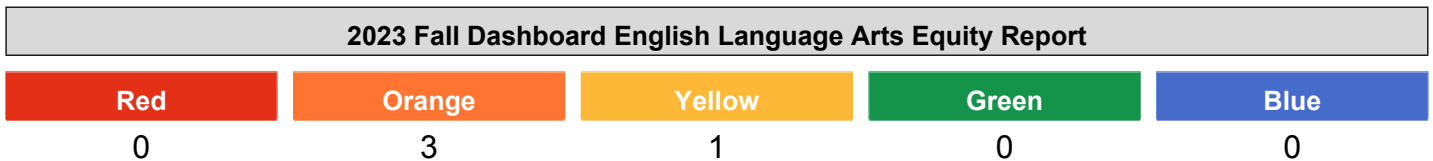
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 78.2 points below standard Increased +8.8 points 210 Students	English Learners Yellow 66 points below standard Increased +6.6 points 60 Students	Foster Youth Less than 11 Students 5 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Orange 78.6 points below standard Increased +13.3 points 189 Students	Students with Disabilities Orange 78.2 points below standard Increased +8.8 points 210 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 2 Students	87.1 points below standard Decreased Significantly - 18.5 points 19 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 80.6 points below standard Increased +7.2 points 160 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	117.6 points below standard Maintained -0.5 points 19 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.5 points below standard Increased +6.6 points 35 Students	54.1 points below standard Increased Significantly +21.1 points 25 Students	96.4 points below standard Maintained +1.5 points 120 Students

Conclusions based on this data:

1. All reported student groups fall Very Low on English Language Arts indicators. The Dashboard data includes results of both the SBAC and CAA.

School and Student Performance Data

Academic Performance Mathematics

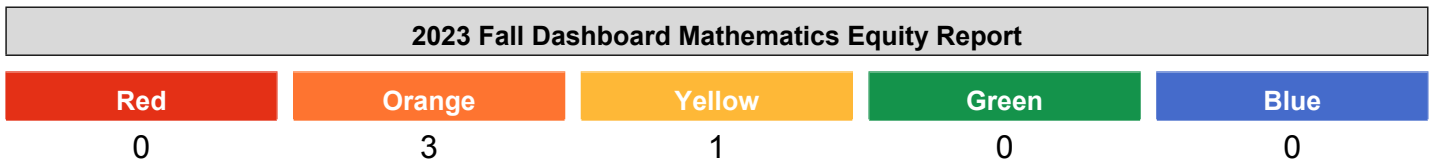
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>102.1 points below standard</p> <p>Increased +12.9 points</p> <p>210 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>75.5 points below standard</p> <p>Increased Significantly +19.8 points</p> <p>58 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>100.7 points below standard</p> <p>Increased Significantly +16.8 points</p> <p>188 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>102.1 points below standard</p> <p>Increased +12.9 points</p> <p>210 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 2 Students	105.4 points below standard Decreased -10.9 points 19 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 98.6 points below standard Increased Significantly +19.5 points 159 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	165.2 points below standard Decreased Significantly - 21.5 points 19 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.3 points below standard Maintained +2.7 points 33 Students	50.8 points below standard Increased Significantly +52.9 points 25 Students	122.5 points below standard Maintained +1.5 points 123 Students

Conclusions based on this data:

- All student groups are in the Very Low range in Mathematics. Dashboard information includes scores from the CAA and SBAC assessments.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
27 points above standard making progress towards English language proficiency
Number of EL Students: 63 Students Performance Level: 1

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.

2023 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
1	7	0	3

Conclusions based on this data:

1. Scores were not available due to a low number of students taking the Summative ELPAC. Most students took the Alternate Summative ELPAC.

School and Student Performance Data

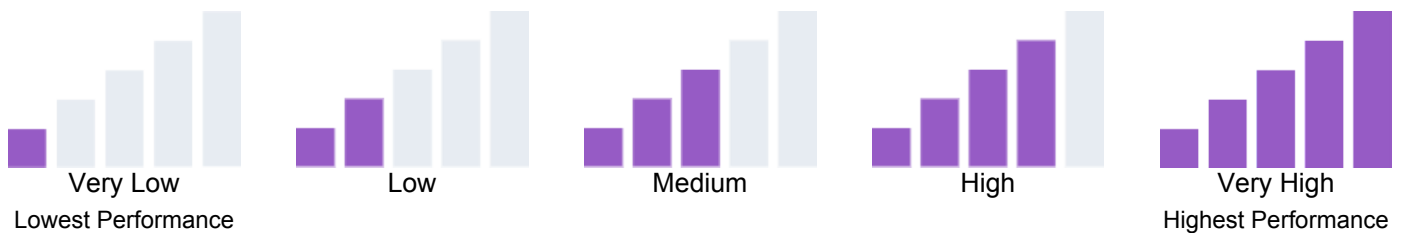
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

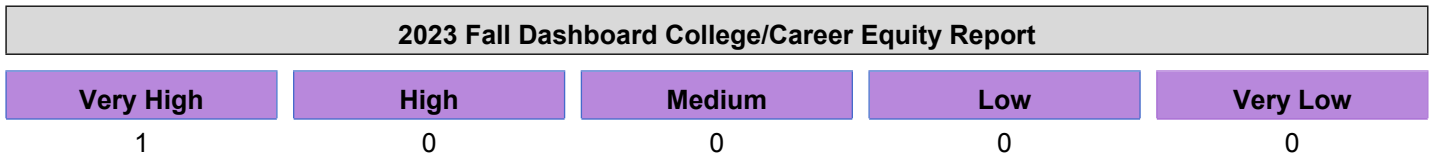
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

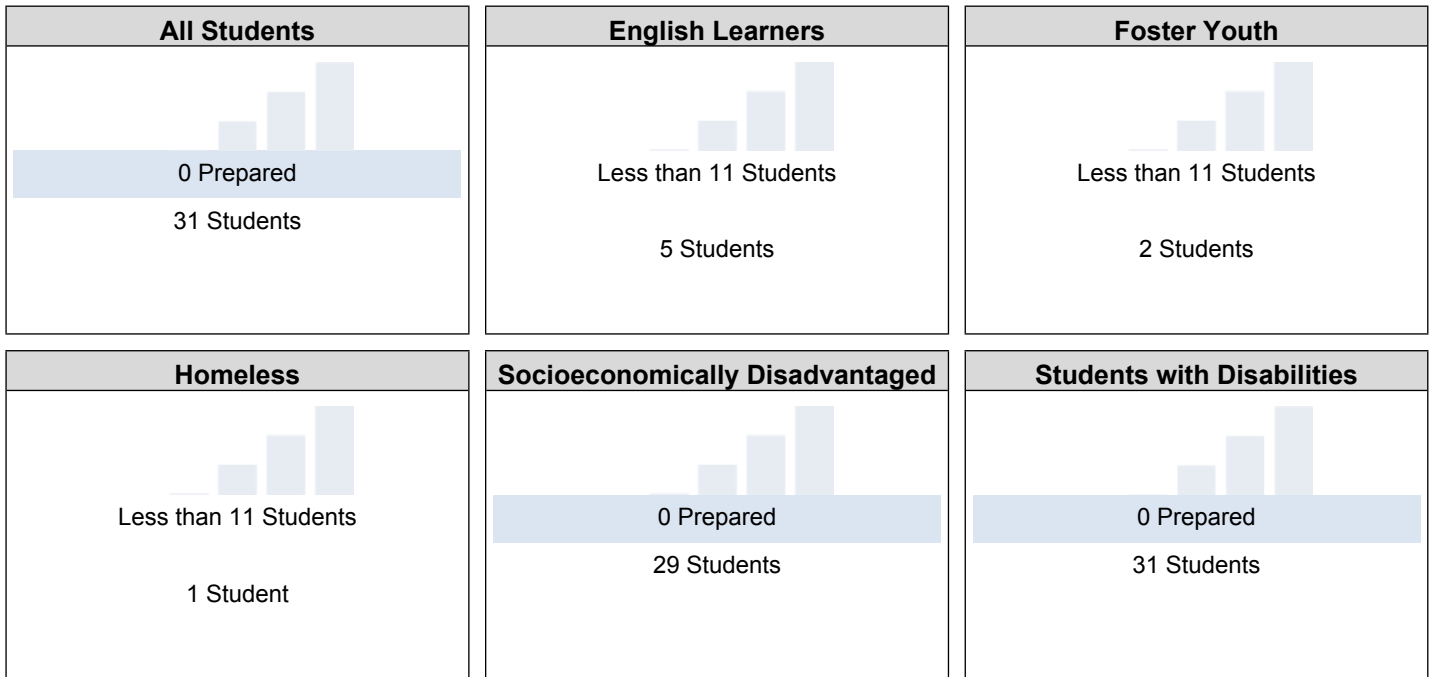


This section provides number of student groups in each level.

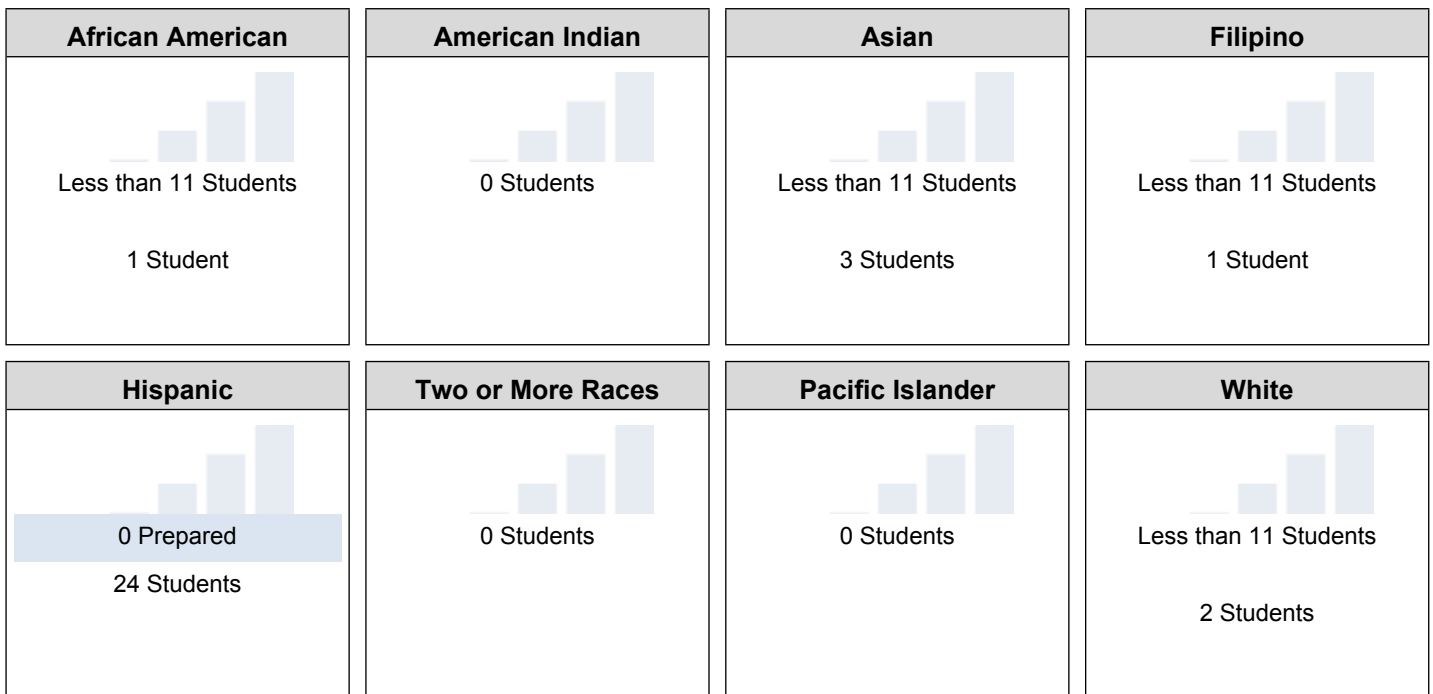


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Data for college and career is not available for the 2022-2023 school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

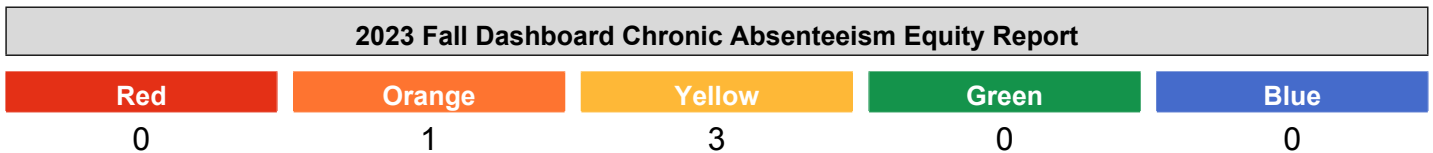
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>60.9% Chronically Absent</p> <p>Declined Significantly -20.7</p> <p>353 Students</p>	<p>English Learners</p> <p>Orange</p> <p>68% Chronically Absent</p> <p>Declined -25.3</p> <p>97 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>10 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>61.3% Chronically Absent</p> <p>Declined Significantly -21.2</p> <p>315 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>60.9% Chronically Absent</p> <p>Declined Significantly -20.7</p> <p>353 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
46.7% Chronically Absent Declined -3.3 15 Students	Less than 11 Students 2 Students	57.7% Chronically Absent Declined -14.7 26 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 64.2% Chronically Absent Declined Significantly -21.4 268 Students	Less than 11 Students 10 Students	Less than 11 Students 2 Students	44.8% Chronically Absent Declined -25.8 29 Students

Conclusions based on this data:

1. All reported student groups are Very High for Chronic Absenteeism.
2. English Learners experienced the highest percentage of chronic absenteeism at 93.3%.

School and Student Performance Data

Academic Engagement Graduation Rate

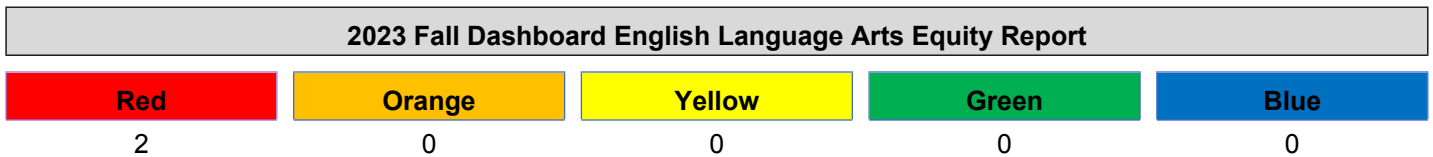
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Red 24.2% graduated Increased Significantly 9.7 33 Students	English Learners Less than 11 Students 6 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Red 23.3% graduated Increased Significantly 7.6 30 Students	Students with Disabilities Red 24.2% graduated Increased Significantly 9.7 33 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
20% graduated Increased Significantly 6 25 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students

Conclusions based on this data:

- Most students served by Fresno County Special Education complete coursework to earn a Certificate of Completion. Because diplomas are not currently available for this large group of students, the graduation rate is Very Low.

School and Student Performance Data

Conditions & Climate Suspension Rate

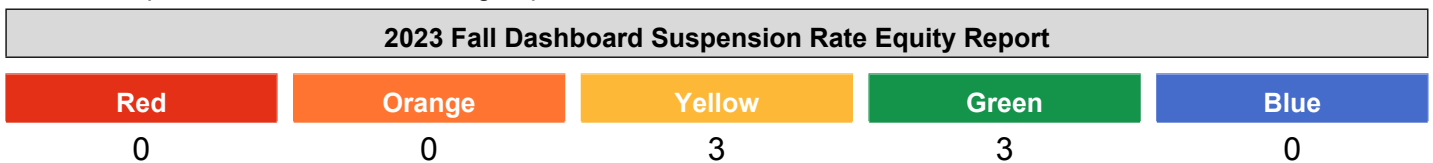
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 2.3% suspended at least one day Maintained 0.1 622 Students	English Learners Yellow 2.5% suspended at least one day Increased 2.5 119 Students	Foster Youth 18.2% suspended at least one day Increased 10.5 22 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Yellow 2.4% suspended at least one day Increased 0.5 535 Students	Students with Disabilities Green 2.3% suspended at least one day Maintained 0.1 622 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>12% suspended at least one day</p> <p>Increased 12 25 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Yellow</p> <p>2.3% suspended at least one day</p> <p>Increased 2.3 44 Students</p>	<p>Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>1.5% suspended at least one day</p> <p>Maintained 0.1 461 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 16 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Green</p> <p>3% suspended at least one day</p> <p>Declined -5.1 67 Students</p>

Conclusions based on this data:

1. The overall suspension rate is Low.
2. The suspension rate for White students is Very High with 8.1% of white students being suspended at least one day.

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

By the end of the 2023-2024 school year, we will implement a new supplemental evidence-based curriculum (TeachTown) that aligns with state content standards and course requirements and supports the needs of all students in our ESN program as evidenced by the expected outcomes in the table below.

Identified Need

We are currently a Comprehensive Support and Improvement School for our graduation rate. The majority of our students have extensive support needs and previously did not have a course of study that aligned with general education content standards and course requirements. Our previous curriculum provided access to standards, but did not offer full access to the broader course topics in a way that was accessible to our students. Students need a course of study and transcript that demonstrates access if they are to make gains in their education. In addition, due to limitations with our previous curriculum, fidelity of implementation and data tracking and monitoring was low across all grade bands. Teachers that previewed the new TeachTown curriculum were enthusiastic about how it will improve learning for their students. In order for staff to be successful with this new curriculum, they will need ongoing training and support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of teachers trained in TeachTown curriculum	All teachers have received a preview of the TeachTown curriculum. 0% have received initial training.	80% of ESN teachers will receive initial training in new curriculum
Percent of observations showing data kept in a designated location	78.7% of observations reported data kept in a designated location	increase by ten percentage points
Percent of ESN high school classes with general education aligned course of study	0% of students in our Extensive Support Needs program have a course of study transcript that aligns with general education	20% of students will have a course of study transcript that aligns with general education
Graduation Rate per CA Dashboard	14.5% have graduated	15% of students will have graduated

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of ESN high school classes with general education course alignment	0% of our ESN high school classes have class schedules that align with general education courses	20% of ESN high school classes will have schedules aligned with general education courses

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

Supplemental curriculum to support classroom schedules that reflect curriculum content areas that align with grade-level requirements (e.g. high school will reflect state required courses)

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)

165091

Source(s)

Comprehensive Support and Improvement (CSI)
5000-5999: Services And Other Operating Expenditures
TeachTown (supplemental curriculum)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students with Extensive Support Needs

Strategy/Activity

Classified staff to provide instruction and ongoing data tracking and monitoring of supplemental curriculum

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)

499242

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Paraeducator support (see also goal 4.2)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students with Extensive Support Needs

Strategy/Activity

ESN administrators and teachers will receive training and coaching from mentors in curriculum and required content areas

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)

4917

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
teacher induction fees (also see goal 4.2)

0

Title I Part A: Allocation
5800: Professional/Consulting Services And Operating Expenditures
staff training on curriculum - unfunded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

high school students with Extensive Support Needs

Strategy/Activity

Certificated and classified staff to develop, implement, and facilitate/maintain a course of study and transcripts for high school students in our ESN program.

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)

158758

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Principal (also, see goals 2.1, 4.1, 4.3)

77481

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Bilingual Registrar (also, see goal 2.1)

17742

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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 improving academic achievement of special education students and improving data collection practices including ULS Checkpoints, ULS Profiles, IEP goals met, and improvements in walkthrough data.

Implementation - Initial Implementation

Strategy 1 is still in development. Eighteen principal meetings were held during the 2022-2023 school year in which ULS and goal requirements were discussed. Principals were encouraged to review data with teachers and held monthly staff meetings. Strategy 2 was partially met. 82.9% of walkthroughs reported data is kept in a consistent location. Principals talked with teachers about IEP goals and regular staff meetings offered training and collaboration, as needed.

Effectiveness

Metric 1 - Not Effective

Pre- and Post-Tests are currently at 21.3% and 13.25%, respectively. When adjusted for classes not currently using the curriculum, the numbers went up to 27% and 17%, which is comparable to last year's baseline. One reason this metric has not been met is that all student profiles need to be completed before a pre/post-test can be recorded in the online system. Principals have encouraged staff to complete profiles in order to make progress in this area. There are also classes that may not use the online system for all instruction and complete activities with modified instructional materials for students, which may affect the data.

Metric 2 - Somewhat Effective

Compared to baseline, completed student profiles for K-12 went up 6.8%, Transition went up 25.3%, Preschool went down 23.2%, and Self-help went up 16.9%. Overall, we saw an increase in completion, but did not meet the expected outcome. Preschool percentage going down suggests we had new students enter school.

Metric 3 - Somewhat Effective

540 of 1,028 IEP goals were met (52.5%) for all IEPs that held an annual review in 2022-2023, which is a slight improvement over baseline.

Metric 4 - Effective

82.9% of walkthrough data indicated data is kept in designated location, which exceeded our goal.

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

The following expenditures were planned for and utilized:

Paraeducator support was planned for and provided during the school year. The content specialist was budgeted for and utilized for data tracking, analysis and reporting. The online platform, Alchemer, was used for collecting data.

The following expenditures were not purchased:

\$5,000 in library books and supplemental support materials to enhance learning. Classroom materials were purchased using a different funding source (\$2000 per teacher was provided instead). We were also in the process of signing all students up with a school email account so that they could access our free online library program, but implementation took longer than expected.

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 teacher implementation of Unique Learning Systems curriculum, monitoring student IEP goals, and data collection. For 2023-2024, we will purchase, train, and implement a new, supplemental curriculum (TeachTown), develop high school transcripts, a course of study that aligns with general education course requirements, class schedules that reflect these changes, staff training and support, and ongoing data monitoring. These changes can be found within the goal, annual outcomes, strategies, and proposed expenditures of this goal.

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

Chronic Absenteeism

LEA/LCAP Goal

Student Engagement

Goal 2

By the end of the 2023-2024 school year, chronic absenteeism will decrease as evidenced by the expected outcomes in the table below.

Identified Need

Overall, we have high rates of chronic absenteeism, which requires further investigation in understanding why our EL students have a higher rate of absences. Also, because many of our students have medical and behavioral needs specific to their disabilities, it is important to review causes for student absences in general. We also need to investigate our current reporting procedures, how reporting information is shared with families, as well as research effective strategies to lower our rate of absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students chronically absent	81.6% of students are chronically absent	decrease by 5%
Percent of absences categorized as unexcused	36% of absences reported were categorized as unexcused	decrease by 5%

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

Certificated and classified staff to facilitate and implement the action plan to reduce chronic absenteeism, which includes improvements to our data input process and procedures, as well as parent communication to improve transparency and understanding of procedures.

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)
0	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Bilingual Registrar (see goal 1.4)
0	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Principal (see goal 1.4)
0	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Office Assistant (partially funded) (see goal 1.4)

Annual Review

SPSA Year Reviewed: 2022-23

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.

new goal - no previous data to report

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and student engagement

LEA/LCAP Goal

Parent Engagement, Student Engagement

Goal 3

By the end of the 2023-2024 school year, by reducing language, communication, location, and childcare barriers, we will increase opportunities for parents and families to actively engage in their child's education as measured by the expected outcomes listed in the table below.

Identified Need

Members of the School Site Council have expressed an interest in additional opportunities for parent participation at school. Parent School Climate Surveys reflect an increased need for school-related activities for participation. Most information provided to parents regarding participation comes via email and communication apps. Not all parents have access to the internet or technology, and many have yet to register to receive communications through the online apps. School Site Council minutes reflect needed support in how to use different communication apps. Due to student support needs, challenges with childcare, and distance from home to school, it is difficult for parents to attend events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents attending parent information nights	5 parents attended parent information nights scheduled (does not include campus-specific events)	50 parents attend parent information nights scheduled
Percent of parents registered with Parent Square	81% of parents are registered with Parent Square	increase by five percentage points
Percent of parents registered with First View	40% of students riding on First Student have parents that registered for First View	increase by twenty percentage points
Percent of parents that report "strongly agree/agree" to the statement: I feel the transportation department keeps me notified of changes, delays, and issues.	76.5% of parents reported "strongly agree/agree" to the statement: I feel the transportation department keeps me notified of changes, delays, and issues.	increase by ten percentage points
Percent of parents that report "strongly agree/agree" to the statement:	79.7% of parents reported "strongly agree/agree" to the statement:	increase by ten percentage points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I am actively involved in activities at my student's school.	I am actively involved in activities at my student's school.	
Percent of parents with access to laptop/computer/wifi at home	72% of homes have access to a laptop or computer; 86% have access to wifi (2021 data)	increase by 5%

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

Digital (Parent Square app) and paper-based communication (flyers, newsletters), materials, supplies, and operations to support online/in-person parent engagement events/activities, home/school communication (such as student progress and transportation updates), and other related 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)
2925	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Square
1833	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent engagement flyers, activities, materials, supplies, operations

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

Certificated and classified staff to develop, plan, and implement new parent involvement opportunities (in-person or online) including, but not limited to: back-to-school night, open house,

parent/teacher conferences, one major performance, parent information nights (e.g. transition, behavior, academic, social, attendance), School Site Council, and Kids Day.

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)
5000	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Principal (coordinating/facilitating/presenting)
100	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Presenter/consultation fees, if needed
0	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Office Assistant (partially funded) (see goal 1.4)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Classified staff to provide interpreting, translating, and child care services for parent engagement activities (online or in-person) and communications including, but not limited to: back-to-school night, open house, parent/teacher conferences, one major performance, parent information nights (e.g. transition, behavior, academic, social, attendance), School Site Council, and Kids Day.

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)
1500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Paraeducator additional authorized hours (translation, interpreting, and child care support)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

all students (families without access to technology)

Strategy/Activity

Technology devices and/or internet hot-spots to ensure all students and families can fully access and engage with core/supplemental curriculum and engage with school programs/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)

1000

Title I Part A: Allocation
5900: Communications
technology/hotspot access

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Classified staff to provide parent support and training for different apps and technology (both in-home and onsite tech support)

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)

1000

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Paraeducator additional authorized hours

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-2023 parent engagement goal focused on student attendance, parent perceptions of inclusion, reducing discrepancies between English and Spanish-speaking homes, and overall improvement of communication efforts related to events, transportation, attendance, and inclusion.

Implementation: Full Implementation

Overall, we met all action strategies. We used Parent Square (communication app) for events, updates, and other activities. We also provided the First View transportation app for parents. The following activities were provided to increase parent engagement: back-to-school night, parent information nights, school site council, and open house.

Effectiveness: (some of our data had too small of a sample size to report)

Metric 1 - Effective

We received too small of a sample size of Spanish-speaking parents to report the data. However, we can report that we started using Parent Square, which provides all communications in English and Spanish. Families receive information through the app, email, and text. We are also working with IS&T to set-up student emails so that parents can access free library books in both English and Spanish.

Metric 2 - Mostly Effective

The data point in the 2022-2023 SPSA addressed whether parents felt informed of volunteer opportunities. This metric was not captured in the School Climate Survey. However, data did show that 98.6% of parents feel that staff communicate well with them. We are using Parent Square in addition to teacher communications, emails, and paper notifications to increase the ways we share information.

Metric 3 - Mostly Effective

The data point in the 2022-2023 SPSA addressed whether spanish-speaking families felt included in school events. This metric was not captured in the School Climate Survey. However, 100% of spanish-speaking families reported feeling welcome at their school. Interpreters are provided at after-school events and available funds were provided through Parent Engagement funds.

Metric 4 - Mostly Effective

The data point in the 2022-2023 SPSA addressed whether families felt they were provided with opportunities to engage in decision-making and provide input in policies. This metric was not captured in the School Climate Survey. However, we do know 80% of parents reported being actively involved in school activities. Parents have the opportunity to provide input through the School Site Council, DELAC, School Climate Survey, and Parent Engagement Survey. All surveys were provided in English and Spanish.

Metric 5 - Minimally Effective

Parent response improved by .9% and staff response improved by 4.8%. Of 229 students currently riding on First Student, only 91 parents have set up their First View accounts. Even though parents have received step-by-step visual instructions, they continue to need additional support with technology and have requested help. Set-up guides and specific student route information has been shared with families, and new notices are sent when a student starts our program, when routes change, or when families have lost information. Some challenges include: the app is only available on regular buses and doesn't track substitute buses. Staff do not have access to First View reports.

Metric 6 - Not Effective

64% of reported absences were excused throughout the year. 69% were excused during spring semester. We have shared reporting information with parents to help them understand how and what to report. Parents continue to need support and may call the classroom instead of the attendance line. We are reviewing our current process to identify areas of improvement.

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

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

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

We will adjust target areas for our goal based on current data, but we will continue to address communication with families across multiple data points. We will also provide support with technology and utilizing apps so that parents/guardians can be successful and feel comfortable using the technology we will provide. We will work to remove barriers to parent engagement by providing childcare, interpreters, and offering online and in-person activities.

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, School Climate, Basic Conditions

Goal 4

By the end of the 2023-2024 school year, the sense of safety on campus will increase as evidenced by the expected outcomes in the table below.

Identified Need

Areas of identified need include student social emotional learning, staff behavior intervention and classroom management, and campus safety procedures. Staff continue to feel that check-in procedures on campuses need to be further addressed for compliance for general school safety. Regarding classroom safety, students present with challenging behaviors that are difficult for staff to manage and require additional training and support. Due to COVID restrictions in previous years, not all teachers are currently certified in verbal/behavioral de-escalation strategies. We also need to investigate behavior data and determine why students aren't meeting their annual goals related to behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of teachers trained in either NCI or Handle with Care	over 50% of teachers have NCI certification	80% of teachers will have received training in either NCI or Handle with Care
Percent of IEP goals met with "behavior" as the identified area of need	64% of IEP goals with identified need as "behavior" were met during annual review	70% of IEP goals with "identified need" as "behavior" will be met
Percent of staff reporting "strongly disagree/disagree" to the statement: I feel supported when it comes to physical behaviors in my classroom.	17.4% of staff reported "strongly disagree/disagree" to the statement: I feel supported when it comes to physical behaviors in my classroom.	decrease by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of staff reporting "strongly agree/agree" to the statement: I feel campus check-in procedures for visitors are well-established and maintained.	84.9% of staff reported "strongly agree/agree" to the statement: I feel campus check-in procedures for visitors are well-established and maintained.	improve by 5%

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

Certificated and classified staff to review behavior goal data quarterly and provide guidance on next steps

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)
0	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Principal (see goal 1.4)
0	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Office Assistant (partially funded) (also, see goal 1.4)

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

Certificated and classified staff to provide training and coaching on behavior management, verbal de-escalation strategies, and evidence-based 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)
114900	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries behavior intervention specialists
0	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraeducators (also, see goal 1.2)
0	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries teacher induction fees (also, see goal 1.3)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Certificated and classified staff to support the implementation of campus procedures and safety practices in the current School Safety Plan.

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)
0	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Principal (see goal 1.4)
0	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Office Assistant (partially funded) (see goal 1.4)

Annual Review

SPSA Year Reviewed: 2022-23

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 using evidence-based strategies in behavior management and social-emotional learning so students are more able to participate in their learning, training staff members in intervention strategies, reducing inequities across programs in regards to behavioral support services, and improving staff feelings of safety on campus.

Implementation: Full Implementation

Strategy 1 was fully implemented. A training on social-emotional learning, behavioral support, and monitoring progress was held early in the year. An additional training on evidence-based practices was offered to all staff. Teachers were provided with SEL curriculum "Positivity," which was assigned to 60 teachers and implemented with 193 students. An intervention specialist provided behavior support for individual students and whole classes, collaborating with school teams to support student behavior. Direct support was provided to students in our TIES program for students with emotional disturbance. The intervention specialist provided ongoing training and evidence-based practices including verbal deescalation techniques used in NCI, CBT, ABA, and other identified supports within behavior analysis.

Strategy 2 was fully implemented. A presentation for school psychologists reviewed IEP practices regarding which behaviors require a BIP, how services are determined based on needs, and what to mark on the IEP. Program principals reviewed when behavior plans need to be in an IEP and discussed updates with staff. A new BER form was developed to guide practice.

Effectiveness:

Metric 1 - Somewhat effective

We have over 50% of teachers that currently hold a certification in NCI. Twenty have been trained so far this year. An additional 123 staff members also hold active certification, 41 of which have been trained this year. We are actively reviewing other intervention models. Through this review, some school psychologists have been trained as facilitators for Handle with Care and some have received training in Hanley's My Way.

Metric 2 - Effective

School psychologist days were distributed to address inequities (20 days/ESN and 19 days/TIES).

Metric 3 - Mostly effective

We had a 14% improvement from the previous year in staff rating feelings about injury in the classroom, which is great. However, even though we had full implementation of our strategies and activities, we still had 17.4% of staff that reported concerns about safety due to challenging physical behaviors from students. In order to address safety concerns at school, the following additional activities were provided: Staff received training on evidence-based practices and behavioral support. Additional activities not funded through Title I dollars included: replacing PA systems at all three centers; fence height was increased at one campus; three centers participated in regularly scheduled fire drills. Other actions taken to improve feelings regarding safety and injury included exploring different verbal/physical intervention strategies for staff, emergency procedures and contact information was updated and posted in all classrooms, a flip chart for staff on how to respond to emergency situations was developed, paraeducators participated in an online safety series, FCSS offered a School Safety Symposium, SEL curriculum was purchased, and we continue to include safety-related questions in our school climate survey.

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

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

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

We will shift our focus from reviewing behavior goal practices and student-focused SEL curriculum to support in monitoring and effectively implementing services to improve behavior. We will increase training for staff (NCI and Handle with Care), continue to address physical safety in the classroom through effective interventions, and implementing new campus and safety procedures.

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

Goal has been met. Areas of continued need will be addressed through goal 1, Academic Achievement.

Identified Need

To address inequities in graduation rate for students with extensive support needs, a course of study will be developed that aligns with general education requirements. A new curriculum will be piloted. Staff will receive training and ongoing support regarding transition planning for our high school and adult students. Classroom schedules will reflect high school course content. These new strategies will be addressed in goal 1 for 2023-2024.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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.

Annual Review

SPSA Year Reviewed: 2022-23

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 improving the overall course of study for transition-age students served in our programs, which included 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.

Implementation: Full Implementation

Strategy 1 was met. A training on CCI was provided to principals to review with staff. A training on transition planning will be provided to parents/students/staff in May. A form was developed to track student work experience hours and will go into full effect next school year. CCI coursework for Classroom-Based Work Exploration and Workplace Readiness and Career Exploration was tracked through monthly PARS and student progress notes. Food handler certification will be reported as part of CCI data. Principals talked with teachers about different transition codes (800 codes). Strategy 2 was met. Students were able to meet with different business managers to conduct informational interviews as part of the career exploration program. We increased the number of community worksites, which includes individual placements based on student interests. We also increased student referrals to community agencies (e.g. DOR, RICV). Students received post-secondary education counseling.

Effectiveness:

Metric 1 - Effective

Nine classes are currently offering instruction that meets course requirements for Classroom-Based Work Exploration and Workplace Readiness and Career Exploration. We have nearly doubled our goal of 40 students and are currently serving 77. More than 20 students will have worked 100 hours required of the CCI for Transition Work-Based Experiences. We have increased the number of students that received their food handler certification as part of their CCI.

Metric 2 - Effective

Although we did not meet our goal of having an increase in reporting specific transition service codes, 850 work experience education and 865 agency linkages, in the IEP, we did see an increase in the actual number of students participating and receiving these services. Principals reviewed the different codes with teachers, but it is possible that we won't see changes until the next year or two since many of their students may have already had their annual IEP. Also, each ITP goal is limited in the number of transition codes one can report. The data may not reflect actual practice, as one primary code may have been reported even though they are delivering instruction across multiple codes.

Metric 3 - Effective

We have exceeded our goal of student referrals to community agencies/organizations as part of their transition planning by 37 students. Our primary referral has been to the Department of Rehabilitation, but we have also partnered with RICV and Workforce Connection.

Metric 4 - Somewhat effective

Less than all students received comprehensive sexual health education during the 2022-2023 school year. However, all middle school classes received comprehensive sexual health education in May keeping us CHYA compliant. High School and ATP will receive instruction next school year. Some of our high school and adult programs were provided an option to pilot materials.

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

The supplemental transition curriculum was not purchased using Title I funds because we were able to use two other funding sources. All other expenditures planned for were utilized.

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.

To address inequities in graduation rate for students with extensive support needs, a course of study will be developed that aligns with general education requirements. A new curriculum will be piloted. Staff will receive training and ongoing support regarding transition planning for our high school and adult students. Classroom schedules will reflect high school course content. Comprehensive sexual health education will be provided to more students. These new strategies will be addressed broadly in goal 1 for 2023-2024.

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 6

Goal has been met and will not be continued. See analysis below

Identified Need

EL needs identified this year will be funded through another source and monitored by our EL Coordinator. A plan is in place and goals established.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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.

Annual Review

SPSA Year Reviewed: 2022-23

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 year's goal focused on staff training and instructional monitoring related to EL strategies for students with disabilities.

Implementation - Full Implementation

All strategies were implemented. Teachers completed a self-reflection of practice and their feedback was used to help identify new walkthrough indicators. Staff training addressed designated/integrated EL instruction for students with disabilities. Resources provided include a copy of ELD standards, ELD standards for significant cognitive disabilities, and a how-to guide for IEP documentation.

Effectiveness - Overall effectiveness was high.

Metric 1 - highly effective

walkthroughs in March indicated more than 20% above expected outcome for the new ELD indicator

Metric 2 - highly effective

walkthroughs in March indicated more than 20% above expected outcome for the new ELD indicator

Metric 3 - waiting on data; data won't be available until after final SPSA submission

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

The following expenditures were intended and carried out to completion:

Content Specialist provided data tracking, analysis, and reporting. Paraeducators provided additional support in the classroom. Alchemer online platform was used to collect walkthrough data and staff surveys regarding EL support.

The following expenditures were not funded:

\$5,000 for EL supplemental books and materials. Free library access to books in English and Spanish became available, so funds were not needed. Currently, developing student emails for free family access.

Unfunded priorities:

Teacher Induction fees to provide additional support to newer teachers was funded.

ELD standards and resource guide were free online and shared with staff. No cost needed.

EL training was funded through another grant.

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.

Student data for ELPAC scores will not be available at the time of SPSA submission. All other actions and metrics for this goal have been met. Data will be reviewed in August and will determine if a future goal is needed.

EL needs will be met through another funding source outside of Title I. See below for targeted goals and strategies.

Goal 1: Increase correct completion of reclassification process and procedures related to IEP forms
Strategy 1: Progress will be monitored by the EL Coordinator to include review of each reclassification IEP.

Strategy 2: FCSS EL Masterplan to be used as guiding document for correct reclassification completion.

Goal 2: Increase number of students reclassified from ___% to ___% of total EL population.

Strategy 1: EL Coordinator will monitor rate of reclassification to determine if targeted training has had an impact on increasing numbers of EL reclassifications. Reclassification rates will be compared from 21-22, 22-23, and 23-24 school years.

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	\$886398
Total Federal Funds Provided to the School from the LEA for CSI	\$165091
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,051,489.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$165,091.00
Title I Part A: Allocation	\$874,040.00
Title I Part A: Parent Involvement	\$12,358.00

Subtotal of additional federal funds included for this school: **\$1,051,489.00**

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

Total of federal, state, and/or local funds for this school: **\$1,051,489.00**

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
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	165,091.00
Title I Part A: Allocation	874,040.00
Title I Part A: Parent Involvement	12,358.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	163,758.00
2000-2999: Classified Personnel Salaries	711,865.00
5000-5999: Services And Other Operating Expenditures	174,766.00
5800: Professional/Consulting Services And Operating Expenditures	100.00
5900: Communications	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	165,091.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	158,758.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	709,365.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,917.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	0.00

5900: Communications	Title I Part A: Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	4,758.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	923,231.00
Goal 2	0.00
Goal 3	13,358.00
Goal 4	114,900.00

School Site Council Membership

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

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

Name of Members	Role
Dave Tenney	Principal
Liza Stack	Other School Staff
Brandon Ellis	Classroom Teacher
Julie Dunn	Classroom Teacher
Lori Parnagian	Classroom Teacher
Susan Dianna	Parent or Community Member
Kristin Rodarmel	Parent or Community Member
Kirstina Rasmussen Collins	Parent or Community Member
Kietore Dianna	Secondary Student
Emily Rodarmel	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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/17/2023.

Attested:



Principal, Christina Borges on 5/17/2023



SSC Chairperson, Dave Tenney on 5/17/2023