School Year: **2020-21**

Soaring towards Success and Independence

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
Kings County Special Education	16101656069298	2/1/21	2/10/21

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

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.

Kings County Special Education has worked to align goals, expected outcomes, actions, and funds to support improved performance and growth of its students. We have 3 district LCAP Goals that apply to our internal schools. These are the same goals we use for our Single Plan for Student Achievement.

They are:
Goal 1: Focus on students and maintain high expectations for learning. (Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes))
Goal 2: Provide a positive, safe, secure, and engaging learning environment that supports the social-emotional, and mental health issues of our students (Priority 1: Basic (Conditions of Learning); Priority 5: Pupil Engagement (Engagement); Priority 6: School Climate (Engagement))
Goal 3: Improve parent engagement in the learning, rehabilitation, and success of students (Priority 3: Parental Involvement (Engagement))

We have aligned district goals, state priorities, and associated metrics to federally funded actions. This connection has facilitated the inclusion of funds into our local planning process. We have included all federally funded actions in the connected goal. We also use the associated metric to evaluate the effectiveness of actions on student outcomes and future planning. We are also able to clearly articulate how supplemental programs support the district's broader strategy. Our district has been determined to be eligible for differentiated assistance during the 2019-20 academic year in the areas of college/career readiness, chronic absenteeism, graduation rates, and suspension rates for all students. We have been using improvement science to complete local and state data analysis, root cause analysis, systems mapping, stakeholder input, driver diagrams, and Plan-Do-Study-Act (PDSA) cycles. We will be ready to implement a change plan during the 20-21 school year. We also completed a fiscal analysis to ensure that our federal funds were targeted towards meeting the determined areas of need.

Table of Contents

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).

This school year has been very different due to COVID-19. We have increased communication with stakeholders substantially due to the many changes. Teachers and instructional assistants have been calling parents to ask about food resources, technology device and connectivity needs, and social-emotional needs, since the closures at the beginning of March. Calls have taken place every 2 weeks. We have kept in constant communication to ensure that any situational changes were quickly addressed. We gathered information into an internal Google Form. We shared community resources with families in need of food, diapers, or clothing. We contacted all Shelly Baird families to conduct a distance learning survey in June to garner feedback on what worked well and what we could improve upon. We included questions about re-opening plans and preferences to gather input on what would make families more comfortable about returning to school safely. We also asked open-ended questions to increase family sharing. We provided bilingual staff was able to support families that speak languages other than English. During phone surveys, staff rephrased or clarified questions as needed. We also administered a written survey to all Shelly Baird staff to inquire about distance learning and re-opening needs. The results from both surveys were used during re-opening meetings. Administrators, teachers, instructional assistants, nurses, and other school support staff participated in these planning meetings. We continue to communicate regularly with both union groups and staff to discuss re-opening needs and distance learning implementation. We will be administering our second survey during the spring of 2021.

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

Our new site teacher on special assignment will be coaching instructional staff on lesson delivery, student engagement, scaffolding, and informal assessment. This position will be completing classroom observations that include focused strategies to monitor the effectiveness of implementation. The coach and teachers will use this data informally to improve instruction. In addition, site Principals will continue to observe instruction and provide feedback to teachers. During distance learning principals also observe virtual lessons using the walk-through observation form. Teachers are contacted via email to summarize feedback, including suggestions, and provide positive praise and appreciation.

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)

Local assessments include student profiles. We use the information from profiles to monitor student learning and adjust IEPs. Based on the student profile analysis. we may include additional learning strategies. Some of these strategies include: visuals, read aloud or text to speech, modeling, small group work, one-on-one support, and special needs based equipment. An IEP gives explicit information surrounding each student's needs. We detail how we plan to help each student improve and develop skills. Once students return to in-person instruction, each IEP team plans to discuss potential learning loss. We will determine the need for individualized supports. Teachers will continue to use daily informal assessments and data gathering methods for each student as they align with IEP goals. Most students at Shelly Baird take the state alternative assessment, CAA, due to their significant disability. 99 students took this assessment for ELA and Math during the spring of 2019. The remaining 20 students participated in their grade level CAASPP. Test participation is determined by the IEP team. We serve the county's moderate-severe students across the county.

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

Our Unique curriculum includes individual profile assessments. This program integrates all content areas. Students participating in our Behavior Zone Academy utilize My Path Edgenuity Intervention to assess student learning in core content areas. Data on all IEP goals is collected in an ongoing manner, and is analyzed to assess student progress in goals. TK-5 students with emotional disturbance complete curricular assessments in McGraw-Hill Wonders in English Language Arts, Math, Science, and Social Studies. Student progress is monitored and intervention is assigned based on student needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We ensure that all paraprofessionals and certificated staff meet applicable state certification and licensure requirements. Paraprofessionals may meet this requirement in one of three ways: completion of at least two years of study at an institution of higher education, possession of an associate's degree or higher, or knowledge of, and ability to assist in, instructing in reading, writing, and mathematics demonstrated through a local or state assessment, that is appropriate to the responsibilities assigned. We are currently reviewing ineffective, out-of-field, and inexperienced teacher records for each school site.

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

Kings County monitors staff qualifications, assignments, and vacancies. Our Williams Consultant reviews staff data annually. During the 2020-21 school year, 29 teachers were fully credentialed. We had nine (9) teachers without a full credential. Upon review of classes that require teachers to have an English Learner (EL) authorization based on the percentage of EL students equal to or greater than 20%, we found that 100% of teachers have EL authorization. Staff regularly attend professional development that focuses on Special Education Student needs. Our professional development sessions are connected to academic content, social-emotional learning, data collection, behavioral support, and instructional strategies.

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

All professional development is aligned to academic content standards, based on student and staff identified needs. School staff, parents, committee members and administrators work together to analyze a variety of student data to assist in professional development planning. We administer an annual professional development survey to all staff. We also utilize classroom observation data to gather professional development needs. We reflect our professional development implementation on our local indicator.

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

Staff is provided ongoing support throughout their careers in our district utilizing internal experts, the part-time teacher on special assignment, and Kings County consultants. Beginning teachers participate in induction with a local county office of education. The Kings County Office of Education's New Teacher Induction (NTI) program is designed as a two-year, individualized, job-embedded system of mentoring support and professional learning that begins in the teacher's first year of teaching. KCOE New Teacher Induction provides a pathway for teachers seeking to clear Preliminary Multiple Subject and/or Single Subject credential(s) and Preliminary or Level I Education Specialist credential(s). They are also provided with a site mentor teacher, which supports planning, instructional delivery, and reflection. We have a tiered salary schedule that increases as certified staff obtain additional units. These units must be approved by the Superintendent to align to school and student needs. When planning, we include support for all phases of implementation and evaluation or analysis. Alignment is achieved by ensuring that the district and site goals and actions are driven by a shared belief, input, and a comprehensive review of all pertinent data outcomes related to priorities. The professional learning focus is driven by a shared purpose for student learning, which is aligned to Goal 1 of the district LCAP: Focus on students & maintain high expectations for learning.

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

Teachers collaborate during ongoing Professional Learning Community meetings. They meet with their like-group teachers, based on age, grouping or disability. Additional support providers assist in the assessment analysis, guide instruction, formulate remediation plans, and share effective teaching strategies.

Teaching and Learning

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

All core curriculum, instruction and materials are aligned with state standards. We report annually to our county board and include this information in our annual School Accountability Report Card (SARC).

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

Teachers create their daily schedules according to student needs and IEP requirements. We consider all framework recommendations while planning to ensure adequate time is dedicated to reading, language arts and math.

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

Teachers plan the pacing of instruction according to student needs and IEP goals. Students are working individually on a variety of goals. We closely monitor student progress by collecting data daily, and work with students to provide intervention as needed. Students needing additional instruction participate in our extended year program. This time is designed to provide each student with additional educational time to support student programming.

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

We report annually to our county board regarding sufficiency of instructional materials. Each student has access to standards based instructional materials in the classroom as required. We closely monitor student material needs and work with our lead program and fiscal staff to support student access.

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

All staff utilizes district adopted and standards-aligned instructional materials that support student IEP progress. Considering the nature of our program and wide range of student needs, all programs include various leveled materials to support intervention. Our Behavior Zone Academy students also utilize the Edgenuity Intervention program. Each student also has access to APEX and Edgenuity to support standards-aligned core courses and elective opportunities. We partner with local districts to integrate students into classes as deemed appropriate by the Individualized Education Program (IEP) team.

Opportunity and Equal Educational Access

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

Shelly Baird students have moderate-severe disabilities. As such, we consider the needs of each student to tailor and individualize instruction. We work to place students in the educational environment that best supports them. Some students are placed at satellite classes and integrate into general education classes. Many of our students are placed at our main campus. Student IEPs are written to the unique needs of students, and are supported to enable them to meet academic goals.

Evidence-based educational practices to raise student achievement

District support staff assist the site in evaluating programs provided at our school to ensure that they are evidence based and effective. Site staff work to collect data and support analysis to determine effectiveness of programs. Committees work to annually evaluate programs provided to the site with our school plan. This comprehensive needs assessment includes a review and discussion of student achievement data, implementation of actions and services, and future implementation plan adjustments.

Parental Engagement

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

Resources are gathered and shared with families throughout the school year. Families participate in school events. Each year, we hold Back to School Nights, Family Proms, and a Halloween Trunk or Treat. Parents also participate in regular IEPs and updates with teaching staff. We hold an annual Title I parent night and have formed a School Site Council and English Learner Parent Advisory Committee. Our county SELPA holds a Community Advisory Committee to improve and promote communication between schools, parents, and public agencies to increase community awareness, facilitate parent education and support, and to coordinate activities on behalf of children with exceptional needs. Members participate in the special education program review and provide input into the master plan, assist in the development of parent information materials and awareness activities to understanding disabling conditions. Membership is composed of school district board-appointed parents, educators, and public/private agency representatives with the Kings County SELPA. This committee meets regularly and information is posted on our County website at https://www.kingscoe.org/Page/385. Parents are encouraged to sign up for the Remind app to get notifications about events and changes in dates, times, or presenters. We have also coordinated with a community resource to offer additional parent and community input. Parents are involved in the Special Needs Support Group of Kings County. This year we have partnered with the Diagnostic Center of California to provide feedback on services and noticeable trends. Several of these committees dedicate time to analyzing data to assist under-achieving students. School Site Council, English Learner Advisory Committee, IEP meetings, and the Diagnostic Center work focus on student data trends, implementation, and effectiveness of programs to support improvement.

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)

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students' input is garnered using our stakeholder engagement processes. Consolidated Application programs are reviewed at least annually during School Site Council Meetings and English Learner Advisory Committee meetings. The School Site Council held hybrid meetings where attendees were able to provide SPSA input in-person or via Zoom. English Learner Advisory Committee feedback was obtained and used to inform the SPSA as well. Stakeholder input was considered as we collaboratively reviewed the most recent state and local data and identified the potential issues regarding equitable access. We administered a survey to stakeholders, which was utilized to inform the planning, implementation, and evaluation of programs and services provided. The survey was provided electronically to staff. Surveys in English and Spanish for parents were sent home. Follow-up calls were made to parents to solicit further input verbally. We also describe these processes within our SPSA, LCP, LCAP Federal Addendum, LCAP in the Spring, and school and district engagement policies. Community input was solicited during a public hearing. Bargaining units met in-person to provide input. Kings County Office of Education district administration, the site Principal, and the Assistant Superintendent of Special Education collaborated virtually and in-person. Information from families and staff collected in July 2020, August 2020, and September 2020 were used to inform the Operations Written Report and the Learning Continuity Attendance Plan. Shelly Baird believes the active partnership built between parents, students, and staff while working together sets the stage and encourages students to achieve more.

Funding

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

Shelly Baird school has performed a comprehensive needs assessment to plan services supported by categorical funds. We are utilizing our Title I Part A funds to support a part-time teacher on special assignment (TOSA) to support instructional modeling, lesson design, coaching, and planning to support the improvement of educational student outcomes. We are also allocating funds to provide necessary materials, provide TOSA professional learning and computer replacement costs. We also have a co-op contract with our county to support direct service implementation and data analysis of our federal programs. We have set aside our homeless reservation to support students and families with food during times when school is closed. These times include fall, winter, and spring break. Our portion of Title II Part A is allocated to provide New Teacher Induction (NTI) to support the professional learning of staff and instructional quality for student learning. This is provided by our county office New Teacher Induction (NTI) program.

Fiscal support (EPC)

Kings County Office of Education has a process for the fiscal support of our federally funded programs. The Director of Foundational Services meets with each school leadership team to review the parameters of allowability of funds. School allocations are configured by the Director of Foundational Services and staff accountants. The Director oversees all federal programs for the county, participates and leads ongoing professional development in our county and state-wide. This department has a dedicated Strategic Planning Consultant to support planning documentation. Considering this information, the Assistant Superintendent of Special Education works with site leadership, ELAC, and the School Site Council to plan expenses for each program based on determined needs. School Site Council must approve expenses within the school plan. This plan is then taken to the County Board of Education for approval. The Director of Foundational Services works with fiscal support staff, staff accountants, to set up program budgets. Individual expenses are requested by site leadership and approved by the Assistant Superintendent of Special Education. All expenses are monitored by the Director of Business and Foundational Services to ensure allocability, reasonableness, and necessity. Budget updates are provided to stakeholders and committees throughout the year. Annually, the School Site Council reviews actions and expenditures to evaluate the implementation and effectiveness, and plan for the upcoming school year.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This school year has been very different due to COVID-19. We have increased communication with stakeholders substantially due to the many changes. Teachers and instructional assistants have been calling parents to ask about food resources, technology device and connectivity needs, and social-emotional needs, since the closures at the beginning of March. Calls have taken place every 2 weeks. We have kept in constant communication to ensure that any situational changes were quickly addressed. We gathered information into an internal Google Form. We have been holding meetings via Zoom and Google Meet. Our stakeholders have been utilizing these tools to attend IEP meetings and are signing students on for instructional services sessions. We may be able to host some in-person meetings. If these are available, we ensure safe distancing practices are adhered to as set forth by the local county health department. We provide bilingual staff was able to support families that speak languages other than English.

Our current meetings are scheduled:
English Learner Advisory Committee: Training was held at the initial meeting. Then during the second meeting, the site administration will ask for feedback to be relayed to the School Site Council in crafting the SPSA. Meetings dates are September 2020, November 2020, February 2021, and May 2021.

School Site Council: Training was held at the initial meeting. Meetings dates are September 2020, November 2020, February 2021, May 2021.

The involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students' input is garnered using our stakeholder engagement processes. Consolidated application programs are reviewed at least annually during School Site Council Meetings and English Learner Advisory Committee meetings. We also administer two surveys per year to stakeholders, which are utilized to inform the planning, implementation, and evaluation of programs and services provided. This information is used to report our Local Indicator information

submitted on our dashboard. We also describe these processes within our LCAP federal addendum, LCAP plan and annual update, and school and district engagement policies.

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.60%	2.17%	1.87%	8	7	6
African American	6.17%	5.26%	4.67%	19	17	15
Asian	%	%	0.31%			1
Filipino	3.57%	2.79%	3.12%	11	9	10
Hispanic/Latino	62.99%	65.33%	66.98%	194	211	215
Pacific Islander	0.65%	0.62%	0.62%	2	2	2
White	22.40%	21.67%	19.31%	69	70	62
Multiple/No Response	%	%	0%			0
			Total Enrollment	308	323	321

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	28	28	28
Grade 1	24	29	24
Grade 2	19	20	25
Grade3	19	17	22
Grade 4	24	19	18
Grade 5	22	26	18
Grade 6	18	25	24
Grade 7	10	21	26
Grade 8	13	12	20
Grade 9	28	13	12
Grade 10	21	27	11
Grade 11	25	19	25
Grade 12	21	67	68
Total Enrollment	308	323	321

Conclusions based on this data:

1. 2017-2018: DataQuest included "Ungraded Secondary" as a grade level that was not able to be entered above. This accounted for an additional 36 students, bringing the total from 272 to 308.

2. The largest overall grade level for 2018-2019 and 2019-2020 was 12th grade.

3. Overall school enrollment has remained steady over the last 2 years. The enrollment percentages between grade spans are approximately 50% primary (grades K-6) and 50% secondary (grades 6-12).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	57	53	45	18.5%	16.4%	14.0%
Fluent English Proficient (FEP)	36	52	51	11.7%	16.1%	15.9%
Reclassified Fluent English Proficient (RFEP)		4	3	0	7.0%	5.7%

Conclusions based on this data:

1. Fluent English Proficient (FEP) is composed of English Only (EO) students and Initial Fluent English Proficient (IFEP) students.

2. 2017-2018: Not shown above, 0.6% students listed as "To Be Determined" at the time of reporting.

3. The number of English Learners remain about the same. Study of reclassification rate will need to take place.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	16	*	*	15	*	*	15	90%	93.75%	93.75%
Grade 4	*	*	*	*	*	*	*	*	*	85.7%	95%	86.6%
Grade 5	*	*	*	*	*	*	*	*	*	0%	90%	77.27%
Grade 6	*	*	5	*	*	5	*	*	5	0%	91.6%	100
Grade 7	*	*	6	*	*	5	*	*	5	0%	0%	83.3
Grade 8	*	*	*	*	*	*	*	*	*	90.9%	0%	100%
Grade 11	*	*	*	*	*	*	*	*	*	85.7%	93.75%	70.5%
All Grades	23	28	25	18	22	20	18	21	20	78.3	78.6	80

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	336.7	*	*	0%	*	*	0%	*	*	26.67	*	*	73.33
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	4.76	0.00	5.56	4.76	10.00	94.44	90.48	90.00

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	5.88	19.05	15.00	94.12	80.95	85.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	0.00	9.52	5.00	100.0	90.48	95.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	4.76	0.00	23.53	28.57	25.00	76.47	66.67	75.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	29.41	19.05	15.00	70.59	80.95	85.00

Conclusions based on this data:

1. "Overall Participation for All Students" and "Overall Achievement for All Students" data are based on Alternate English Language Arts/Literacy, California Alternate Assessments (CAAs) scores. A majority of students at Shelly Baird take the CAA. Overall Achievement for All Students scored for the CAA is based on a 3 level scale versus a 4 level scale as seen in the CAASPP. The relation of the levels was set as follows: Level 3 = % Standard Met; Level 2 = % Standard Nearly Met; Level 1 = % Standard Not Met.

According to the CAA, there are 3 levels of understanding and they are described as follows:
Level 3 indicates that the student showed an understanding of core concepts in English language arts/literacy.
Level 2 shows the student has a foundational understanding of core concepts in English language arts/literacy.
Finally, level 1 shows the student has a limited understanding of core concepts in English language arts/literacy.

2.

The area information listed as Reading, Writing, Listening and Research/Inquiry are CAASPP scores for students who are are in our enrolled in our Behavior Zone Academy Program at Shelly Baird. Although there are too few students to see scores by grade level, we are able to see overall areas of strength and need.

3.

Strength and need in CAA:
Strength- a majority of students scored % of Standard Nearly Met in the CAA.
Need- Overall, students in grades 3 and 4 struggled the most in the CAA ELA sections.
Strength and need in CAASPP:
Strength- Students have consistently scored better in Listening.
Need- In 2018-2019 95% of students tested scored Below Standard in the area of Writing. Writing will be supported in the form of instructional modeling, lesson design, and planning to support the improvement of educational student outcomes.
To support student achievement, a part-time Teacher on Special Assignment will be added to support instructional modeling, lesson design, coaching, and planning to support the improvement of educational student outcomes.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	16	*	*	14	*	*	14	90%	93.75%	87.5%
Grade 4	*	*	*	*	*	*	*	*	*	85.7%	95%	80%
Grade 5	*	*	*	*	*	*	*	*	*	*	90%	77.27%
Grade 6	*	*	5	*	*	4	*	*	4	*	91.6	80
Grade 7	*	*	6	*	*	5	*	*	5	*	*	83.3
Grade 8	*	*	*	*	*	*	*	*	*	90.9%	*	100%
Grade 11	*	*	*	*	*	*	*	*	*	85.7%	93.75%	70.58%
All	23	28	25	15	21	19	15	21	19	65.2	75	76

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	332.3	*	*	0%	*	*	0%	*	*	0%	*	*	100%
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	4.76	0.00	0.00	4.76	5.26	100.0	90.48	94.74

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	0.00	9.52	5.26	100.0	90.48	94.74

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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	0.00	23.81	5.26	100.0	76.19	94.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	13.33	23.81	10.53	86.67	76.19	89.47

Conclusions based on this data:

1. "Overall Participation for All Students" and "Overall Achievement for All Students" data are based on Alternate Mathematics, California Alternate Assessments (CAAs) scores. These students make up a majority of students enrolled at Shelly Baird. Overall Achievement for All Students scored for the CAA is based on a 3 level scale versus a 4 level scale as seen in the CAASPP. The relation of the levels were set as follows: Level 3 = % Standard Met; Level 2 = % Standard Nearly Met; Level 1 = % Standard Not Met.
According to the CAA, there are 3 levels of understanding and they are described as follows:
Level 3 indicates that the student showed an understanding of core concepts in mathematics.
Level 2 shows the student has a foundational understanding of core concepts in mathematics.
Finally, level 1 shows the student has a limited understanding of core concepts in mathematics.

2. The area information listed as Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning are CAASPP scores for students who are are in our enrolled in our Behavior Zone Academy Program at Shelly Baird.

3. Strength and need in CAA:
Strength- approximately 6% of students in grades 5, 6, and 7 scored Standard Met in the CAA.
Need- Overall, students in grades 3 and 4 struggled the most in the CAA math sections.
Strength and need in CAASPP:
Strength- Data shows between 2018-2019, 10.53% of students scored At or Near Standard in "Communicating Reasoning".
Need- For 2018-2019, 94.74% of students scored Below Standard in "Problem Solving & Modeling/Data Analysis" and "Concepts & Procedures".

To support student achievement, a part-time Teacher on Special Assignment will be added to support instructional modeling, lesson design, coaching, and planning to support the improvement of educational student outcomes.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	5
Grade 1	*	*	*	*	*	*	*	5
Grade 2	*	*	*	*	*	*	*	6
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
Grade 6		*		*		*		*
Grade 7		*		*		*		*
Grade 8	*		*		*		*	
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	6
Grade 12	*	1211.1	*	1213.6	*	1208.4	*	12
All Grades							41	51

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10		*		*	*	*	*	*	*	*
12		0.00		0.00		8.33	*	91.67	*	12
All Grades		0.00		1.96	*	3.92	97.56	94.12	41	51

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5		*		*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*
12		0.00		8.33	*	8.33	*	83.33	*	12
All Grades		0.00	*	3.92	*	3.92	90.24	92.16	41	51

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10		*		*	*	*	*	*	*	*
12		0.00		0.00		0.00	*	100.00	*	12
All Grades		0.00		1.96	*	0.00	97.56	98.04	41	51

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	0.00		16.67	*	83.33	*	12
All Grades	*	0.00	*	7.84	90.24	92.16	41	51

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		8.33	*	8.33	*	83.33	*	12
All Grades		3.92	*	3.92	92.68	92.16	41	51

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		0.00		0.00	*	100.00	*	12
All Grades		0.00	*	1.96	97.56	98.04	41	51

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		0.00		0.00	*	100.00	*	12
All Grades		1.96	*	1.96	95.12	96.08	41	51

Conclusions based on this data:

1. In 2018-2019, 8.33% of 12th graders were Well Developed in the Speaking Domain.

2. In 2018-2019, 98.04% of all students scored at the Beginning level in the Reading Domain.

3. Reading will be supported in the form of instructional modeling, lesson design, and planning to support improvement of educational student outcomes.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
323	**67.8**	**16.4**	**1.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	53	16.4
Foster Youth	6	1.9
Homeless	5	1.5
Socioeconomically Disadvantaged	219	67.8
Students with Disabilities	323	100.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	5.3
American Indian	7	2.2
Asian	0	0
Filipino	9	2.8
Hispanic	211	65.3
Two or More Races	7	2.2
Pacific Islander	2	0.6
White	70	21.7

Conclusions based on this data:

1. 100% of students at Shelly Baird are students with disabilities.

2. For 2018-2019, 67.8% of students were socioeconomically disadvantaged.

3. Support will be increased for instructional modeling, lesson design, and planning in an effort to improve of educational outcomes for socioeconomically disadvantaged students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Students overall scored the best in English Language Arts and earned yellow status.

2. Students overall areas of need are Chronic Absenteeism and Suspension rate as they earned red status.

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

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
55.7 points below standard	52.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3 points	Increased ++6.4 points	
101	20	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	65.8 points below standard	55.7 points below standard
	Maintained -2.2 points	Increased ++3 points
2	75	101

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
4	3		2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
54.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	43.9 points below standard
Maintained -2.5 points	2	2	Increased Significantly ++18.5 points
70			18

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	72.4 points below standard	59.6 points below standard
9	Maintained ++2.1 points	Increased ++3.9 points
	11	68

Conclusions based on this data:

1. Regarding the academic performance of English Language Arts, white students Increased Significantly by +18.5 points.

2. Area of greatest need would be socioeconomically disadvantaged students who scored orange and 65.8 points below standard.

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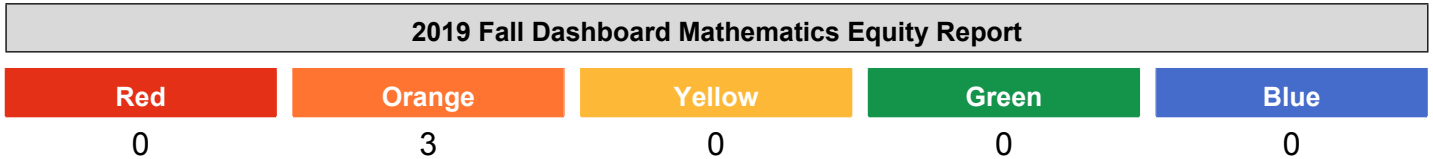
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
85.3 points below standard	81.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.1 points	Declined -9.7 points	3
97	20	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	94.6 points below standard	85.3 points below standard
2	Declined -7.6 points	Declined -4.1 points
	72	97

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color		No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
5	3		1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
80.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	85.8 points below standard
Declined -10.4 points	1	1	Increased Significantly ++21.7 points
69			17

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	90.5 points below standard	91.7 points below standard
9	11	Declined -4.4 points
		65

Conclusions based on this data:

1. Regarding the academic performance in Mathematics, white students Increased Significantly by +21.7 points.

2. Area of greatest need would include socioeconomically disadvantaged students who declined by -7.6 points and are now at -94.6 points below standard.

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
0 making progress towards English language proficiency
Number of EL Students: 40
Performance Level: VeryLow
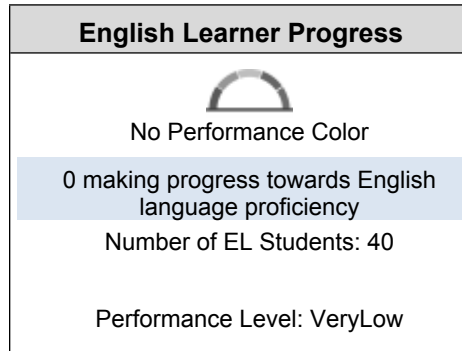
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2.5	97.5		

Conclusions based on this data:

1. Based on the 2019 Fall Dashboard English Learner Progress Indicator 39 of a total of 40 students Maintained ELPI Level 1, 2L, 2H, 3L, or 3H.

2. Zero (0) students are making progress towards English language proficiency.

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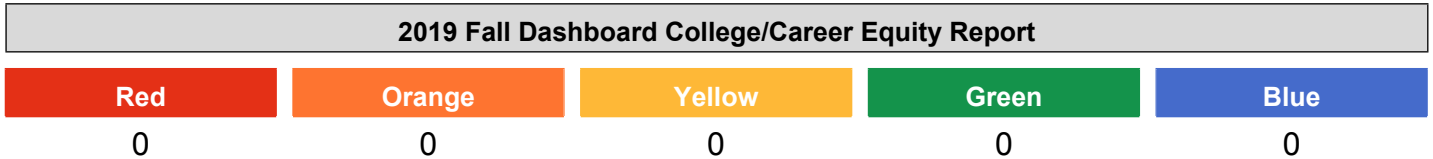
School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	0 Students	0 Students
22		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
0 **Prepared**	0 **Prepared**	0 **Prepared**
0 **Approaching Prepared**	0 **Approaching Prepared**	4.5 **Approaching Prepared**
100 **Not Prepared**	100 **Not Prepared**	95.5 **Not Prepared**

Conclusions based on this data:

1. For 2019, 4.5% of students are at the Approaching Prepared level.

2. 95.5% of students are Not Prepared for the 2019 Fall Dashboard College/Career. This is a slight improvement over 2018, where 100% of students were not prepared.

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
4	1	0	0	0
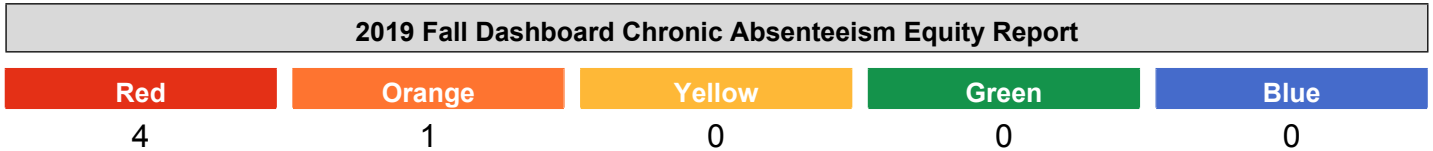
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
52.4	43.8	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.4	Declined -7.9	
212	32	8

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	51.6	52.4
	Increased +1.3	Increased Significantly +3.6
2	153	212

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
36.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.5	3	0	7
11			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
53.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	48.8
Increased +2.8	8	2	Increased +8.4
138			43

Conclusions based on this data:

1. Regarding the 2019 Fall Dashboard Chronic Absenteeism, students with disabilities scored at the red level. Data shows they have Increased Significantly by +3.6 points.

2. English Learners scored at a higher level, orange, however, they declined by -7.9 points.

3. Chronic Absenteeism will be supported via the student re-engagement plan. This is essential to student success in a traditional in-person school setting, as well as during Distance Learning. This tiered re-engagement plan to help teachers and related service providers reach out to families, case managers, and school or program administration. This will ensure multiple opportunities are provided to reinforce positive and productive engagement.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0
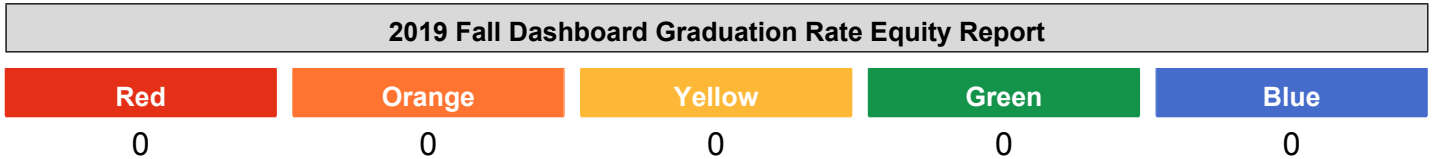
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
59.1	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -29.2	4	
22		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	66.7	59.1
1	Declined -13.3	Declined -29.2
	18	22

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
71.4	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.4			7
14			

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
88.2	59.1

Conclusions based on this data:

1. All student groups declined between -10.4 and -29.2 points.

2. The 2019 Fall Dashboard Graduation Rate by Year decreased from 88.2% in 2018 to 59.1% in 2019.

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	1	0	1
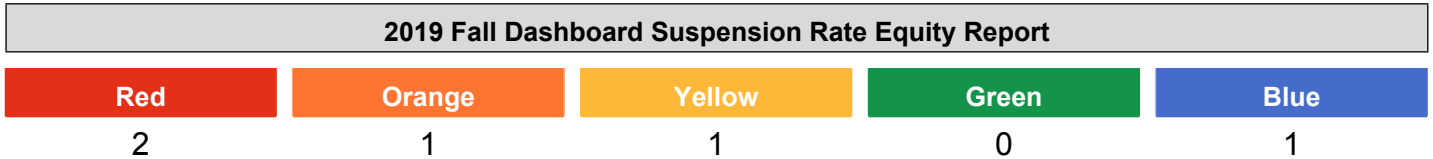
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	Blue	No Performance Color
8.9	0	Less than 11 Students - Data Not Displayed for Privacy
		10
Maintained +0.2	Maintained 0	
360	57	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	8.8	8.9
6		
	Declined Significantly -2.7	Maintained +0.1
	250	360

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color		No Performance Color
8.7	Less than 11 Students - Data		Less than 11 Students - Data
	6		10
Declined -14			
23			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Red
6.1	Less than 11 Students - Data	Less than 11 Students - Data	12.7
	10	2	
Maintained -0.1			Increased +1.4
230			79

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.7	8.9

Conclusions based on this data:

1. The 2019 Fall Dashboard Suspension Rate for English Learners maintained at blue.

2. Suspensions for white students increased by +1.4 and are at a level red.

3. Student engagement is essential to student success in both traditional in-person school and during distance learning. We have implemented a tiered re-engagement plan to help ensure multiple opportunities are provided to reinforce positive and productive engagement. Focused strategies will also work to re-engage students in their learning and decrease suspendable incidents.

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

Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

Focus on students and maintain high expectations for learning

Goal 1

Focus on students and maintain high expectations for learning

Identified Need

Our program needs to focus on high learning expectations for students and staff that are relevant and rigorous. Local data shows positive progress as 88% of student marks earned C or Higher in Behavior Zone Academy and 92% of student marks showing progress in IEP goals for students in Moderate to Severe disability programs. However, reviewing our CAA and CAASPP state assessment data demonstrates that students enter our programs below grade level. Students scored better overall in ELA over Math. In addition, Baird students overall scored yellow, -55.7 points below standard on the ELA CAASPP state assessment. In Math, they scored orange, -85.3 points below standard. 54.17% of students scored at proficiency levels 3 and 4 on the ELPAC and 7% were reclassified. Student achievement remains a critical area of support and focuses for Shelly Baird School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A) Implementation of State Standards & ELD: 1) % of student marks earned C or Higher in Behavior Zone Academy 2) % of student marks showing progress in IEP goals for students in Moderate to Severe disability programs	2019-2020: 1) 88% of student marks earned C or Higher in Behavior Zone Academy 2) 92% of student marks showing progress in IEP goals for students in Moderate to Severe disability programs	We would like to increase by 3% to: 1) 91% of student marks will earn a C or Higher in Behavior Zone Academy 2) 95% of student marks will show progress on IEP goals for students in Moderate to Severe disability programs
4A) Statewide Assessments: 1)ELA & Math CAASPP Results: 2019 CA Dashboard 2)ELA & Math California Alternate Assessments (CAAs) Results: 2018-19 DataQuest 3)ELA & Math CAASPP Results: 2018-19 DataQuest	1)ELA & Math CAASPP Results: 2019 CA Dashboard ELA: Yellow. -55.7 points below standard Math: Orange. -85.3 points below standard	1)ELA & Math CAASPP Results, we would like to close the gap by 5 points to: ELA -50.7 points below standard Math: -80.3 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2)ELA & Math California Alternate Assessments (CAAs) Results: 2018-19 DataQuest All Grades for ELA: Level 3, 4.04%; Level 2, 39.39%; Level 1, 56.57% All Grades for Math: Level 3, 4.12%; Level 2, 17.53%; Level 1, 78.35% 3)ELA & Math CAASPP Results: 2018-19 DataQuest All Grades for ELA: Level 4, 0%; Level 3, 0%; Level 2, 10%; Level 1, 90% All Grades for Math: Level 4, 0%; Level 3, 0%; Level 2, 5.26%; Level 1, 94.74%	2)ELA & Math California Alternate Assessments (CAAs) Results, we would like to increase growth by 5%: All Grades for ELA: Level 3, 7.04%; Level 2, 41.39%; Level 1, 51.57% All Grades for Math: Level 3, 7.12%; Level 2, 19.53%; Level 1, 73.35% 3)ELA & Math CAASPP Results, we would like to increase growth by 5%: All Grades for ELA: Level 4, 1%; Level 3, 2%; Level 2, 12%; Level 1, 85% All Grades for Math: Level 4, 1%; Level 3, 2%; Level 2, 7.26%; Level 1, 89.74%
2B & 4D) EL proficiency growth: ELPAC State Language Assessment Results	Summative ELPAC 54.17% students at proficiency levels 3 and 4 (2018-19)	58% students will reach proficiency level 3 or 4 on ELPAC
4C) A-G	4C) A-G: 0%	A-G: will increase to 5%
4E) EL Reclassification Rate: % students reclassified by the district in the current year	7.0% (2018-2019)	will increase to 10%
4G) EAP Participation: % students participating in the EAP assessment	80% (2018-2019)	will increase to 85%
7A) Broad Course of Study: Access: Master Course List	100% Student Course Access	100% Student Course Access
7A) Foreign Language, Applied Arts, and Career Technical Education: Apex/Edgenuity Data	Baseline to be set in 2020-2021	Baseline to be set in 2020-2021
7B) Programs & Services: Unduplicated Pupils: Master Course List	100% Unduplicated Pupils Access to Programs & Services	100% Unduplicated Pupils Access to Programs & Services
7C) Programs & Services: Individuals with Exceptional Needs: % Students with IEP	100% Individuals with Exceptional Needs Access to Programs & Services	100% Individuals with Exceptional Needs Access to Programs & Services
8) Pupil Outcomes: District Benchmark Quarterly District	2019-2020:	We would like to increase by 3% to:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark ELA & Math Lets Go Learn	1) 88% of student marks earned C or Higher in Behavior Zone Academy 2) 92% of student marks showing progress in IEP goals for students in Moderate to Severe disability programs	1) 91% of student marks will earn a C or Higher in Behavior Zone Academy 2) 95% of student marks will show progress on IEP goals for students in Moderate to Severe disability programs
8) Pupil Outcomes: Foreign Language, Applied Arts, Career Technical Education: Apex/Edgenuity Data	Baseline to be set in 2020-2021	Baseline to be set in 2020-2021

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 (Schoolwide, including Low Income, English Learners, and Homeless Student)

Strategy/Activity

Part-time Teacher on Special Assignment (TOSA) to support instructional modeling, lesson design, coaching, and planning to support improvement of educational student outcomes. Action costs will include salaries, benefits, materials, professional learning, and computer replacement for the position.

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)
70,091.30	Title I Part A: Allocation TOSA

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

All Students (Schoolwide, including Low Income, English Learners, and Homeless Student)

Strategy/Activity

New Teacher Induction to support professional learning of staff and instructional quality for student learning. Costs include a contract with county office for induction services.

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)
8,892.04	Title II Part A: Improving Teacher Quality Induction Contract

Annual Review

SPSA Year Reviewed: 2019-20

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 Kings County Special Education school participated in Title II for support in professional development during 2019-20. We planned to utilize this funding to provide teachers with new teacher induction program support to work towards better educator equity rates. We are working towards our expected outcome of 100% teachers fully credentialed. Teacher experience, professional development, and licensure have positive effects on student achievement. All teachers that met the requirements to participate in this program were enrolled and supported with mentors and expert county office consultants. The program provides information and training on a variety of topics, such as: classroom management, grading, student engagement, support for high needs students, instructional planning, assessment, and coaching.

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

We planned to spend a total of $8,238.59, and have actually spent a total of $10,400. We received an increase in Title II apportionments of the $2,326.41.

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.

For the first time, the Kings County Office of Education has decided to apply for Title I Part A funds to support a school-wide program at our special education schools. We are planning to hire a part time Teacher on Special Assignment. This position will be used to support instructional modeling, lesson design, coaching, and planning to support improvement of educational student outcomes. The additional action includes salaries, benefits, materials, professional learning, and computer replacement for the position. We will continue to support teachers with new teacher induction programs. Currently, we have a total of 9 teachers that are considered inexperienced, or have less than two years teaching experience. We continue to work to support Goal 1: Focus on students and maintain high expectations for learning and increase student outcomes within state priorities 2, 4, 7 & 8.

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

Priority 1: Basic (Conditions of Learning); Priority 5: Pupil Engagement (Engagement); Priority 6: School Climate (Engagement)

LEA/LCAP Goal

Provide a positive, safe, secure, and engaging learning environment that supports the social emotional and mental health issues of our students

Goal 2

Provide a positive, safe, secure, and engaging learning environment that supports the social emotional and mental health issues of our students

Identified Need

Shelly Baird serves students with special needs, so our program needs to continue to work to provide a safe, secure, and engaging learning environment for students that is sensitive to the needs of this population. The student attendance rate was low at 89% and we are looking at ways to positively impact student engagement to increase attendance. Our chronic absenteeism rate remains high at 44.1%. In addition, we need to work to increase our former graduation rate of 5.56%. We had an 8.9% suspension rate as of 2016-17 at Shelly Baird and have worked to implement re-engagement plans as well as providing Individual student plans for behavior, as needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A) Teacher Assignment: % Teachers appropriately assigned	100% Appropriately Assigned (2015-16)	100% Appropriately Assigned
1A) Teacher Credentialing: % Teachers fully credentialed	75% Fully Credentialed (2015-16)	100% Fully Credentialed
1B) Sufficient Instructional Materials: % students with sufficient instructional materials	100% Sufficient Access Standards Aligned Materials (2016-17)	100% Sufficient Access Standards Aligned Materials
1C) School Facilities in Good Repair: Rating on Facilities Inspected Tool (FIT)	Rating of Good (2016-17)	Rating of Good or Excellent
5A) School Attendance Rates: Attendance %	Attendance Rate: 89%	Attendance Rate: 89% - maintain
5B) Chronic Absenteeism Rates: % Chronically Absent	44.1% (2016-17)	40% Chronically Absent rate
5D) High School Drop Out : Number and % of students reported as dropping out (#	3/115 = 2.6% (2016-17)	2% Drop out rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
drops/total # students served in school year)		
5E) High School Graduation Rate: Number and % students reported as graduating (# graduates/# HS Seniors reported on CBEDS)	High School Graduation Rate: 1 / 5.56% (2019-20)	High School Graduation Rate: 1 / 5.56%
5C) Middle School Drop-out	0.9% - Middle School Drop-out (2016-17)	0% - Middle School Drop-out rate
6A) Suspension Rates: % Suspended	8.9% Suspension Rate (2018-19)	8% Suspension Rate
6B) Expulsion Rates	0% Expulsion Rate (2018-19)	0% Expulsion Rate
6C) Other Local Measures: Surveys of Pupils on the sense of safety and school connectedness	Baseline to be set 2020-21	Baseline to be set 2020-21
6C) Other Local Measures-Surveys of Parents on the sense of safety and school connectedness	Baseline to be set 2020-21	Baseline to be set 2020-21
6C) Other Local Measures-Surveys of Staff on the sense of safety and school connectedness	Baseline to be set 2020-21	Baseline to be set 2020-21

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 (Schoolwide, including Low Income, English Learners, and Homeless Student)

Strategy/Activity

Co-Op Contract for supporting federal programs. Costs include contract with county office to support federal program planning, implementation and data analysis.

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)
7,580.37	Title I Part A: Allocation

	Co-Op Contract

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

All Students (Schoolwide, including Low Income, English Learners, and Homeless Student)

Strategy/Activity

Indirect Cost LEA Rate 8.15% to support maintenance, payroll, facility and utility costs.

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)
6,567.93	Title I Part A: Allocation Indirect Costs
724.70	Title II Part A: Improving Teacher Quality Indirect Costs

Annual Review

SPSA Year Reviewed: 2019-20

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 Kings County Special Education school participated in Title II for support in professional development during 2019-20. We planned to utilize this funding to provide teachers with new teacher induction program support to work towards better educator equity rates. We are working towards our expected outcome of 100% teachers fully credentialed. Teacher experience, professional development, and licensure have positive effects on student achievement. All teachers that met the requirements to participate in this program were enrolled and supported with mentors and expert county office consultants. The program provides information and training on a variety of topics, such as: classroom management, grading, student engagement, support for high needs students, instructional planning, assessment, and coaching. The portion within Goal 2 includes the direct costs to support maintenance, payroll, facility and utility costs.

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

During the 19-20 year, we had planned to spend a total of $856 in indirect costs to support new teacher induction. We have spent $1,021. We received an increase in Title II apportionments of the $2,326.41. Of which, a set portion is alotted for indirect costs associated with the program.

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 Kings County Office of Education has applied for Title I Part A funds to support our school-wide program within our special education school. After evaluating program needs, we have decided to include the costs to support a Co-Op contract. We will also continue as a Co-Op school in support of federal programs. This support includes data analysis, strategic plan writing, School Site Council preparation, presentation and material development, fiscal planning and monitoring, parent-community notifications, program evaluation, and grant applications. The Strategic Planning Consultant and Director of Foundational Services continue to provide professional learning and support for federal programs to our participating Co-Op schools. We will also continue to support indirect costs for Title II induction services and Title I services. We will work to provide a positive, safe, secure, and engaging learning environment that supports the social emotional and mental health issues of our students, and increase student outcomes within state priorities 1, 5, & 6.

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

Priority 3: Parental Involvement (Engagement)

LEA/LCAP Goal

Improve parent engagement in the learning, rehabilitation, and success of students

Goal 3

Improve parent engagement in the learning, rehabilitation, and success of students

Identified Need

Our program is working to increase parent participation due to past minimal participation, which has led to a lack of connection to school and student learning. We have experienced minimum parent participation at English Learner Advisory Committee Meetings and have added School Site Council this year, so we will need to work to increase parent participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3A) District Efforts to seek Parent Input (District & Site): # ELAC & SSC Meetings held	4 English Learner Advisory Committee Meetings(2019-2020) Baseline for School Site Council Meetings	4 English Learner Advisory Committee Meetings; 4 School Site Council Meetings
3A) District Efforts to seek Parent Input (District & Site): Parent/Guardian Survey Participation Rate	Baseline for 2020-21	Baseline for 2020-21
3B) Promotion of Parent/Guardian Participation Unduplicated Pupils	Baseline for 2020-21	Baseline for 2020-21
3B) Parent Survey Involved in Decision Making Unduplicated Pupils: Parents of unduplicated pupils survey response to parent involvement question	Baseline for 2020-21	Baseline for 2020-21
3C) Promotion of Parent/Guardian Participation Individuals with Exceptional Needs: % of Parent/Guardian Participation in IEPs	100% IEP Parent/Guardian Participation (2019-2020)	100% IEP Parent/Guardian Participation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Homeless Students

Strategy/Activity

Homeless student services to support students and families during times when school is closed for break and resources are necessary.

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)
1,000.00	Title I Part A: Allocation Homeless Reservation for Services

Annual Review

SPSA Year Reviewed: 2019-20

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 Kings County Office of Education's special education school did not have actions or services within our district goal 3 during the 2019-20 school year. We have worked to increase parent involvement and input into school programs in support of students. We continue to have 100% of parents attend IEP meetings, and many families attend our special school events. Some of these were canceled during the spring of 2020 due to the pandemic. For example, we usually hold a prom event to support student and family engagement.

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 planned expenses within goal 2 for our special education programs.

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 Kings County Office of Education is applying for Title I Part A funds. We are working to plan for our high needs student. With the additional Title I Part A funding, we are seting aside funding to support students experiencing homelessness. We have worked closely with our families to determine the needs of students within our programs. It was determined that there was a great need
support students and families during times when school is closed for break and resources are scarce. We plan to provide each homeless student with a food basket prior to each vacation when school is closed. These baskets will contain up to $100 per student prior to fall, winter and spring breaks. We will continue to improve parent engagement in the learning, rehabilitation, and success of students as we support better outcomes within state priority 3.

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	$94,856.34
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$94,856.34

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$85,239.60
Title II Part A: Improving Teacher Quality	$9,616.74

Subtotal of additional federal funds included for this school: $94,856.34

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $94,856.34

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	85,239.60
Title II Part A: Improving Teacher Quality	9,616.74

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	85,239.60
	Title II Part A: Improving Teacher Quality	9,616.74

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,983.34
Goal 2	14,873.00
Goal 3	1,000.00

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:

 2 School Principal

 4 Classroom Teachers

 1 Other School Staff

 4 Parent or Community Members

 3 Secondary Students

Name of Members	Role
Helen Copeland, Principal	Principal
Michelle Bailey, Principal	Principal
Linda Steadman, Teacher	Classroom Teacher
Pearl Gallardo, Teacher	Classroom Teacher
Katie Shearer, Teacher	Classroom Teacher
Mary Ann Sweazey, Teacher	Classroom Teacher
Heather Cripe, Analyst	Other School Staff
Clara Perez, Parent	Parent or Community Member
Stephanie Warchol, Parent	Parent or Community Member
Jacqueline Hureta, Parent	Parent or Community Member
Cassandra Bakker, Parent	Parent or Community Member
Tyler Strutz, Student	Secondary Student
Destiny Gibbs, Student	Secondary Student
Jaeleen Coyac-Ramirez, Student	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 2/1/2020.

Attested:

Principal, Helen Copeland, Principal on 2/1/2020
SSC Chairperson, Michelle Bailey, Principal on 2/1/2020

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

　　1. Ensure that those students' difficulties are identified on a timely basis; and

　　2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019