



# 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
Foundations Academy	34-10348-106294		

## 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)

Additional Targeted Support and Improvement  
Hispanic students

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.

Consistent with the SCOE LCAP, the Foundations Academy serves students in special education who require extensive supports to access their education. Within the Foundations Academy there are two programs. One program located at Spinelli Elementary School, supports students grades kindergarten through 6th grade with behavior management and emotional regulation; many of these students qualify for special education under the eligibility criteria for Emotional Disturbance. The other programs support students ages 3-22 with daily living skills, mobility, communication, community-based instruction and academics in our Moderate/Severe special day classes located at various school campuses across Sacramento County. Students in the Foundations Academy are referred by collaborating districts within Sacramento County, and these districts remain the District of Special Education Accountability, while SCOE is the service provider for the students and the reporting LEA.

Students participating in the Spinelli Elementary program are predominately low income and often have needs that extend beyond routine school services, including those experiencing homelessness, or who are in temporary housing, and those who have experienced a high level of trauma. The Spinelli program uses board adopted curriculum as well as supplemental materials to support the needs of it's students.

Students in our Moderate/Severe Special Day Classes utilize Mobility Opportunities via Education (MOVE) and Unique Learning Systems (ULS) as their base curriculum. MOVE is an activity-based curriculum designed to teach basic functional motor skills and meaningful life skills targeting the areas of sitting, standing and walking. ULS is a standards-based curriculum modified to provide access to the core curriculum and meet the academic needs of those students who require extensive supports.

The Foundations Academy actively engages and involves the families of our English learners (ELs) by providing translation and interpreting. We are committed to improving academic outcomes and meeting the needs of the whole child. Our student achievement is a result of a continuous improvement cycle focusing on the education and overall well-being of all our Foundations Academy students.

This is our first year of the SPSA, we know we do not have data for all of our goals and strategies. We will collect throughout the year on all of our goals to gauge our progress and benefit to the program and students.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The 2021 Parent Survey (N=9) provided feedback on parent perceptions about the Foundations program. 100% of Foundations parents agreed that their child was engaged in learning, and 100% agreed that they could easily communicate with their student's teacher. Fifty percent (50%) of parents agreed that their student had a solid plan to achieve academic goals and improve their reading and math skills. Although 88% of surveyed parents agree that Foundations programs are welcoming to parents, only 38% believed that Foundations offers activities that include families.

In 2022-23, a separate survey will be developed for Foundations.

SCOE also collects feedback from our parents at every IEP and parents have input on every goal in their child's IEP. This in effect gives parents direct input into the instructional programming of each of our classrooms in the Foundations Academy.

## Classroom Observations

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

Formal classroom observations are conducted to measure student engagement and evaluate instruction. In addition, each site leader conducts informal classroom observations via walkthroughs on a weekly basis. Teachers use a variety of instructional methods to support student learning, including large and small group instruction, visual supports, augmentative communication, modified curriculum, and specialized equipment to support students' physical needs. Special education teachers are available to help students attain their Individualized Education Program (IEP) goals. All academic teachers are Cross-cultural, Language, and Academic Development (CLAD) certified to meet the needs of our English Learner (EL) students. Teachers work diligently to provide instruction that meets the unique needs of our students related to communication, physical, social, emotional, academic, and transition needs, while accessing state standards.

## 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)

Sacramento County Office of Education (SCOE) Foundations Academy operates programs only for students with disabilities that have been referred to us by our local LEA's. Due to the extensive needs of our students and the basis that each student has a detailed IEP, we use each student's IEP goals as our local assessments. Every goal has an annual goal along with benchmark data points that we assess on a quarterly basis. While the majority of our students are eligible for the California Alternate Assessment (CAA) and do attempt it, a very small percentage of our students are able to get far enough in the assessment to create any data.

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

In our curriculum, Unique Learning Systems (ULS), each lesson does have pre and post tests. This allows teachers to track progress and learning for each lesson. Additionally, all of our staff regularly work with our students on their IEP's that are developed specifically for each student. Teachers will assess progress and mastery throughout the year as is required by the students' IEP. While many staff use pre and post assessments for each unit, we will continue to strategize how we can aggregate the data.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

2020-21: SH 25 FTE; 62% clear, 4% intern, 8% ineffective, 26% incomplete

<https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=School&cds=34103480106294&year=2020-21>

2020-21: ED 4 FTE; 75% clear, 25% incomplete

<https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=School&cds=34103480106302&year=2020-21>

Academic teachers are assigned per California Education Code section 44865, which allows teachers to provide instruction outside of the specific authorization of their issued credential as long as they meet SCOE's subject matter requirements. Also, CTE teachers must hold a California Designated Subjects credential appropriate to the subjects they teach. Please note that the term ineffective is a technical term used by CDE and does not relate to the teachers ability or skills as a teacher. The 8% ineffective number in this case reflects teachers who are in their position on either one of two permits recognized and authorized by the Commission on Teacher Credentialing called Provisional Internship Permit or Short-Term Staff Permit. A incomplete status means the CDE and CTC could not validate the authorization.

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

SCOE provides bi-monthly professional development (PD) and collaboration for certificated and classified staff. Our professional development addresses research-based instructional strategies, high quality instruction, student engagement, diversity, equity, and inclusion, and social emotional learning.

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

Staff attend monthly PD focused on research-based instructional strategies. Staff are also provided team planning time with their peers to share ideas, problem solve, and collaborate on teaching strategies. Staff are surveyed throughout the year to give input on PD, and site administrators evaluate student needs regularly as the determinant for additional areas of focus. Teaching staff also have access to support providers for collaboration, including Program Specialists, Speech Pathologists, Teachers of the Visually Impaired, School Nurses, School Psychologists, Occupational Therapists, Physical Therapists, Adapted Physical Education Specialists, and Behavior Analysts.

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

Program Specialists provide PD, classroom instructional support and coaching to ensure student engagement and achievement. Peer Assistance Review (PAR) consulting teachers assist on a voluntary or referral basis. For our new teachers, and those participating in the Teacher Induction Program, mentor teachers are provided to assist with modeling best practice, observation, coaching and conferencing. Foundations Academy provides evidence-based PD for all staff, focusing on research-based instructional strategies to provide access to general education for our students. In every classroom in our Foundations Academy, there is a licensed Speech and Language Pathologist (SLP) assigned to the class. The SLP not only works with individual students, they work with all of the staff to increase their ability to work with the students' speech and language goals. Communication becomes a universally taught skill in all Foundations Classrooms. Our speech team has been specifically trained to differentiate deficits based on being an English Learner or having learning disabilities. The teachers are given strategies on how to work with the students based on the determination of the SLP.

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

Foundations Academy teachers have instructional planning time each school day so that they may lesson plan collaboratively. In addition, the staff are provided with ongoing PD focusing on engagement strategies to address behavior, curriculum development, as well as appropriate assessment.

## Teaching and Learning

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

SCOE's Foundations Academy uses Unique Learning Systems (ULS) as their base curriculum. ULS is a state-standards aligned modified curriculum that supports the educational needs of diverse learners. Additionally, all of our students have goals developed for their specific education plan, including developmental goals. Staff continuously modify curriculum to ensure that each student can access the curriculum based on their unique abilities.

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

Foundations Academy adheres to the recommended instructional minutes based on the IEP services. Our instructional minutes must meet what is required for the students to be able to reach and make progress on their goals.

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

All of our programs in Foundations Academy are self-contained classroom for students with disabilities. By design our program is an intervention program that LEA's establish a memorandum of understanding with SCOE to provide the services.

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

Foundations Academy uses Unique Learning Systems (ULS) curriculum in all programs that require modified curriculum based on the extensive needs of our students, specifically due to cognitive disabilities. In classrooms where ULS is not being used, we are using board-adopted curriculum including Wonders, Go Math, and McGraw Hill Social Science.

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

Foundations Academy uses the High School and Transition grade bands embedded in ULS to differentiate instruction for our high school and young adult students.

## **Opportunity and Equal Educational Access**

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

Each student has an IEP to ensure they receive the academic support necessary for individual and academic achievement. Staff utilizes California Alternative Assessment (CAA), Alternative English Language Proficiency Assessment for California (ELPAC), MOVE Inventory and IEP goal progress monitoring data to further provide intervention support in all academic areas. Students in the Foundations Academy also have additional access to our Extended School Year (ESY) program to extend and further instruction.

Evidence-based educational practices to raise student achievement

Foundations Academy teachers use effective methods and instructional strategies grounded in evidence-based research that strengthens the academic program. Intervention, core materials and educational practices utilized to support our students include: Movement Opportunities via Education/Experience (MOVE) and Unique Learning Systems (ULS). Our teachers differentiate instruction to meet IEP goals that address individual students' needs. All Foundations Academy programs are communication rich, including the use of augmentative and alternative communication (AAC) and provide maximum visual support to provide students access to their education. One-on-one support is available to students when necessary and is provided by highly trained para educators.



## Parental Engagement

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

Improving parent/guardian involvement is a priority for the Foundations Academy. A survey is currently being developed to get baseline data on areas for improvement as it relates to parent involvement. Current strategies to increase parent/guardian involvement include: creating parent/guardian friendly classrooms, administering parent/guardian surveys throughout the year to gauge the effectiveness of programming, increasing parent/guardian involvement through parent/guardian involvement events, offering school print materials in native languages, as well as interpreting and translation support, our Project Teach staff to support our families experiencing homelessness, and transition is addressed through each student's IEP to support student's academic and personal achievements. SCOE also provides mental health and wellness support to assist families and students during difficult times. SCOE has partnerships with community-based organizations, including ALTA California Regional Center and the Department of Rehabilitation to provide additional support to students and families.

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)

SCOE Foundations Academy does not use ConApp programs because we do not receive Title funds. However, since as stated above, our program is tailored to meet the individual needs of each of our students, all staff, students, and parents are involved in the development of our programs. This is done no less than annually at each student's IEP meeting.

### Funding

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

Not Applicable, we are not receiving or using categorical funds.

Fiscal support (EPC)

Not Applicable.

## Educational Partner Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

This is our first SPSA for SCOE's Foundations Program. We reviewed and gathered input at our December 2022 ELAC meeting from our stakeholders. Additionally, we used input from our LCAP surveys and regular parent input from our IEP meetings to inform all of the information within the SPSA. The site principal led a variety of engagement processes that included individual parent engagement and survey administration, email engagement for all parents, and IEPs.

## Resource Inequities

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

A primary inequity for the Foundations Academy is permanent staff. We have had to use staffing agencies to adequately staff our classrooms and related service providers. This has been extremely challenging this year to fill our paraprofessional vacancies and our Speech and Language Pathologists positions. Lack of these key staff have a direct impact on the achievement of our students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.46%	0.5%	0.51%	1	1	1
African American	9.17%	11.0%	13.27%	20	22	26
Asian	9.63%	12.5%	9.18%	21	25	18
Filipino	2.29%	1.5%	1.53%	5	3	3
Hispanic/Latino	45.41%	43.0%	40.82%	99	86	80
Pacific Islander	0%	0.5%	0.51%	0	1	1
White	26.15%	24.0%	26.53%	57	48	52
Multiple/No Response	3.67%	4.0%	4.59%	8	8	9
Total Enrollment				218	200	196

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	6	4	3
Grade 1	7	7	5
Grade 2	6	5	7
Grade3	6	7	8
Grade 4	15	6	10
Grade 5	9	11	11
Grade 6	11	11	20
Grade 7	14	13	13
Grade 8	15	16	13
Grade 9	17	12	8
Grade 10	19	18	14
Grade 11	22	17	14
Grade 12	71	73	70
Total Enrollment	218	200	196

### Conclusions based on this data:

1. The largest student sub group in the Foundations Academy is Hispanic at 40.82%.

2. Foundations Academy enrollment has dropped by 10%
3. The majority of students in our Foundations Academy are in the high school (grade 9-12) grade range, with 66% of those students are in 12th grade or higher.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	56	55	46	25.7%	27.50%	23.5%
Fluent English Proficient (FEP)	28	26	20	12.8%	13.00%	10.2%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

### Conclusions based on this data:

1. In the last three years the Foundations Academy has not reclassified students as Fluent English Proficient (RFEP)
2. Nearly half of the English Learners in the Foundations Academy have been identified as Fluent English Proficient (FEP).

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			4			*			*			
Grade 4		*	*		0	*		0	*			
Grade 5			4			*			*			
Grade 6			*			*			*			
Grade 7		4	4		0	*		0	*		0.0	
Grade 8	*	*	4	*	0	4	*	0	4			100.0
All Grades	*	9	22	*	0	17	*	0	16		0.0	77.3

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*			*			*
Grade 4			*			*			*			*			*
Grade 5			*			*			*			*			*
Grade 6			*			*			*			*			*
Grade 7			*			*			*			*			*
Grade 8	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	*		0.00	*		6.25	*		0.00	*		93.75

### 2019-20 Data:

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

<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

2019-20 Data:

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

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

2019-20 Data:

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

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

2019-20 Data:

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

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

2019-20 Data:

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

**Conclusions based on this data:**

1. Students in the Foundations Academy do not take the CAASPP assessment in ELA, but instead take the California Alternate Assessment (CAA).
2. There were far more students assessed during the 2021-2022 school year than the two previous reporting years.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			5			4			4			80.0
Grade 4		*	*		0	*		0	*			
Grade 5			4			*			*			
Grade 6			*			*			*			
Grade 7		4	4		0	*		0	*		0.0	
Grade 8	*	*	4	*	0	4	*	0	4			100.0
All Grades	*	9	23	*	0	18	*	0	18		0.0	78.3

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*			*			*
Grade 4			*			*			*			*			*
Grade 5			*			*			*			*			*
Grade 6			*			*			*			*			*
Grade 7			*			*			*			*			*
Grade 8	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	*		0.00	*		5.56	*		22.22	*		72.22

2019-20 Data:

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

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

2019-20 Data:

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

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

2019-20 Data:

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

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*		*	*		*	*		*

2019-20 Data:

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

**Conclusions based on this data:**

- 1. The majority of students in the Foundations Academy do not take the CAASPP assessment in Math, but instead take the California Alternate Assessment (CAA).
- 2. 100% of the students assessed received scores on the CAASPP assessment in Math in 2021-22.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	5	
7	*	*		*	*		*	*		4	*	
8	*	*		*	*		*	*		*	6	
9	*	*		*	*		*	*		*	5	
10	*	*		*	*		*	*		4	7	
12	*	*		*	*		*	*		*	10	
All Grades										29	51	

### 2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	0.00		0.00	0.00		100.0	100.0		29	51	

2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	0.00		0.00	0.00		100.0	100.0		29	51	

2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	0.00		0.00	0.00		100.0	100.0		29	51	

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	0.00		100.00	100.00		29	51	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	0.00		100.00	100.00		29	51	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	0.00		100.00	100.00		29	51	

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	0.00		100.00	100.00		29	51	

2019-20 Data:

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

**Conclusions based on this data:**

1. There was 44% increase in students taking the ELPAC in 2020-2021 school year.
2. Students in the Foundations Academy take the Alternate ELPAC assessment instead of the ELPAC.



# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
200	32.5	27.5	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	55	27.5
Foster Youth	1	0.5
Homeless	3	1.5
Socioeconomically Disadvantaged	65	32.5
Students with Disabilities	200	100.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	11.0
American Indian or Alaska Native	1	0.5
Asian	25	12.5
Filipino	3	1.5
Hispanic	86	43.0
Two or More Races	8	4.0
Native Hawaiian or Pacific Islander	1	0.5
White	48	24.0

### Conclusions based on this data:

- 43% of the Foundations Academy student population is Hispanic.

2. 100% of the students in the Foundations Academy are students with disabilities.
3. 27.5% of the Foundations Academy students are English Learners.







# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. The Foundations Academy Chronic Absenteeism falls in the very low range and is a significant area of concern that needs to be addressed.
2. The suspension rate for the Foundations Academy falls in the moderate range and should be addressed to improve student achievement.

# School and Student Performance Data

## Academic Performance English Language Arts

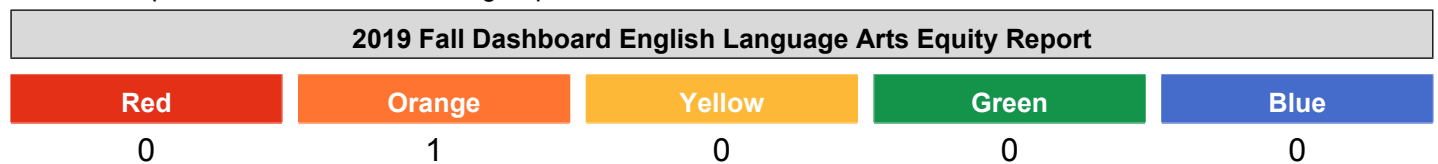
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 68.8 points below standard Declined -9.7 points 33		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 No Performance Color 69.7 points below standard Declined Significantly -19.7 points 20		 Orange 68.8 points below standard Declined -9.7 points 33	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  No Performance Color 52.5 points below standard Increased ++11.8 points 14	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 9	<b>Reclassified English Learners</b> 0 Students	<b>English Only</b> 78.5 points below standard Declined Significantly -19.5 points 20
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#### Conclusions based on this data:

1. The Foundations Academy's overall ELA performance is in the low range.
2. There was a 9.7 point decline in overall performance in ELA.
3. The overall performance in ELA is commensurate with the overall performance of students with disabilities.

# School and Student Performance Data

## Academic Performance Mathematics

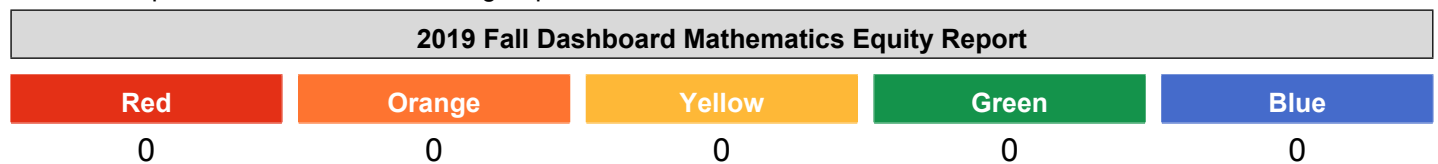
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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





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








This section provides number of student groups in each color.



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		
<b>All Students</b>  <p>No Performance Color</p> <p>89.3 points below standard</p> <p>Declined -14.3 points</p> <p>26</p>	<b>English Learners</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  <p>No Performance Color</p> <p>88.4 points below standard</p> <p>Declined -9.1 points</p> <p>16</p>	<b>Students with Disabilities</b>  <p>No Performance Color</p> <p>89.3 points below standard</p> <p>Declined -14.3 points</p> <p>26</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 63.1 points below standard Increased ++10.4 points 11			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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 5		103.7 points below standard Declined Significantly -29.4 points 18

#### Conclusions based on this data:

1. The Foundations Academy's overall Math performance is 89.3 points below standard.
2. There was a 14.3 point decline in overall performance in Math.
3. The Foundations Academy's Hispanic students had an increase of 10.4 points on their overall Math performance.

# School and Student Performance Data

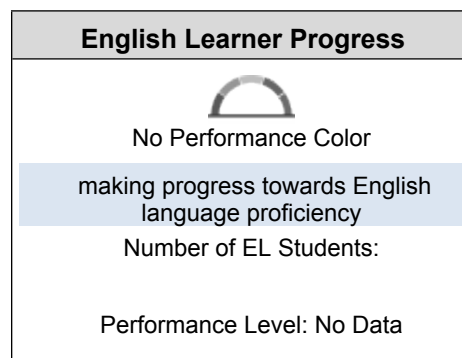
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

#### Conclusions based on this data:

1. There was no progress reported for our English Learners in the 2019-2020 school year.



# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	69	100
African American	7	10.1
American Indian or Alaska Native	1	1.4
Asian	10	14.5
Filipino		
Hispanic	30	43.5
Native Hawaiian or Pacific Islander		
White	16	23.2
Two or More Races	5	7.2
English Learners	10	14.5
Socioeconomically Disadvantaged	20	29
Students with Disabilities	69	100
Foster Youth	1	1.4
Homeless		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Conclusions based on this data:**

- 1. 100% of Foundations Academy students in this cohort are students with disabilities
- 2. 14.5% of the students are English Learners
- 3. No Foundations Academy students have completed college credit courses

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

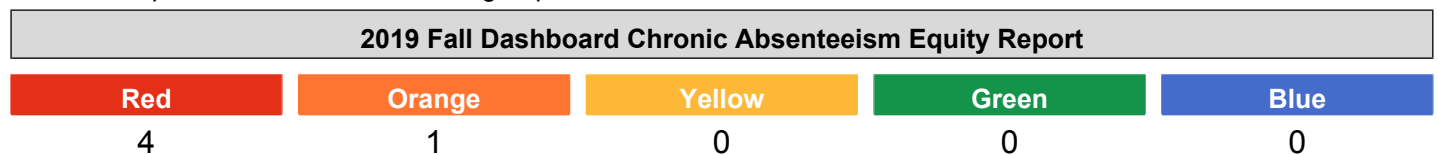
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 68.3 Increased +10 101	 Red 66.7 Maintained 0 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 56.8 Declined -3.2 44	 Red 68.3 Increased +10 101

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">64.3</div> Maintained -0.4 14	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Hispanic</b>  Red <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">75</div> Increased +8.3 40	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Red <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">64.5</div> Increased +13.1 31

### Conclusions based on this data:

1. The overall chronic absenteeism rate for the Foundations Academy falls in the red range, which is the very low range.
2. Students considered to be socioeconomically disadvantaged were in the low range in orange.
3. Both Hispanic (+8.3) and White (+13.1) students made improvement with their chronic absenteeism rate.



# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	69	11	0	15.9
English Learners	10		0	
Foster Youth	1		0	
Homeless				
Socioeconomically Disadvantaged	20	3	0	15
Students with Disabilities	69	11	0	15.9
African American	7		0	
American Indian or Alaska Native	1		0	
Asian	10		0	
Filipino				
Hispanic	30	7	0	23.3
Native Hawaiian or Pacific Islander				
White	16	3	0	18.8
Two or More Races	5		0	

### Conclusions based on this data:

1. All Foundations Academy students in the graduation rate for 2021 were students with disabilities
2. The English Learner subgroup is not represented in the overall graduation rate of 15.9%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

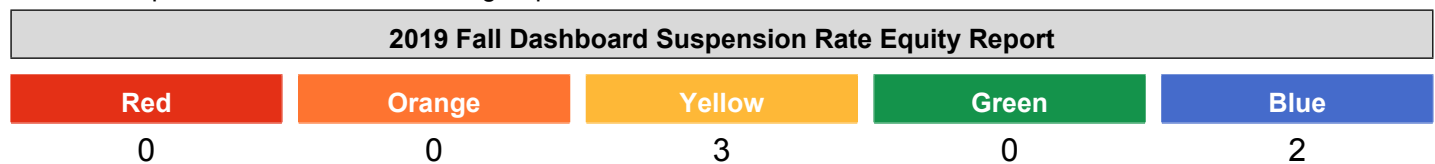
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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		
<b>All Students</b>  Yellow 1.2 Increased +1.2 253	<b>English Learners</b>  Blue 0 Maintained 0 56	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 3	<b>Socioeconomically Disadvantaged</b>  Yellow 2 Increased +2 101	<b>Students with Disabilities</b>  Yellow 1.2 Increased +1.2 253

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.4 Increased +7.4 27	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 27	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 98	 No Performance Color 0 Maintained 0 22	 No Performance Color Less than 11 Students - Data 2	 Yellow 1.4 Increased +1.4 72

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	1.2

#### Conclusions based on this data:

1. The Foundations Academy English Learners had the lowest suspension rate and fell in the highest performance range in blue.
2. The overall suspension rate is in the moderate range in yellow.

# 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

Student success

## LEA/LCAP Goal

Student success

## Goal 1

Students will make one year worth of academic progress each year.

## Identified Need

Ensure that all students get the instruction and support they need to meet each of their annual IEP goals.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students' goals will be met on their IEP by the time of their next annual IEP	New Metric	We expect that 80% of all goals will be met by our students.
Reduce the percent of students who are chronically absent	2020-21 48.3% (DataQuest) African American 45.8% Asian 48.0% Hispanic 43.2% White 56.9%	43.3% All students
Reduce the chronic absenteeism rate for Hispanic students	2020-21 43.2% (DataQuest)	38.2%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Teachers will ensure that they embedded the instruction and strategies needed into their daily instruction so that students can make progress and meet each of their IEP goals. Each student will

also receive dedicated individual time to work on their specific goals as well as have their progress monitored.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All students

#### **Strategy/Activity**

Provide parents with best practices to promote health for their students while ensuring that we are also encouraging families not to send their children to school when they are sick, Maintaining a strong protocol in our "sick day protocols" will help ensure that our classrooms remain to be healthy environments for our students.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All students

#### **Strategy/Activity**

When appropriate and based on the reason for a prolonged absence, we will offer families a short term independent study option to keep them engaged in their schooling

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

N/A - first year

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

N/A - first year

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.

N/A - first year

# 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

Successful transitions

## LEA/LCAP Goal

Partnership goal

## Goal 2

Guarantee all students successful transitions in our programs to prepare them for college, career, and success in life by achieving a Successful Transition Rate of 100% each year based on the families and students' life goals. Additionally, when students are able to transition back to their district of residence, we also want to ensure that all required supports are in place prior to their first day back in their home district.

## Identified Need

Increase parent involvement beyond IEPs

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connecting with Department of Rehabilitation (DOR)	New Metric	100% of students who wish to continue services with DOR will be connected to services prior to graduating.
Transition goals	New Metric	Students will meet all of their goals in their transition plan annually.
Parents will understand their options	New Metric	Parents who have conserved their children will understand all of their post secondary options and be involved in creating goals to help meet their post education goals for their children.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Students 16 years old and older

#### Strategy/Activity

Transition specialists and teachers will ensure that each student with transition plan goals receives the support and instruction needed to meet each goal.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

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

Graduating students

#### Strategy/Activity

Students who are eligible and wish to receive services from DOR will have DOR represented at their IEP meetings to help make the transition happen upon graduation.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

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

Graduating students

#### Strategy/Activity

Prior to students graduating, families will learn about post secondary options for their children at their IEP. When appropriate, relevant agencies will also be present at the meetings.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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



Students who are transitioning back to their home district

#### Strategy/Activity

When students are transitioning back to their home district through the IEP process, we will ensure that a strong plan is developed to make sure the student has all of the proper supports in their future program. Supports can include communication devices, mobility devices, appropriate staffing, etc.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

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

#### Strategy/Activity

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

#### **Strategy/Activity 6**

##### **Students to be Served by this Strategy/Activity**

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

#### Strategy/Activity

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

#### **Strategy/Activity 7**

##### **Students to be Served by this Strategy/Activity**

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

#### Strategy/Activity

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
<b>Strategy/Activity 8</b>	
<b>Students to be Served by this Strategy/Activity</b>	
(Identify either All Students or one or more specific student groups)	
Strategy/Activity	
<b>Proposed Expenditures for this Strategy/Activity</b>	
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.	
Amount(s)	Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

N/A - First year

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

N/A - First year

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.

N/A - First year

# 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	\$0
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	\$

## 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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

# 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
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# Foundations SPSA 2022-23 Additional Data Tables

## CAASPP Data Tables

There are two types of CAASPP assessments to be reported on the SPSA – one for the regular assessment (Smarter Balanced) and one for the alternate Assessment (California Alternate Assessment). There are also 2 versions of the science assessment, but the SPSA will focus on ELA and math data.

- Make correction to existing table titles for CAASPP Results for English Language Arts/Literacy (All Students) and Math (All Students) to include the words **Smarter Balance**.
- Make correctios to all existing CAASPP tables to include Grade 11 and associated data for 2020-21.
- Add the new tables for the California Alternate Assessment as provided below.

### CAASPP Results- California Alternate Assessment English Language Arts/Literacy (All Students)

Overall Participation for All Students									
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12	6	8	9	4	5	9	4	5
Grade 4	12	6	9	9	4	5	9	4	5
Grade 5	9	10	9	9	4	*	9	4	*
Grade 6	9	11	16	4	9	8	4	9	8
Grade 7	12	9	10	12	4	9	12	4	9
Grade 8	17	14	10	15	*	6	15	*	6
Grade 11	9	15	14	8	*	6	8	*	6
All Grades	80	71	76	66	31	42	66	31	42

\* Data not shown for 10 or fewer students.

Overall Achievement for All Students									
Grade Level	% Level 3 Understanding			% Level 2 Foundational Understanding			% Level 1 Limited Understanding		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	0.0%	*	*	8.3%	*	*	91.7%	*	*
Grade 8	0.0%	*	*	26.7%	*	*	72.3%	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.0%	0.0%	2.4%	12.1%	12.9%	7.1%	87.9%	87.1%	90.5%

\* Data not shown for 10 or fewer students.

## CAASPP Results- California Alternate Assessment Mathematics (All Students)

Overall Participation for All Students									
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12	6	8	7	4	5	7	4	5
Grade 4	12	6	9	10	4	5	10	4	5
Grade 5	9	10	9	9	4	*	9	4	*
Grade 6	9	11	16	4	9	7	4	9	7
Grade 7	12	9	10	12	4	9	12	4	9
Grade 8	17	14	10	15	*	6	15	*	6
Grade 11	9	15	14	8	*	6	8	*	6
All Grades	80	71	76	65	31	41	65	31	41

\* Data not shown for 10 or fewer students.

Overall Achievement for All Students									
Grade Level	% Level 3 Understanding			% Level 2 Foundational Understanding			% Level 1 Limited Understanding		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	0.0%	*	*	0.0%	*	*	100.0%	*	*
Grade 8	0.0%	*	*	6.7%	*	*	93.3%	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	3.1%	0.0%	2.4%	1.5%	9.7%	7.3%	95.4%	90.3%	90.2%

\* Data not shown for 10 or fewer students.

### ELPAC Data Tables

There are two types of ELPAC Summative Assessments – Regular and Alternate. The alternate assessment has data to report for the first time in 2021-22.

- Correct the existing ELPAC Summative assessment tables to include the data for grades K and 11. These are missing from the table, and we do have data in these grades for the reportable years.
- Add the new table for the ELPAC Alternate Assessment as provided below.

## ELPAC Alternate Summative Assessment - Overall Performance

Grade Level	Level 3 (Fluent)	Level 2 (Intermediate)	Level 1 (Novice)	Total Students Enrolled	Total Students with Scores
	21-22	21-22	21-22	21-22	21-22
K	*	*	*	*	*
1	*	*	*	*	0
2	*	*	*	*	*
3	*	*	*	*	*
4	*	*	*	*	*
5	*	*	*	4	*
6	*	*	*	6	5
7	*	*	*	4	4
8	*	*	*	4	*
9	*	*	*	4	*
10	*	*	*	5	*
11	*	*	*	4	4
12	*	*	*	11	8
<b>All Grades</b>	<b>7.7%</b>	<b>21.5%</b>	<b>71.8%</b>	<b>53</b>	<b>39</b>

\* Data not shown for 10 or fewer students.

*Note - 2021-22 is the first year for ELPAC Alternate Summative Assessment data*