

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Twelve Bridges High School	CA	October 13, 2022	November 1, 2022

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 3
 - Data Analysis 3
 - Surveys 3
 - Classroom Observations 3
 - Analysis of Current Instructional Program..... 3
- Educational Partner Involvement 8
- School and Student Performance Data 10
 - Student Enrollment..... 10
- Goals, Strategies, & Proposed Expenditures..... 12
 - Goal 1..... 12
 - Goal 2..... 15
- Budgeted Funds and Expenditures in this Plan 19
 - Funds Budgeted to the School by Funding Source..... 19
 - Expenditures by Funding Source 19
 - Expenditures by Budget Reference 19
 - Expenditures by Budget Reference and Funding Source 19
 - Expenditures by Goal..... 19
- School Site Council Membership 21
- Recommendations and Assurances 22
- Instructions..... 23
 - Instructions: Linked Table of Contents 23
 - Purpose and Description 24
 - Educational Partner Involvement 24
 - Resource Inequities 24
- Goals, Strategies, Expenditures, & Annual Review 25
 - Annual Review 26
 - Budget Summary 27
 - Appendix A: Plan Requirements 29
 - Appendix B:..... 32
 - Appendix C: Select State and Federal Programs 34

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).

As a brand new school in its second year, no surveys of students nor parents have been used yet. However, as we continue to expand as a school, we will utilize surveys such as California Healthy Kids Survey and the California Tobacco Survey to gauge culture/climate/safety perceptions about the school. As we approach our first full WASC review, we will also utilize in-house surveys to get more site-specific/targeted data to better inform our site about student, parent, and staff perceptions about culture/climate, physical plant, instruction/curriculum, access, and extra curricular programs on campus.

Classroom Observations

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

An agreement with the Western Placer Teachers Association, all formal observations are based upon the California Standards of the Teaching Profession. All probationary teachers are observed three times a year, while permanent teachers are observed every other year. Any teacher who is being observed has conferences both before and after the observation, and there is also an end of year "summative" evaluation that is the most formal and comprehensive step of the evaluation process. In addition, both administrators perform approximately 10 informal "walkthrough" evaluations a week, which last about five minutes and provides administration the chance to see trends on campus throughout the year, and provide targeted feedback when needed. In addition, Classified staff are observed throughout the year, with probationary staff having three formal evaluations a year, and permanent staff having one formal evaluation each year.

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)

State assessment data, primarily the CAASPP, CAST, and ELPAC, have been of limited use the past two years due to COVID impacting the test being given, the amount of students who actually took the test, and the validity of an exam for students who had such a limited past educational year. However, the data we do have demonstrates that students have come to us with significant gaps. Teachers have used local diagnostic exams, some pre-fabricated through programs like Illuminate and some of the the department's own creation, to more accurately pinpoint these gaps. We have worked as a district to encourage teachers to not engage in pure remediation, but to continue progressing through the "at level" class, while scaffolding gaps with on the spot instruction when needed, so that students are losing as little ground as possible. We will have no state math/ELA data for our current high school students until spring/early summer of 2023, when the juniors of next year take their CAASPP exam. The most recent results we do have, from our current 9th graders who tested last spring, and from the 2018/2019 school year when our 11th graders were in 7th grade, and our 10th graders in 8th grade (taken during the year our schedules were modified and shortened), demonstrates a relative strength in ELA on the SBAC, with both testing sessions showing greater than 70% of students meeting/exceeding the standards. However, in math, there was a noticeable drop off in scores from the 2018/19 to the 2020/2021 administration, where only 46% of our current 9th graders scored at the meets/exceeds standard. This is not particularly surprising, given the challenges of education in the COVID world, but it is an area of definite concern as we address math progress with our students.

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

Teachers utilize frequent common formative assessments to determine student progress towards achievement standards and allows students to plan/deliver interventions as needed. Teachers share results of common assessments at weekly PLC meetings to determine entire cohort success percentages. Students who are not at level are provided interventions such as strategic groups in class during independent practice so that the teacher can focus reteaching/differentiation strategies to students who are below standard. Students are allowed to retake formative assessments to show progress as a result of interventions. Many, but not all, teachers are now allowing retakes even on more summative assessments. Teachers are using information on student performance to identify key standards from previous two years that need to be readdressed while progressing with current/grade level standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are teaching within their credentials, with a small handful teaching electives where local authorizations have been acquired based on the teacher's expertise within those electives. For instance, all three of our AVID elective instructors have been to week-long trainings in the AVID program so that they may be knowledgeable in providing the structure and instruction critical to that being a successful class.

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

All of our FTE, but one, are filled by fully credentialed teachers. One teacher has been hired as an intern as she is completing the necessary credential to teach Special Education. Teachers are provided quality professional development as needed. For instance, our math department started a new math adoption (Reveal Math) last year. Prior to this roll out, our teachers were able to work with the publishers to attend trainings on best uses of the materials within this adoption, and they were able to have extra PLC meetings to coordinate usage after having received this training. For example, our ELA department recently utilized several extra hours to better connect our Study Sync curriculum for grades 9 and 10 with a viable set of essential standards and create assessments that are targeting measuring success towards those standards. Our Social Science teachers went through an extensive training on our new (third year) TCI adoption prior to its introduction.

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

Rather than one size fits all staff development, our site and our district frequently reach out via formal surveys or informal information gathering at PLCs to gain PD needs from departments. The district often tailors PD at our "District Day" professional development to the needs they see from these surveys, while as a site the administration works in tandem with departments to schedule/offer PD that is most needed/desired. In addition, site funds are budgeted towards continued professional development, especially for teachers who are looking to sharpen their abilities in working with students with disabilities, students who are working toward language acquisition, and supporting students with socio-emotional learning opportunities.

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

While COVID put a significant constraint on our ability to have outside experts/coaches support teachers and sited administration on instructional improvement in recent years past, our district has a strong history of support in this area. Our district is currently using Solution Tree training in Professional Learning Communities to train the Administration. Our Administrative teams are using what we are learning to guide the multiple Professional Learning Committees on campus through an evaluation and refocus on the four questions, "1)What do we expect our students to learn? 2) How do we know that they have learned it, 3) How do we respond when students haven't learned it? 4) How do we respond if they have?". District Curriculum Specialists exist for Math, English, and EL support, and they are routinely used to help coach our staff. Probationary teachers go through an induction program where they are linked with a veteran professional apart from the official evaluation process to support them in their growth in the profession.

Site funds have been allocated towards collaborative time, special projects and professional development.

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

Teachers have weekly collaboration time built into their workday on Mondays from 2:30-3:30PM. In addition, we authorize additional meeting time outside the school day when needed so that departments tackling larger PLC items, such as data review and assessment refinement, may do so. The groupings of these PLCs are usually grade and/or subject specific, but as needed, entire department, cross department, and even cross site PLCs take place. Teachers who have no person on site to have relevant PLC work, such as a Drama instructor, work with professional groups to share ideas and benefit from collaboration.

Teaching and Learning

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

Twelve Bridges High School affords all of its students a comprehensive curriculum that is intended to teach the State Standards and is aligned to the State Frameworks. Pacing guides have been completed and implemented for the core curriculum, which are in line with our sister school, Lincoln High School. Formative/summative common assessments are now being used in the core curriculum. Materials in English Language Arts (Study Sync), Math(Reveal), Social Sciences (TCI), and Sciences (MBER program) are all aligned to the CCSS and/or Next Generation standards to help teachers/PLC's create a program that is aligned with performance standards.

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

N/A

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

N/A

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

All students in all classes have access to standards-based instructional materials appropriate for grades 9-12. Students have electronic access through their individual Chromebooks; students who have internet connectivity issues at home can be issued hotspots to increase access at home. When needed, we do offer print copies.

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

While there are no official SBE adoptions for grades 9-12, our Math and ELA classes are completely aligned with the standards of the California Common Core, and our base curriculum texts (Reveal for Math and Study Sync for ELA) earned very high scores in the Focus and Coherence category on the EdReports textbook evaluation rubric, indicating that they are firmly connected to the CCSS. In addition, our Biology curriculum is based upon Next Generation standards using the MBER curriculum units. While Social Science does not yet have a curriculum guide like CCSS nor Next Generation, literacy standards for CCSS are an integral part of the course.

Opportunity and Equal Educational Access

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

All students receive guidance counseling upon entry to high school to create a four-year plan that enables them to receive a four-year education that prepares them for college and/or career entry. This plan is reviewed regularly, at least annually, to evaluate progress and, if needed, implement interventions. For students that are struggling, conferences with counselors, administration, teachers, parents, and students take place to evaluate intervention options. Intervention options are described later in this report. Students with disabilities are receiving the majority of their services in mainstream, co-taught classes, while our instructors utilize integrated EL supports within their differentiation to support students who are acquiring the language.

Evidence-based educational practices to raise student achievement

We are committed to top quality first instruction. Through practices such as Explicit Direct Instruction and TESS Brain-Based math, using the FAST framework in combination with our focus on the California Standards of the Teaching Profession, teachers strive to provide quality instruction with clear learning objectives that are based on the CCSS (where appropriate). Walkthrough and formal evaluation procedures are strongly based on observance of these practices, and administration in the district went through a year-long workshop on how to effectively hold evaluation cycles with instructors to raise effectiveness and student achievement. Frequent checks for understanding and formative assessments are a hallmark of what we are striving for within our classrooms, so that both student and teacher are aware of the current level of achievement, and what needs to be done to increase achievement.

Parental Engagement

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

We have many resources available to help support all students on our campus. They include AVID, a program to help students who do not come from a background with a strong college experience background be successful on a college-bound path. We have peer tutoring support three times a week, free of charge, for students to get targeted support on homework, test prep, and more. There is virtual tutoring support available for students who are not able to remain here beyond the school day. Our College and Career center offers college entry test prep and application support as well as career exploration and investigation, and even job hunting support for students who feel the need to get a job while in high school. Students who are struggling and have failed classes have access to a summer school program, and to a built-in credit recovery program called Cyber High, that allows for students to recoup credits during their normal school day. Our Schoology Learning Management System allows for students and parents to always be up to date on student grades and allows for online access to posted assignments, recorded lessons, test retakes, and a host of other services. Our Advisory class, which takes place once a week, offers Socio-Emotional support that strengthens relationships between students, staff, and the school community. This list, far from exhaustive, gives a glimpse of the supports we have in place to empower our students to be successful.

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)

Parents, staff, students, and other community members are encouraged to be involved in our school through various means. Our School Site Council is made up of students, teachers, classified employees, parents administration, and our School Resource Officer. This group meets at least quarterly and has significant input on both the plan and the budget for our Single Plan for School Achievement and our WASC report when on a WASC cycle. Parents are encouraged to be on the DELAC group through invitations from the district and site. Our newly-formed TBHS Booster Club was open to any and all community members, and our initial meetings have had nearly 20 members participating. Many local businesses support our school through donations. Our most recent district Healthy Kids show that, while student perception of school connectedness and motivation is fairly strong, with 60-70% of our students identifying that they feel strong connection, motivation, their perception of meaningful participation in the school environment is low, and tends to drop as they get older. The parent participation perspective on this same survey identified about 40% of our responses showing a positive perception of the school's promotion of parental involvement. Thus, increasing the meaningful participation of students and parents in our school and its decision making is an area that we need to focus upon in our second WASC self study.

Funding

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

The largest two services that our categorical funds support are the AVID program, and our Peer Tutoring/Homework center program. Categorical funds support AVID by providing in-depth training opportunities for teachers who want to increase their expertise in implementing AVID strategies. We also use such funds to increase the college going mindset of AVID students by funding access to field trips to college campuses. For peer tutoring, we are able to use categorical funds to support all students, especially those referred to peer tutoring by their teacher or counselor due to a lack of achievement, by providing free tutoring in-person twice a week after school, and virtually four times a week. The virtual access we found to be a key aspect, as many students who are at risk have home obligations that make staying at school difficult or impossible.

Fiscal support (EPC)

Twelve Bridges High School receives funds from the district LCFF/LCAP to specifically address the needs of under-achieving students, based on the number of students who qualify for free/reduced lunch, are EL, or are foster students. In addition, TBHS receives CTEIG funds, A-G grant funds, an allocation of general funds for administrative discretionary spending, funding to open up the multiple extra curricular, and other programs required to start a new school.

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

Our School Site Council met for the first time on October 13, 2022, and it had a diverse representation including two students, two administrators, four parents, one classified staff member, one teacher, and our school resource officer. The SPSA, especially the SPSA budget, was discussed at length, and approved by all in attendance, with the SSC President (a parent chosen at this meeting) signing the document on October 13th, 2022. SSC notified that small changes to the

contents make take place, and that any changes to the budget actuals would be discussed at our regular quarterly meetings.

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	%	%	0.61%			6
African American	%	%	2.34%			23
Asian	%	%	4.28%			42
Filipino	%	%	4.28%			42
Hispanic/Latino	%	%	20.18%			198
Pacific Islander	%	%	0.71%			7
White	%	%	60.14%			590
Multiple/No Response	%	%	7.44%			73
Total Enrollment						981

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9			376
Grade 10			313
Grade 11			287
Total Enrollment			982

Conclusions based on this data:

1. The 2021-2022 enrollment data is actually the most current 2022-2023 data, updated to include 11th graders. The template has limitations that did not allow the school years to be changed.

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			12			2.1%
Fluent English Proficient (FEP)			55			9.7%

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

All students will graduate from high school college and career ready.

Goal 1

All students will be exposed to a rigorous academic environment that provides them with the information, supports, and tools needed to be ready for college and/or career when they graduate TBHS.

Identified Need

While, as a brand new high school in its second year, we do not have great sets of data to determine needs, we do know that we have robust goals for our students to be A-G eligible and/or have completed a CTE pathway upon graduation. In addition, students continue to need support in their academic classes as the impact of the end of 2020 and the 2020/2021 academic years is still evident in student achievement grades.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test Scores in ELA and Math	Unknown or unreliable data based on no test two years ago and limited testing last year.	70% ELA Meets/Exceeds standard and 50% Math Meets/Exceeds standard when students test as juniors this year.
A-G Completion Rate	Unknown, no graduates as of yet	65% A-G Rate for the class of 2024 (This year's juniors)
CTE Pathway Complete Route	Unknown, no graduates as of yet	60% of students who start a pathway complete it prior to graduations for the class of 2024 (this year's juniors)
Report Card Grades	7% of students had 2/more F's at end of Q1	less than 5% of students will be failing 2 or more classes at end of S2.

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

Peer Tutoring/Homework Center - Students will have access to in-person peer tutoring twice a week, and virtual peer tutoring.

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)
5400	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Peer Tutor Hourly costs
3000	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Peer Tutor Supervisor costs
200	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Supplies for Tutoring
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

SED Primarily

Strategy/Activity

AVID Implementation campus wide to expose students in AVID electives, and even those who are not, to a college-going mindset, so that students are knowledgeable about college level study habits, how to apply to get in to universities, how to help fund college education, and what to expect in college.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies AVID shirt support
4553.35	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies

Field Trip Cost/Scholarship support

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

SWD/SPED students and EL Students

Strategy/Activity

Provide training opportunities and curriculum supplements for teachers to increase their differentiation skills with students who are SPED and/or EL.

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)

1000

Source(s)

LCFF-Supplemental (Site Fund)
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development

12000

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies
Academic supplements to increase EL and
SpEd support and access to curriculum.

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

School & Community Engagement

LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

Goal 2

Students, staff, parents, and the greater community will feel that TBHS is a welcoming and safe environment that is responsive to need and provides involvement opportunities for all.

Identified Need

With students and families being unable to be as involved with their schools during COVID, and with our own school culture being a blank slate, a robust attention to culture, climate, and what it means to be a Rhino is needed in our inaugural school year, with opportunities for students, staff, families, and the community to interact with our school in a positive fashion. Helping students to remain engaged even when on quarantine/IS due to COVID issues is equally important.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Our 2021-2022 suspension rate was 4.6%.	We would like to maintain our suspension rate at 5% or below.
Attendance Rate	Approx. 95% through the end of September	Maintain at least 95% overall attendance rate
School Site Council Participation	We established our school site council in the 2021-2022 school year. It consisted of 2 students, 4 parents, 1 classified staff, and 2 certificated staff members. We met one time.	Have members from students, parents, classified, and certificated groups represented on SSC. Increase the number of student (1) and classified participants (2) and meet 2 times throughout the year.

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

Strategy/Activity

Opening Day Activities - First two days of school non-academic in nature to create relationships, develop school pride, and introduce the school community to one another.

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)
10271.65	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies School Pride shirts for all students
3900	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Motivational Guest Speaker/Keynote address

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Document/Phone Translation to increase access for families who speak another language

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)
500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Document Translation Services/Phone translation services for parent meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Teachers provided support, instruction, and professional development on Socio-Emotional learning activities and School Safety (including emotional safety and mental wellbeing).

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)

1500

Source(s)

LCFF-Supplemental (Site Fund)
5800: Professional/Consulting Services And
Operating Expenditures
SEL Professional Development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Crash Tag Positive Behavior Reinforcements to acknowledge students who demonstrate our value actions. This includes branding and promotion of our Rhino Value Actions: Lead, Learn, Strive and Thrive.

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)

1000

Source(s)

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies
Crash Tag Reinforcement Rewards and
Promotion

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Closing Day Assembly/Activities- Guest Speaker; Providing a positive closure to the school year, celebrating accomplishments and providing a transition to the next year, year two of TBHS!

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)

1000

Source(s)

LCFF-Supplemental (Site Fund)

5800: Professional/Consulting Services And
Operating Expenditures
Closing Day Assembly and Activities

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
LCFF-Supplemental (Site Fund)	45,325.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	45,325.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	5,900.00
4000-4999: Books And Supplies	29,025.00
5800: Professional/Consulting Services And Operating Expenditures	7,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	3,000.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	5,900.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	29,025.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	7,400.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

27,153.35

Goal 2

18,171.65

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:

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

Name of Members	Role
Heather Pierce	Principal
Chris Bombard	Principal
Ersula Bombard	Classroom Teacher
Jim Houck	Other School Staff
Nora Davis	Other School Staff
Daniel Searle	Other School Staff
Corinne Lowell	Parent or Community Member
Jenni Torgersen	Parent or Community Member
Aubrey Tenney	Parent or Community Member
Charlene Westbrook	Parent or Community Member
Kelsey Kurland	Secondary Student
Harshaan Hayer	Secondary Student
Jenni Torgersen	Parent or Community Member
Alyssa Jansen	Secondary Student
Corinne Megs	Parent or Community Member

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

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 10/20/21.

Attested:



Principal, Heather Pierce on 10/18/22



SSC Chairperson, Corinne Lowell on 10/18/21

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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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.

Educational Partner 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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 Educational Partner 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 (Educational Partner 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/guidanceuseseseinvestment.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 (Educational Partner 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/guidanceuseseseinvestment.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