

School Year: 2023-24



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
Travis Education Center	48-70565-4830022	12/13/2023	2/6/2024

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) aims to coordinate all educational services at each school site. The SPSA addresses how funds are provided to the school and will be used to improve academic, social-emotional, and behavioral outcomes for all students. The SPSA is developed annually through a thorough data review of academics, attendance, discipline, test scores and perception data. The SPSA meets the ESSA requirements by aligning its plan with the district's LCAP. This process happens through a continued self-study and data review provided through benchmark assessments, student/ parent surveys, and other various measures to determine student needs and achievement. The data is analyzed by all stakeholders, including our school site council members, student ambassadors, and staff. The School Site Council (SSC) reviews and approves the plan. SCC meetings happen twice a year. Updates on goals, achievements, and student progress are presented, and stakeholders can provide insight into decisions that help drive the program.

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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).

TEC uses a variety of surveys to gather perception data such as:

- Student Exit Survey
- Parent end of the year survey
- LCAP focus group surveys (student & parent/caregivers)
- Needs survey

Classroom Observations

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

Classroom observations happen regularly throughout the year. Additionally, administration follows required protocols for conducting certificated and classified observations per contractual timelines.

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)

TEC uses NWEA MAP benchmark assessments to help identify baseline academic levels and determine growth areas. Teachers conduct these benchmarks three times a year. Teachers are encouraged to use results to develop and design lessons to address areas of improvement. Additionally, juniors will participate in the required CAASPP assessments in the spring. However, CAASPP scores are not indicative of student achievement due to the high transient rate of TEC students.

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

Curriculum-embedded instruction is used depending on the standard that is being taught. Examples would be worksheets, study guides, short answer questions, quizzes, writing - essays, and formal assessments. Oral assessments are also given when students need a quick review, are struggling, or need additional support. Students who are not proficient in the standard or are not earning the credit will be re-taught one-on-one or in small groups.

Teachers will use pre-assessment for new concepts - checking to see what may need to be pre-taught before the lesson.

Research: Considers a real-life situation and explores how it is relevant and affects the students and those around them.

Chapter and section Review: Review all the lessons, including key terms and critical questions that are asked in each lesson.

Formal Assessment: A test for understanding of lessons: Multiple choice, T/F, and short answer questions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

As of December 2023, TEC has five teachers who are fully credentialed. Alternative education teachers are selected through a recruitment and interview process used in Travis Unified or through a voluntary transfer process outlined in their collective bargaining agreement. The Travis Unified Human Resources Department has verified that all teachers have the appropriate credentials and certifications. The district supports new teachers and administrators with coaches and extensive professional development. At the beginning of each school year, the principal meets with all staff to review new district policies and protocols and those existing policies and procedures relevant to TEC. The principal provides details and explanations using a prepared document called Nuts and Bolts. The district also hosts a "Welcome Back" breakfast for all staff, where district leadership provides a collective vision for the upcoming year.

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

TEC has sufficient credentialed teachers and Professional development is approached in 3 ways, with approval from the site principal:

1. The staff participates in professional development offered by the school district, where a trainer is hired. Staff are compensated for their time if the training is outside their duty day.

2. The staff participates in professional development offered outside of the district. Staff attends during their duty day, and a substitute teacher is provided as necessary.

3. The staff participates in professional development within the context of a Professional Learning Community (PLC) where staff collaborate and learn from one another. Beyond these organized efforts for professional development, TEC staff are professional educators. Thus, they are life-long learners. They seek opportunities for growth on their own time by reading educational research/books and reviewing lesson plan ideas and curricula related to their discipline, staying abreast of changes related to standards for their content areas, and seeking information about how to develop their craft as professional educators.

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

Staff meetings, held every two weeks, provide a time for the staff to share information about their professional development. When staff return from a workshop or training, they often give a brief overview to their colleagues during a staff meeting. The principal sees evidence of what staff have learned during professional development by visiting classrooms regularly and observing the implementation of new ideas and their impact on students. TEC students participate in a rigorous and relevant standards-based curriculum, as evidenced by the evaluation of student work and classroom observations. The principal and staff have informal conversations as a follow-up to these routine observations to discuss the efficacy of lessons or pedagogical strategies.

The staff uses current educational research to offer a viable and meaningful instructional program with real-world implications for student success. Adherence to state academic standards creates the foundation for TEC's curricular program, which has unity with schoolwide learner outcomes, the school's mission, and college and career readiness. TEC has a solid process for evaluating the curricular program, including all stakeholders' input. As areas of need come to light, TEC teachers are encouraged to pursue their research and are open to continuing their development. They will support each other in this practice through peer review and support from the principal.

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

There are many ways for TEC teachers to seek assistance for instructional practices. The district offers training in various instructional areas, as does the Solano County Office of Education (SCOE), with whom we have a solid partnership. Teachers are encouraged to pursue professional development, and the district has allotted funding for this support over the last couple of years. The district has supported administrators by providing (SCOE) coaching hours; teachers can request access to coaches; however, at TEC, the staff works well with other teachers and can lean on each other for support.

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

TEC has one teacher per content area and they work together to try to implement cross curricular lessons. Additionally, TEC teachers make an effort to visit teachers in the same content areas at the neighboring comprehensive high school and nearby alternative high schools.

Teaching and Learning

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

The academic focus of TEC's alternative education program is credit recovery and high school graduation. Within the framework of that focus, the teaching staff is committed to supporting students in developing skills that will improve their readiness for community college, vocational school, or the job market. As such, the curriculum is accelerated and focused primarily on essential assignments related to specific state standards.

The staff has considered submitting TEC courses for UC "a-g" approval. The conclusion of that meeting was that the TEC program would have to substantively and systemically change its focus to include the degree of rigor required for UC approval. Such a change would significantly compromise the accelerated nature of the academic program and thus jeopardize accelerated credit recovery and timely graduation. After weighing the options, TEC staff chose to forgo submitting courses for "a-g" approval.

The level of rigor at TEC is prescribed based on each student's needs, ability level, and goals after high school. The staff prides itself on its flexibility, differentiation of instructional practices, and ability to work with at-risk students of all ability levels and life circumstances.

Each course in TEC's academic program is developed based on state standards and geared toward helping students grow in aptitudes for college and career readiness, recognizing that TEC students will pursue community college, a vocational program, or the workforce. These skills include analysis, annotation, evaluation of resources, research skills, and mathematical problem-solving. The teaching staff works to incorporate as many of these opportunities for each course.

In addition, the Work Experience teacher prepares students for the workforce by requiring that they engage in mock interviews, resume/cover letter writing, and completion of online applications. The focus on college and career readiness has influenced teachers to implement career interest inventories and use California Career Zone and Roadtrip Nation, all intended to support post-secondary transitions, career readiness, and career exploration. This information and additional requirements support every student in completing the Me in the Future project before graduation. It entails researching three potential career options and a portfolio containing their resume, three letters of recommendation, awards, a transcript, and a reflective essay on developing their Character Traits.

The schoolwide learner outcomes include college and career readiness and academic preparedness goals. The teaching staff aims to incorporate all aspects of the learner outcomes in each course. Independent thinking, cooperative learning, academic preparedness, responsible citizenship, and effective communication (TEC's learner outcomes) are all general expectations from every teacher in every course.

The teachers have become more adept at developing learning objectives considering state standards, student learner outcomes, and college and career readiness. The teachers post these objectives daily and review them with students so that students know what they are supposed to be learning, why they are expected to learn it, and how they are expected to demonstrate their learning. All teachers report that they heavily focus on critical thinking skills to help students prepare for college and careers. The social science teacher focuses on responsible, informed citizenship and linking the past to the present.

The English teachers also focus on responsible citizenship and use discussion, reading, and writing about social issues, ethics, and world issues to engage students in improving their literacy, listening, and speaking skills.

A review of student work and observation of classroom instruction would reveal congruence between the standards and skills taught and achieving the learner outcomes and college and career readiness standards.

Beyond achieving these cognitive skills, TEC staff also strongly emphasizes non-cognitive skills as part of its character development efforts. Traits like grit, curiosity, social intelligence, self-control, zest, gratitude, and optimism are all part of the vernacular of TEC students and staff. This common

language helps staff and students engage in discussions regarding student achievement and growth that are not represented on a transcript but very much affect the student's present and future college and/or career success.

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

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

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

Students have access to all classes at TEC; nothing prevents students from taking any classes, provided the class is to satisfy a graduation requirement. There are some circumstances where a particular class may not fit into a schedule due to other class conflicts or not being offered at a specific time. Students can also access classes offered at the comprehensive high school during their zero period. TEC's block schedule does not jibe with the traditional schedule at Vanden, so taking courses earlier in the school day is not feasible.

The rigor achieved in TEC classes is calibrated for the accelerated academic program and the school's at-risk population. Teachers differentiate instruction to prescribe a relevant and coherent curriculum for an alternative education population. TEC teachers routinely evaluate and monitor their expectations based on the overall student dynamic in each class and individual student potential. In some ways, rigor is calibrated to meet students where they are currently performing and help them to grow into their potential. The small student population allows teachers to quickly assess student ability and then calibrate expectations based on this assessment. In English, math, science, and social science, teachers are adept at this calibration process, and all teachers work to impress upon students the relevance of their learning. Elective classes allow for even greater flexibility and often allow for more student choice in what they are learning within each elective.

Transitioning to Common Core standards has changed the type of rigor students are experiencing at TEC, particularly as it relates to their skills for annotation and analysis of complex texts. The English, social science, and science teachers require more non-fiction reading and analysis to support this rigor level. In addition, the math teacher has transitioned to a more student-centered approach to teaching that requires students to wrestle with mathematical complexities as a group. Students are learning to work through difficult problems, focusing on mathematical concepts and real-world applications. The teacher reports that students may struggle with this approach but believes that they are well served by it.

To support real-world application, students use current events in the New York Times or Scholastic News to learn and demonstrate competency in ELA standards, and the economics course focuses on financial literacy, which will serve students well in the future. In addition, the social science teacher intentionally brings in guest speakers to amplify what students are learning in class.

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

Instructional materials are provided using district funds or site funds. At the beginning of each year, staff inventory their books to ensure the school has enough textbooks for the student population. Shortages are reported to the district administration, who order additional textbooks as needed. Supplemental instructional materials are provided as requested by staff. Such materials include PE equipment, instructional videos, library resources, technology resources, subscriptions, and written resource materials for various subjects.

TEC has enjoyed a significant increase and improvement in technology resources, specifically the addition of a computer lab, all with the latest Microsoft software. In addition, each teacher has a laptop cart in their classroom for student use; the district allows a certain number per school every year. All teachers also have a large TV, laptop, and document camera to support their instruction. TEC would like to work toward 1:1 devices for all students. After distance learning, the district added the Google Classroom Suite, making access to work much more available when students are out.

TEC has seen significant improvements in the process and practicality of addressing technology issues that arise throughout the year since the district implemented a help desk system for technology requests. TEC staff have direct access to report issues and work directly with IT staff to have their IT problems addressed.

Opportunity and Equal Educational Access

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

TEC serves a variety of students at varying levels of performance. The teachers are adept with differentiating their instruction to meet students where they are at and work up. There are many strategies that TEC teachers use to motivate and encourage student performance. First and foremost, teachers lead by building relationships with students. Staying aligned with Trauma-Informed practices and Positive Behavior Interventions ensures they build an environment where students feel safe and ready to learn. Once trust is established, it has been found that students are more open and willing to perform. The staff helps build confidence in the students' abilities and plays on individual students' strengths. The district fully understands this and supports TEC's efforts to maintain this flourishing student environment.

Evidence-based educational practices to raise student achievement

TEC teachers have been trained in Bloom's Taxonomy and have intentionally created lessons requiring higher-order thinking skills. In addition, the staff has integrated the use of Bloom's with research related to the impact of writing, posting, and reviewing learning objectives with each class. A large body of research supports the positive impact of writing/posting high-quality learning objectives and reviewing them with students.

In Math and English, students participate in benchmark testing using the NWEA MAP Test (Measures of Academic Progress), an adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student. Some teachers also use teacher-created assessments that provide opportunities to demonstrate understanding and learning.

Again, the TEC staff has done extensive work around Character Development, focusing on Angela Duckworth and Carol Dweck's work on having a Growth Mindset and 7-Character strengths that are indicators for future success and happiness: Grit, curiosity, Self-Control, Social Intelligence, Optimism, Gratitude, and Zest. These traits are embedded in the daily vehicular and lessons. The staff is well coached in Trauma-Informed practices and understanding the impacts of ACE scores on children's learning and future health. TEC continues implementing PBIS strategies with fidelity to establish consistency with school-wide expectations. Each educational practice is intertwined and embedded to create a well-functioning and safe program, helping student achievement.

Parental Engagement

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

Upon enrollment at TEC, the counselor evaluates the student's transcript and creates a personalized credit sheet for the student. This credit sheet allows parents, students, and other staff to track what classes the student needs to complete to meet graduation requirements. Parents/caregivers are invited to meet with the counselor and student to discuss their child's academic plan. The principal often participates in some aspect of the intake and orientation process.

The counselor meets with each student several times yearly to review progress toward this plan and contacts parents/caregivers as needed. Parents/caregivers are contacted to schedule a conference if the student needs to make adequate progress. Every 4-5 weeks, the principal meets with staff to review each student's academic progress and identify who may benefit from parent/caregiver contact and/or a meeting with staff. Those parents/caregivers are invited to meet with the teachers, the counselor, and the principal to discuss concerns and consider additional support. TEC staff is committed to identifying students who are struggling early on and preemptively meeting with parents/caregivers so that students can avoid being placed on Academic Probation.

Once a month, the TEC Multi-Tiered Systems of Support Team meets to address concerns from staff or parents/caregivers and develop a support plan for each student referred. Supports may include guidance classes with specific support for making up missing work, referral for Check-in/Check-out (CICO) with the student support specialist, required after-school tutoring, or finally, Tier III supports such as Social Worker referral, SST referral, and finally assessment for learning disability. In addition, each year, the counselor meets with each student to develop goals for the year through an Individual Learning Plan (ILP). The discussion during this meeting helps the counselor to know if the student plans to graduate from TEC, return to the comprehensive high school, and what post-secondary plans are in place that require staff support. A copy of the goals is also drafted and provided to the parent/caregiver.

Those students supported by a 504 Plan or IEP are given additional support and collaboration with staff through annual meetings. TEC complies with all IEP and 504 requirements. Teachers also contact parents/caregivers directly to address individual concerns and positive praise through postcards and student awards to boost self-confidence among students. TEC also utilizes a Character Report Card to support students in creating goals for their character development and giving them feedback throughout the year regarding their growth.

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)

TEC welcomes parents/caregivers to participate in the School's Site Council meetings and to have an active voice in developing the school's Safety Plan and School Plan for Student Achievement. Community members, staff, and students are invited to participate in these meetings. Student ambassadors have numerous opportunities to review and provide feedback on the school's action plan for both Safety and Achievement as well as the staff.

Funding

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

Fiscal support (EPC)

Our School receives funding such as LCFF funds, Title II and Title III to provide an equitable, high quality instructional program for students.

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

TEC's SPSA is developed through a continued self-study process and data review provided by benchmark assessments, student/ parent surveys, and other various measures to determine student needs and achievement. The data is analyzed quarterly by teachers and staff and yearly with all other stakeholders, including members of our school site council, student ambassadors, and parents/caregivers. The School Site Council meetings occur at least twice a year. Updates on goals, achievements, and student progress are presented, and stakeholders can provide insight into decisions that help drive the program. The plan is reviewed and approved by the School Site Council and will be submitted for board approval in January. Finally, TEC's updated SPSA plan will be available to anyone via our district and school website.

Resource Inequities

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

Based off our perception surveys and WASC self study we have address many of our gaps within our action plan. The one area that can address per the WASC visiting team observation and teacher request is for TEC students to have 1:1 laptops to better support instruction and integration of technology. Students find they must borrow laptops from other classrooms throughout the day.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.3%	1.37%	0%	1	1	0
African American	15.8%	20.55%	21.43%	12	15	15
Asian	1.3%	%	0%	1	0	0
Filipino	5.3%	4.11%	4.29%	4	3	3
Hispanic/Latino	42.1%	43.84%	34.29%	32	32	24
Pacific Islander	2.6%	1.37%	0%	2	1	0
White	21.1%	21.92%	27.14%	16	16	19
Multiple/No Response	9.2%	5.48%	11.43%	7	4	8
Total Enrollment				76	73	70

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10		1	2
Grade 11	19	37	29
Grade 12	57	35	39
Total Enrollment	76	73	70

Conclusions based on this data:

- The Travis Unified School District serves students who reside in Vacaville, Fairfield-Suisun, and Travis Air Force Base. The population fluctuates yearly, with an average military population of 30%. The student population at Travis Education Center is additionally fluid based on the needs of the traditional high school. Our largest student transition generally occurs at the beginning of each semester, after grades are posted, and counselors evaluate transcripts.

The population:

Race/Ethnicity: 11.43% Multiple or no response, 4.29% Filipino, 20.5% black or African American, 27.14% white, and 34.29% identified as Hispanic or Latino.

The student population usually increases in January and can reach 80 students, although the average is generally between 65-75. TEC is relatively diverse, with fewer Filipino, Asian, and Pacific Islander students. With fewer students and staff, TEC can maintain a "family-like" environment, pilot new initiatives quickly, and work collaboratively often.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	1	4	3	1.3%	5.5%	4.3%
Fluent English Proficient (FEP)	7	9	7	9.2%	12.3%	10.0%

Conclusions based on this data:

1. A small percentage of TEC students are English Language Learners. Any EL students who come to TEC can receive specialized assistance in the EL program at Vanden High School if necessary. The percentage is so tiny that when services such as the ELPAC assessment occur, TEC administration works in collaboration with the Vanden staff to have students attend their testing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21	52	43	0	45	42	0	45	42	0.0	86.5	97.7
All Grades	21	52	43	0	45	42	0	45	42	0.0	86.5	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2531.	2478.		0.00	0.00		40.00	11.90		26.67	33.33		33.33	54.76
All Grades	N/A	N/A	N/A		0.00	0.00		40.00	11.90		26.67	33.33		33.33	54.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		15.56	0.00		48.89	57.14		35.56	42.86
All Grades		15.56	0.00		48.89	57.14		35.56	42.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.89	4.76		51.11	30.95		40.00	64.29
All Grades		8.89	4.76		51.11	30.95		40.00	64.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		13.33	4.76		80.00	69.05		6.67	26.19
All Grades		13.33	4.76		80.00	69.05		6.67	26.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		4.44	4.76		80.00	66.67		15.56	28.57
All Grades		4.44	4.76		80.00	66.67		15.56	28.57

Conclusions based on this data:

1. TEC staff did a great job getting almost all students to participate in testing in 22-23. The overall CAASPP results show signs of dips in achievement. Standards being met went down, and there was a slight uptick in the percentage of students above the standard, overall a minimal number. For 22-23, the high percentage of students was near the standard but had gone down 13.33%; more signs of trouble show that the percentage of students in the below-standard range had gone up.
2. However, the small number of students that test and the fluidity of the student population make it difficult to evaluate TEC's academic program with CAASPP testing alone. Students often transfer to TEC days before the yearly testing occurs. Therefore, scores are not a reflection of what students learn at TEC. As a result of the previous self-reflection study, it was suggested that TEC look at another resource to monitor academic growth in students. As a result, the TEC teachers agreed to implement NWEA MAP testing three times a year to help gauge learning. 2022 will be the first year to have individual growth results for students who tested twice in the school year. This continues to be an area of growth for this school. Looking at the preliminary data from last year's MAP growth in both English and math, the teachers will need to use these scores when developing lessons and, as a school, find ways to incentivize the seriousness of these assessments. It is common for students to put little value into taking these benchmark tests.
The TEC staff will continue to use other academic indicators, such as graduation rates, average GPAs, attendance rates, and academic probation numbers, to address major learner needs.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21	52	43	0	44	42	0	44	42	0.0	84.6	97.7
All Grades	21	52	43	0	44	42	0	44	42	0.0	84.6	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2449.	2416.		0.00	0.00		2.27	0.00		15.91	7.14		81.82	92.86
All Grades	N/A	N/A	N/A		0.00	0.00		2.27	0.00		15.91	7.14		81.82	92.86

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		15.91	9.52		84.09	90.48
All Grades		0.00	0.00		15.91	9.52		84.09	90.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		56.82	52.38		43.18	47.62
All Grades		0.00	0.00		56.82	52.38		43.18	47.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00	0.00		65.91	52.38		34.09	47.62
All Grades		0.00	0.00		65.91	52.38		34.09	47.62

Conclusions based on this data:

1. Math continues to be an area of growth. No students exceeded nor met the overall math standard; 7.14% of students nearly met the standards but had gone down by nearly half from 21-22, and almost all students were below standards, going up from the year prior.

2. Math scores fair far worse. The district as a whole tends to struggle in the area of math, and it remains a focus for strengthening. The principal further disaggregated the data by looking at individual scores of students who were able to test at least twice in the year to measure growth in individuals. Focusing on personal achievement growth will help encourage students to see their potential, no matter where they start. This continues to be a work in progress. It is common for students to have testing fatigue or need help finding the value in taking such assessments. The staff is currently working on changing this mindset, using MAP goals, and taking more time to review scores with their students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
All Grades										*	*	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
11	*	*		*	*		*	*		*	*		
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. ELPAC results are not statistically significant for our school.

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
70	62.9	4.3	1.4
Total Number of Students enrolled in Travis Education Center.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	4.3
Foster Youth	1	1.4
Homeless	2	2.9
Socioeconomically Disadvantaged	44	62.9
Students with Disabilities	14	20

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	21.4
Filipino	3	4.3
Hispanic	24	34.3
Two or More Races	8	11.4
White	19	27.1

Conclusions based on this data:

1. More than half TEC's student population is considered socioeconomically disadvantaged, bring a higher capacity of needs among TEC students. 20% of the students have IEPs that require additional supports.
2. Travis Education Center is a school of choice. It offers a relational family atmosphere by offering a small, safe, and inclusive environment that supports all students in preparing them to become increasingly responsible, productive citizens who meet today's challenges and promote success through traditional and non-traditional pathways.

School and Student Performance Data

Overall Performance




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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career Very Low	Graduation Rate  Blue	Suspension Rate  Orange
	Chronic Absenteeism  No Performance Color	

Conclusions based on this data:

- TEC has maintained a strong graduation rate over the years, higher than most continuation high schools, typically over 95%. Furthermore, TEC has a reasonably low suspension rate and is viewed as a very safe school environment based on numerous perceptions surveys. We attribute these findings to the continued practice of self-studies and implementation of the various programs that support social-emotional learning, trauma-informed practices, PBIS, Character Development, and an unwavering staff.

School and Student Performance Data

Academic Performance English Language Arts

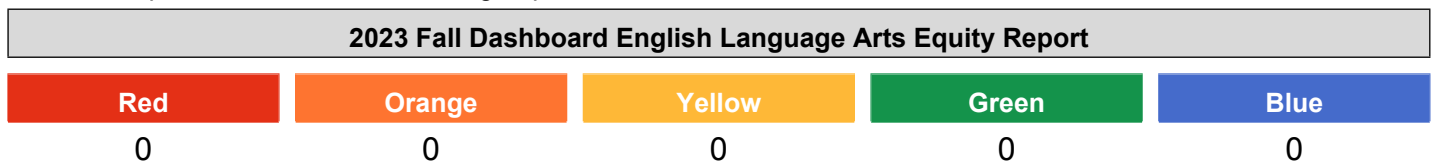
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
98.8 points below standard Decreased Significantly -43.1 points 26 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	113.8 points below standard Decreased Significantly -68.2 points 16 Students	Less than 11 Students 7 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 7 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students 1 Student	101.6 points below standard Decreased Significantly -47.1 points 24 Students

Conclusions based on this data:

- The small number of students that test and the fluidity of the student population make it difficult to evaluate TEC's academic program with CAASPP testing alone. Students often transfer to TEC days before the yearly testing occurs. Therefore, scores are not a reflection of what students learn at TEC. As a result of the previous self-reflection study, it was suggested that TEC look at another resource to monitor academic growth in students. As a result, the TEC teachers agreed to implement NWEA MAP testing three times a year to help gauge learning. 2022 will be the first year to have individual growth results for students who tested twice in the school year. This continues to be an area of growth for this school. Looking at the preliminary data from last year's MAP growth in both English and math, the teachers will need to use these scores when developing lessons and, as a school, find ways to incentivize the seriousness of these assessments. It is common for students to put little value into taking these benchmark tests. The TEC staff will continue to use other academic indicators, such as graduation rates, average GPAs, attendance rates, and academic probation numbers, to address major learner needs.

School and Student Performance Data

Academic Performance Mathematics

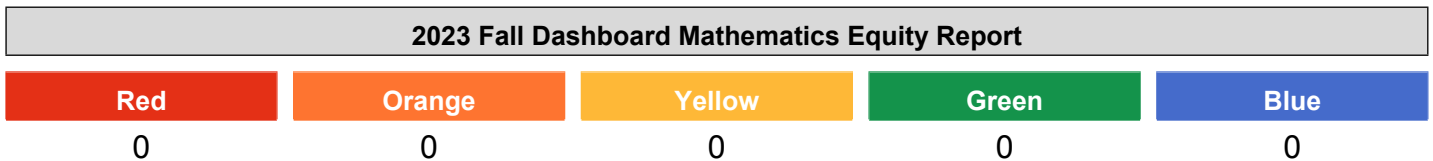
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
218.9 points below standard Decreased Significantly -30.5 points 26 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	217.7 points below standard Decreased Significantly -38.6 points 16 Students	Less than 11 Students 7 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 7 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students 1 Student	217.1 points below standard Decreased Significantly -32.6 points 24 Students

Conclusions based on this data:

- The district as a whole tends to struggle in the area of math, and it remains a focus for strengthening. The principal further disaggregated the data by looking at individual scores of students who were able to test at least twice in the year to measure growth in individuals. Focusing on personal achievement growth will help encourage students to see their potential, no matter where they start. This continues to be a work in progress. It is common for students to have testing fatigue or need help finding the value in taking such assessments. The staff is currently working on changing this mindset, using MAP goals, and taking more time to review scores with their students.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator				
<table border="1"><thead><tr><th>English Learner Progress</th></tr></thead><tbody><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 1 Student</td></tr><tr><td>Performance Level: No Performance Level</td></tr></tbody></table>	English Learner Progress	making progress towards English language proficiency	Number of EL Students: 1 Student	Performance Level: No Performance Level
English Learner Progress				
making progress towards English language proficiency				
Number of EL Students: 1 Student				
Performance Level: No Performance Level				

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. ELPAC results are not statistically significant for our school.

School and Student Performance Data

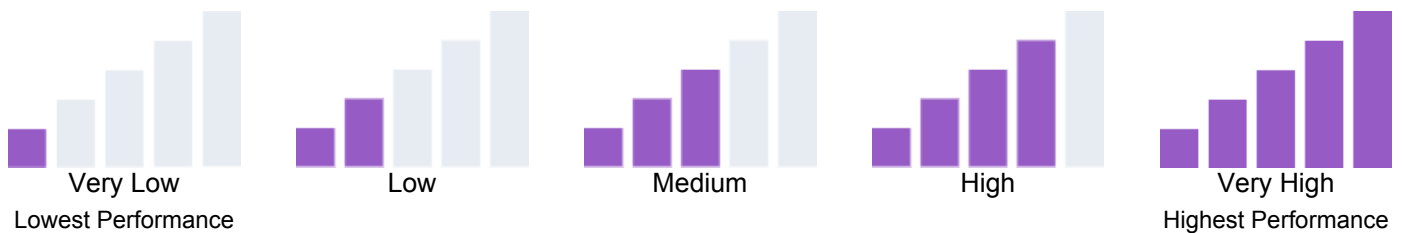
Academic Performance College/Career Report

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

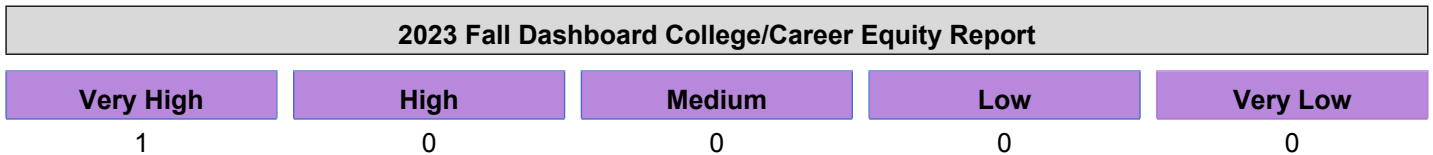
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

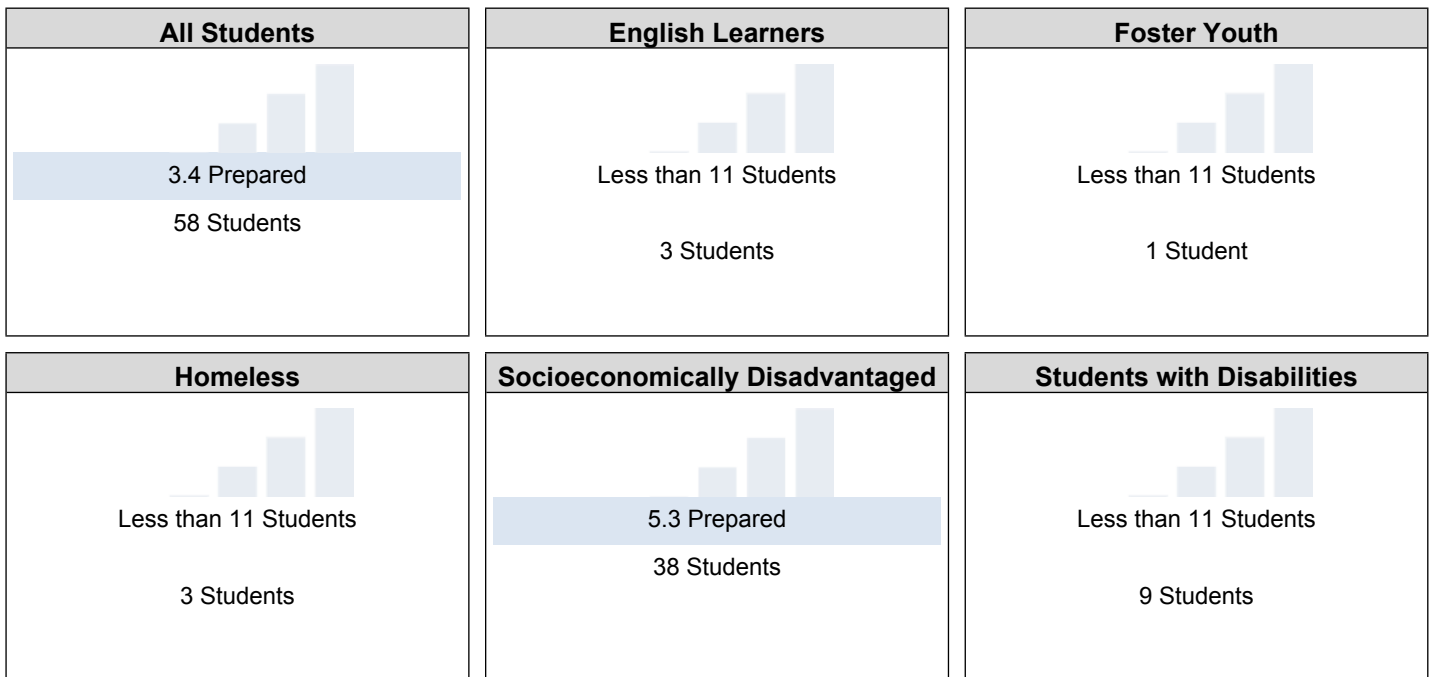


This section provides number of student groups in each level.

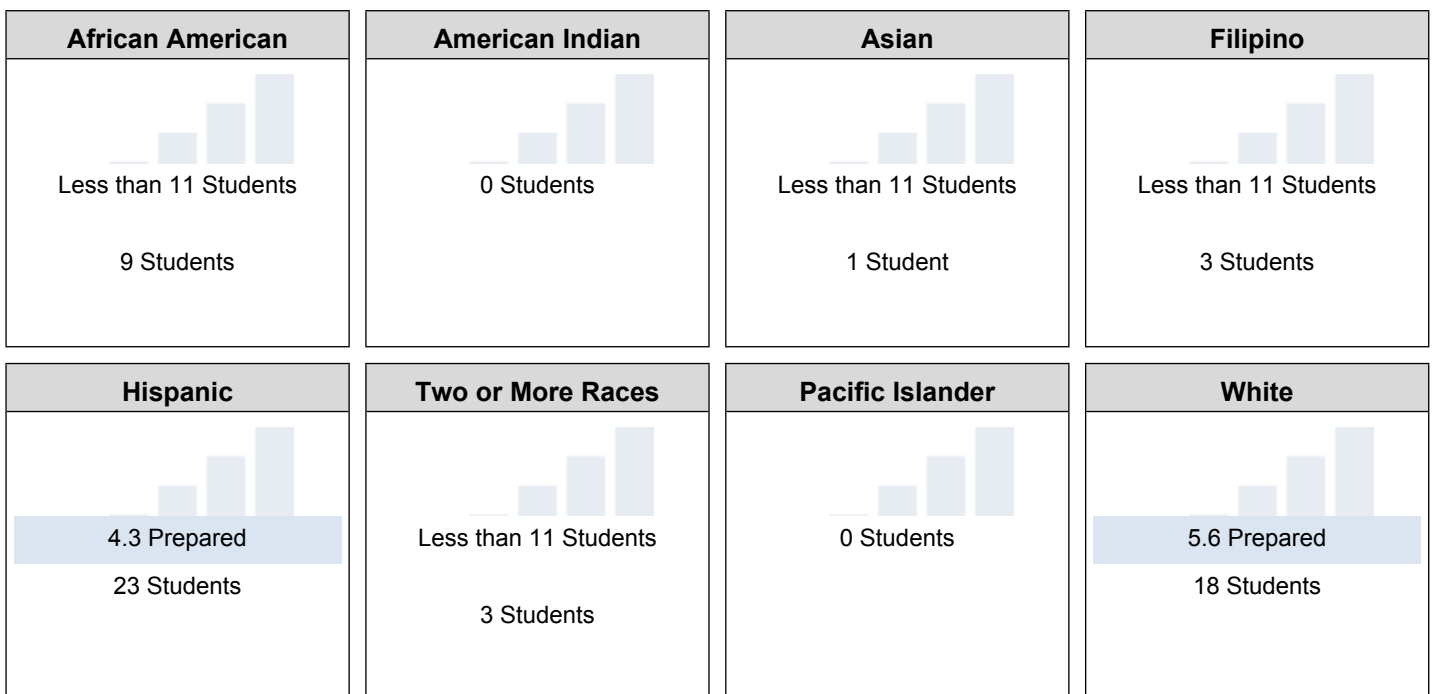


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- TEC cannot offer traditional Career Technical Education (CTE) courses due to a lack of CTE-credentialed teachers. However, TEC does a fine job of bringing in other opportunities to offer students career exploration through a yearly college and career fair, field trips to learn about trades careers, guest speakers to inform students of various careers or programs, and job shadowing opportunities in the district. Additionally, TEC offers a financial literacy class and other work-ready support.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. TEC typically has a higher than average attendance rate, usually in the 84-90% range. TEC tries to create an environment where students want to attend. The very few students that are chronically absent are referred through the truancy process to work on supports.

School and Student Performance Data

Academic Engagement Graduation Rate

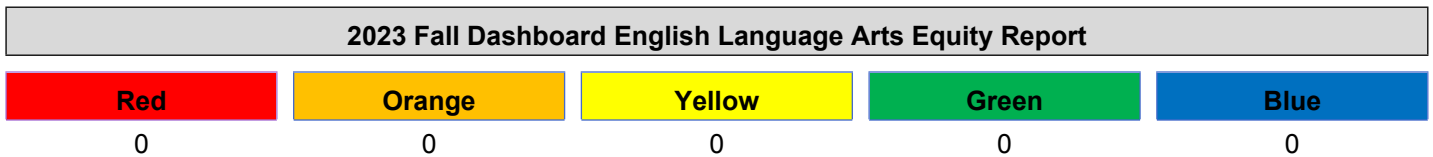
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 96.6% graduated Increased 1.1 58 Students	English Learners Less than 11 Students 3 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged 97.4% graduated Increased 4.8 38 Students	Students with Disabilities Less than 11 Students 9 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
100% graduated Maintained 0 23 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	88.9% graduated Decreased -3.4 18 Students

Conclusions based on this data:

- TEC has maintained a strong graduation rate over the years, higher than most continuation high schools, typically over 95%. TEC attributes these findings to the continued practice of self-studies and implementation of the various programs that support social-emotional learning, trauma-informed practices, PBIS, Character Development, and an unwavering staff.

School and Student Performance Data

Conditions & Climate Suspension Rate

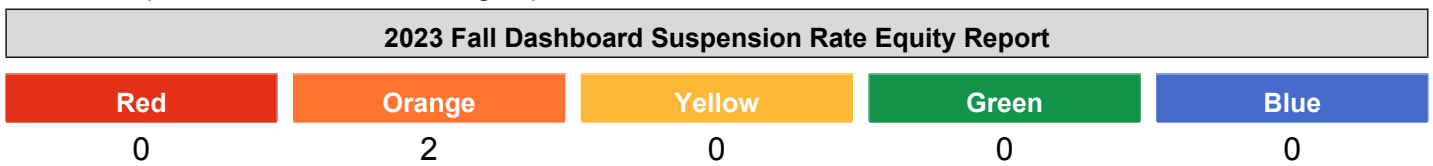
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>9.5% suspended at least one day</p> <p>Increased 5.3 105 Students</p>	<p>English Learners</p> <p>Less than 11 Students 4 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>Less than 11 Students 4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>9.5% suspended at least one day</p> <p>Increased 4.6 63 Students</p>	<p>Students with Disabilities</p> <p>11.8% suspended at least one day</p> <p>Increased 11.8 17 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>4.2% suspended at least one day</p> <p>Declined -3.8</p> <p>24 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p>Orange</p> <p>8.8% suspended at least one day</p> <p>Increased 4.2</p> <p>34 Students</p>	<p>7.1% suspended at least one day</p> <p>14 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>	<p>17.9% suspended at least one day</p> <p>Increased 17.9</p> <p>28 Students</p>

Conclusions based on this data:

- TEC has a reasonably low suspension rate and is viewed as a very safe school environment based on numerous perceptions surveys. TEC attributes these findings to the continued practice of self-studies and implementation of the various programs that support social-emotional learning, trauma-informed practices, PBIS, Character Development, and an unwavering staff. The TEC administration works to use other means of correction when possible to address undesired behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement

LEA/LCAP Goal

(LEA Goal): Focus on instructional excellence to increase achievement for every student using support systems to improve student learning and to close achievement gaps in order to prepares students for college and career.

Goal 1

1A Improve student achievement on pace of credit recovery and address culture among students about earning minimum grades and focusing on quality of student work and individual academic growth

1B Implement Multi-Tiered Systems of Support (MTSS) to help all students gain opportunities for success and improve positive behaviors.

1C Increase student preparation for college and career opportunities

1D Support struggling students through after-school tutoring, online credit recovery, and summer school

Identified Need

1a. Students continue to receive academic probation. Some have failed academic probation. Although the graduation rate is high, many students are underachieving and are satisfied with low grades.

1b. Continue implementation of Multi-Tiered Systems of Support (MTSS) to help all students gain opportunities for success and improve positive behaviors.

1c. Students need hands-on preparation for college and career opportunities

1d. Continue to improve and expand support for struggling students through after-school tutoring, online credit recovery, and summer school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate	end of 2022 - 95%/ end of 2023 - 95.5%	Maintain a minimum of 95% graduation rate
Academic Probation numbers	end of 2022 - 41 (37%)/ end of 2023 - 35 (35%)	Lower Academic Probation average by at least 2%
GPA average	end of 2022 - 1.94 / end of 2023 1.99	Increase GPA average by .5 or (25% increase)
D/F rate	end of 2022 - 21%/ end of 2023 21%	Lessen D/F rate by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Individual student growth on NWEA MAPs	Growth in: Reading – 38 % (59 scores) Math – 53% (53 scores)	Individual growth average up by 2% in Reading and in Math

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

1a. The school will focus on the pace of credit recovery through progress checks and interventions and support students in meeting credit benchmarks.

Teachers are implementing three schoolwide benchmark assessments. Based on last year’s data, we have some work to do to improve growth in both reading and math. Some insight could be that TEC students tend to lose motivation and not take the tests seriously. Many students have not taken math for some time and have a time gap between coursework and test-taking. Our staff will need to work on ways to address these potential factors. One way is having teachers work with students by writing individual goals around their achievement in each subject after reviewing their scores with them and assigning points to their grades if they give their maximum effort. Teachers will use MAP scores to help plan their lessons around areas of need based on the provided.

Teachers have had ongoing practice and collaboration on providing more meaningful learning objectives in their classrooms and reviewing the relevance of their goals for the day/week with students.

Teachers have created a universal grading rubric to help guide students on what constitutes each grade given. Teachers will work on using specific rubrics for assignments and projects to provide explicit guidance on how to achieve better grades.

Teachers will continue to grow in their strategies by collaborating and visiting other teachers in similar content areas, both at the comprehensive high school and neighboring alternative high schools, to gain further professional development.

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

1b. Continue implementation of Multi-Tiered Systems of Support (MTSS) to help all students gain opportunities for success and improve positive behaviors. Continue to provide services to students by implementing Positive Behavior Interventions (PBIS) and identify students that need additional interventions and support; focus on benchmarks and monitoring of data provided through the different sources to drive program decisions and instruction. Our character strengths program is woven into the fabric of our PBIS system.

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)
800.00	Site Formula Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students credit deficient, Students needing additional academic supports, English learners, foster youth, low income

Strategy/Activity

1c. Students need hands-on preparation for college and career opportunities
 *Implement opportunities for students to participate in job shadowing, starting with district departments, i.e., maintenance, transportation, and food services. Continue to provide elective courses that support job skills and work experience.
 TEC continues to partner with neighboring community colleges to inform students of college offerings in both academic and trade areas. Offering informational meetings around enrollment, programs, and financial aid.
 TEC continues to seek information from local trade schools and apprenticeship programs to present information and opportunities in different fields.
 Continue to work with educating students in ways that prepare them for post-secondary options during guidance classes using “What’s your plan?” activity.
 The district Workability Coach provides information and services to students who have IEPs to provide services for developing job skills twice a week.
 Increase opportunities to develop a specific plan and pathway for life after high school. Students who exit TEC must complete a Portfolio of work for their last English credit. Additionally, they will complete Me in the Future assignment designed to help students explore 3 personal Career Options that they must research and report on.
 Students will have completed the beginning steps of the FAFSA process and taken steps to apply to college, trade, military, or work.
 Continue to inform seniors of scholarship opportunities.
 Continue to improve and expand support for struggling students through after-school tutoring, online credit recovery, and summer school

Provide online opportunities for high school students to recover credits and improve academic skills through online learning (Cyber High) and summer school.
Partner with the neighboring comprehensive high school as necessary to provide additional support for EL students built into their daily school schedule.
Work with Solano County Foster Youth Liaison for additional support for foster youth.

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)

All Students

Strategy/Activity

1d. Continue to improve and expand support for struggling students through after-school tutoring, online credit recovery, and summer schools.
Provide online opportunities for high school students to recover credits and improve academic skills through online learning (Cyber High) and summer school.
Partner with the neighboring comprehensive high school as necessary to provide additional support for EL students built into their daily school schedule.
Work with Solano County Foster Youth Liaison for additional support for foster youth.
Participate in professional development that allows TEC teachers to observe best practices at their schools. Schedule dates for teachers to visit classrooms at Vanden or other continuation schools.
Provide time for teachers to share during staff meetings.
Provide opportunities for teachers to attend PD to improve their teaching.
Survey Alumni who exit TEC regarding the efficacy of the TEC curricular program after they have been out of school for at least 1 year. Encourage Alumni to take the survey.
Survey any student who exits TEC regarding the efficacy of the TEC curricular program.
*Use of clearing house to monitor post-high school plans i.e. FAFSA, and college apps
Continue to provide Character Strengths education to improve behavior and academic out comes.
Implement benchmark assessments 3 times a year in reading and math to help create a culture of goal setting and growth for students.
Improve instruction strategies to engage students actively in learning. Ensuring that all students have access to a multitude of texts and literature that is inclusive and equitable in representation of people. Engage all students in rigorous, research-based curricula that prepares them to think conceptually, solve problems, and communicate their ideas and needs effectively.

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: 2022-23

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

ANALYSIS

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

Student data implies that while most students are committed to earning a high school diploma, their level of engagement is sometimes limited to only earning credits and not working to their academic potential. TEC students participate in a rigorous and relevant standards-based curriculum, as evidenced by the evaluation of student work and classroom observations. The staff uses current educational research to offer a viable and meaningful instructional program with real-world implications for student success. Adherence to state academic standards creates the foundation for TEC's curricular program, which has unity with schoolwide learner outcomes, the school's mission, and college and career readiness. TEC has a solid process for evaluating the curricular program, including all stakeholders' input. Teachers are willing to continue their research and practices using Depth of Knowledge and Bloom's taxonomy when developing their lessons.

TEC students are involved in challenging learning to achieve the expected learner outcomes. However, there is evidence that many students are satisfied with low grades. Teachers provide standards-based instruction but continue to practice working on reviewing the learning objectives with students. They will continue to try to work with staff at the other high schools to bring back ideas on implementing different lessons. While there is some evidence of integration among the disciplines, students would benefit from more cross-curricular opportunities. They will support each other in these practices through peer review and support from the principal.

Teachers are effective at a wide variety of instructional strategies and are also adept at differentiating instruction. Teacher competency in using technology varies, and there has been growth after COVID with using programs like Google Suite and Kahoot! Students can demonstrate their learning in various ways, including many non-traditional ways. Students have opportunities for many "real world" experiences, emphasizing life skills, transition planning, and character development.

TEC staff uses acceptable assessment processes to analyze and report student performance. The teachers completed a couple of action items from the previous WASC review. One was implementing a systematic benchmark assessment to gauge individual academic growth for students who have spent considerable time at TEC. They continue to work on using MAP scores to gain insight into specific areas of need and plan lessons to address concerns, particularly in English and Math. There is more effort to hold three benchmark sessions to monitor and encourage individual student growth in reading and math.

Secondly, teachers have created a universal rubric for grade expectations. However, they will continue to develop them for specific lessons to explicitly show students how to attain better grades on assignments, hoping to improve their quality of work. Instruction effectively supports students in developing skills for thinking, reasoning, problem-solving, and researching. However, to take things further and address the continued minimalist mindset that students tend to have, they can improve

on using more specific rubrics for various assignments to provide even more guidance than they already do.

TEC staff also uses different assessment styles to evaluate learning, including performance tasks that incorporate real-world scenarios. This allows different learning styles to show mastery of concepts and address the various learning levels. Teachers use assessment data to reflect on the quality of their instruction and assessments and make appropriate changes as necessary. Teachers plan to continue collaborating with teachers at the neighboring site to grow their practice.

Students have access to a wide variety of elective choices and have access to all courses. However, the staff will work on finding new internship placements as time goes on to maximize the district resources before trying to expand opportunities out in the community.

The staff is trying to implement opportunities for students to participate in job shadowing opportunities, starting with district departments, i.e., maintenance and transportation. Two students participated in the internship in the 2021-22 school year. For the 2022-23 school year, the school partnered with food services at the district site and placed two students in their department. Additionally, the Careers in Education course will be offered in the second semester, allowing students to work at the neighboring elementary school. These internship opportunities continue to be an area of growth for TEC. Many of TEC's elective courses provide support with job skills and work experience.

TEC continues to partner with neighboring community colleges to inform students of college offerings in academic and trade areas. There are informational meetings around enrollment, areas of study, CTE programs, and financial aid support.

TEC works to seek information from local trade schools and apprenticeship programs to present information and opportunities in different fields, holding a yearly College and Career Fair.

The TEC counselor works on educating students in ways that prepare them for post-secondary options during guidance classes using the "What is your plan?" activity. Before students graduate, the counselor meets with them to develop an action plan to help them transition to post-secondary opportunities. The counselor will continue to advocate for a resource to track college enrollment and financial aid better.

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

Budgeted expenditures are not an issue in this area. However, in order to address the low performance on the College and Career indicators, TEC and the district will need to come up with a plan to provide CTE course work. In the meantime TEC can meet their intendant goal with the allowed budget.

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.

TEC staff will need to be more conscientious about tracking numbers for students taking next steps after graduation to have a baseline for goals.

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

Socio-Emotional Wellness

LEA/LCAP Goal

Ensure a safe and productive environment using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

Goal 2

2A Improve student attendance, behavior, and student wellness by employing trauma-invested strategies to create an environment focused on meeting students social-emotional and academic needs.

Identified Need

- 2a. Improve the success of secondary students through providing socio-emotional support and support in maintaining behavior conducive to a productive learning environment.
- 2b. Sustain an environment that fosters growth for staff and students through a lens of equity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wellness Center usage and feeling better after use	123 uses 86.5%	Higher usage of wellness center by 3 more students Improved percentage of positive impact by 4%
Suspension incidents	10 (10%)	Stay at a minimum of 10% or less
Graduation rate	95%	Reach 90% or higher graduation rate
Attendance rate	85%	Improve attendance by 3%

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

Implement a comprehensive suicide prevention and intervention program to identify and help students at risk and to educate all stakeholders regarding suicide.

Increase and improve socio-emotional support by providing 1 student support specialist (SSS) at TEC to support the established wellness center and support PBIS implementation. The SSS and the campus monitor work in collaboration to maintain a safe and well-monitored campus, lead positive lunchtime activities to reduce isolation, and engage all students struggling with behavior. Continue to foster awareness and review with staff the impacts of trauma, adverse childhood experiences (ACEs), and PBIS best practices to create school and classroom climates sensitive to students affected by trauma. Utilize surveys to identify students who may need a higher level of support and resources.

Provide guided access to the Wellness Center for mediation or emotional regulation and monitor usage and data around emotional outcomes after the use of the Wellness Center.

Implementation of Social Emotional Learning Curriculum using Ripple Effects at least twice a month during guidance.

Continue to provide training around trauma-invested practices, cultural awareness, and inclusivity. Continue to implement and improve SART, SARB and SST processes to support students not meeting attendance, behavior, and academic expectations.

Continue to provide Tier III services through A Better Way, District Social Workers, and Care Solace. Additionally in Special Education, access to mental health clinicians and school psychologists.

Sustain an environment that fosters growth for staff and students through a lens of equity.

Participate in professional development that allows TEC teachers to observe best practices at their schools. Schedule dates for teachers to visit classrooms at Vanden or other continuation schools.

Provide time for teachers to share out during staff meetings.

Provide opportunities for teachers to attend PD to improve their teaching.

Continue to provide Social Emotional Learning and Character Strengths education to improve behavior and academic outcomes. Use PBIS practices to provide positive systems to encourage a safe and healthy environment. The SEL curriculum will serve as a way to educate students about various social and emotional topics. TEC will continue to survey graduates regarding the efficacy of the TEC curricular program when they graduate and follow up at least one year after graduation. Encourage Alumni to take the survey. Address the school culture that leads to low-quality work, low grades, and low GPAs. Discuss the significance of GPA. Update GPAs on the credit sheet and implement a school-wide grading rubric.

Develop learning objectives for each lesson and explain them throughout each class. Use higher levels of Bloom's Taxonomy to develop learning objects. Teachers will periodically collaborate to help each other grow their learning objectives.

Monitor student progress and achievement at the progress and report card periods.

Implement benchmark assessments 2-3 times a year in reading and math to help create a culture of goal setting and growth for students.

Appropriately place and exit students from intervention and support programs. Determine appropriate interventions with SSTs, 504s, IEP, or change in placement programs.

Improve instruction strategies to engage students actively in learning. Engage all students in rigorous, research-based curricula that prepare them to think conceptually, solve problems, and effectively communicate their ideas and needs. Teachers are ensuring that all students have access to a multitude of texts and literature that is inclusive and equitable in the representation of people.

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: 2022-23

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

ANALYSIS

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

TEC is committed to achieving these goals. Goal 2 is the foundation for TEC's program. TEC continues to advocate for mental health services to maintain their School Social worker, A Better Way clinician, and resources such as Care Solace. The TEC PBIS team is actively working on strengthening its program. They are committed to reviewing the various supports provided and using available resources. The principal, counselor, and student support specialist will continue to work on growing the Wellness Center resources. The principal works closely with the district student services to maintain these resources to ensure TEC maintains a safe, inclusive, and supportive environment.

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

TEC relies on the district's partnership with SCOE and funding sources for maintaining personnel in the social emotional areas as well as Care Solace and PBIS implementation.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

Enhance constructive communication within and outside the school community with a special focus on involving parents as active partners in their child's education.

Goal 3

3A Promote parental participation in meetings related to their student and invite parents to school-wide events that foster a sense of community.

Identified Need

Promote parental participation in meetings related to their student and invite parents to school-wide events that foster a sense of community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents participating at events (orientation, back 2 school, award nights, feast and multicultural)	n/a	Get a baseline number for future comparison
Number of presenters and guest speakers	n/a	Get a baseline number for future comparison

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

TEC will provide virtual access to school meetings as needed, i.e., parent/teacher conferences. Continue to ask for input via parent surveys, emails, and phone calls.
 *TEC participates in the National School Choice Week bringing attention to TEC being a school of choice, creating a more positive connotation to alternative schools.
 Positive postcards are mailed home monthly, and communication regarding news and updates are shared via the Parent Square portal and website.
 Provide trainings and resources for parents as available.
 Advertise the district's Parent University offerings of various trainings and workshops for families.

Recruit parents at back to school night and make connections with parents where rapport has been built to participate in various events.
 Continue the annual College and Career Fair
 Continue partnering with Solano College to get support with transitioning graduating students and informing students about their programs.
 Bring in guest speakers and presenters for areas around post-secondary trade careers, local city officials in social science courses, health practitioners, drug and alcohol education, etc.
 *Develop initiatives and communication tools that will enable TEC to send a strong message that TEC is not just for credit recovery or students with behavioral problems.

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)
100.00	Site Formula Funds

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

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)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

In a parent survey, a few parents wanted more communication about student progress. As a result, the principal has been more diligent about sending home announcements and communicating information regarding tracking their students' academic progress. The district stopped sending printed progress reports and report cards some years ago. However, these students suggested

bringing back the paper forms. They shared that many parents pay more attention to their grades when it is received in the mail. This year, the principal implemented a new orientation process at the beginning of the school and will continue to provide opportunities for parents/caregivers to have time with the principal to answer questions and share information about upcoming initiatives.

Additionally, the TEC staff is always looking to bring guest speakers onto campus to provide various information about college/career, military, trades, voting, civic information, drug and alcohol awareness, mental health awareness, and so forth.

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

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

The SCC team will be looking specifically at the number of participates at the various events where families are invited to participate since there is no baseline information at this time. Same for tracking guests on campus providing information.

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

Basic Services

LEA/LCAP Goal

LCAP Goal 4: Provide basic services and manage resources responsibly while maintaining the collaborative budget process. Enhance, create, and modernize facilities that support lifelong educational programs.

Goal 4

4A Plan and utilize funds allocated to sites in a collaborative way with stakeholder groups to maximize the effectiveness of Basic Services including technology, instructional materials, professional development, and facilities.

Identified Need

To ensure TEC students have resources, equipment and facilities to have an engaging education experience.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Laptops 1:1 for students at TEC	78 laptops between TEC and TISP loaners	Each student assigned a designated laptop
Continue to provide elective courses that support job skills and work experience.	Currently we are offering 17 elective courses	Continue to add course work and curriculum around career exploration and opportunities

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

TEC staff and students are actively involved in districtwide committees (safety, equity, strategic planning, TEC ambassadors, DLAC and School Site Council) to provide input and advocate for our school's needs. TEC administration encourages participation from students, staff and families to get involved and have a voice.

TEC administration shares weekly updates and voice messages to keep families well informed on school and district events, information sessions, workshops to keep families actively involved and become familiar with resources available to them.

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: 2022-23

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

ANALYSIS

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

Overall, TEC has sufficient technology equipment and decent facilities. This school year all staff were given new laptops and all classrooms have large TVs to replace the failing LCD projectors. It was the most recent WASC committee's recommendation to press students going to 1:1 with laptops making technology accessible to all students whenever needed.

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

In the past TEC had to use site funds to replace laptops, since the return from COVID, the district took over funding of laptop replacements for students. Last year TEC was able to use the Arts and Music in School (AMS) funding to help purchase the new TVs for the three remaining teachers that did not have one, the initial two were purchase with site funds.

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.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$900.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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 (\$)
Site Formula Funds	\$900.00

Subtotal of state or local funds included for this school: \$900.00

Total of federal, state, and/or local funds for this school: \$900.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Donations	1441.00	1,441.00

Expenditures by Funding Source

Funding Source	Amount
Site Formula Funds	900.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Site Formula Funds	900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	800.00
Goal 3	100.00

School Site Council Membership

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

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

Name of Members	Role
Janelle Preston	Principal
Elizabeth Urabe	Other School Staff
Doug Ivie	Classroom Teacher
Julie Spaulding	Classroom Teacher
Marti Stralla	Classroom Teacher
Rhonda Hopson	Classroom Teacher
Chad O'Connor	Classroom Teacher
Christy Montoya	Other School Staff
Mercedes Reed	Secondary Student
Janaya Lacy	Secondary Student
Rocky Carrillo	Secondary Student
Carol Roye	Parent or Community Member
Sharol Calvin	Parent or Community Member
DiAndria Donaldson	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 12/13/2023.

Attested:



Principal, Janelle Preston on 12/13/2023



SSC Chairperson, Elizabeth Urabe on 12/13/2023

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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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>

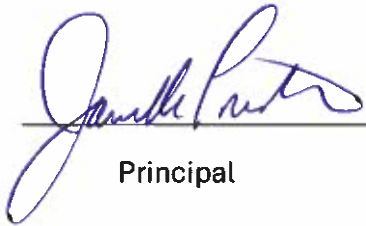
Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Site Approval of Single Plan for Student Achievement

Signature Page

The School Site Council at Tram's education center School approved the Single Plan for Student Achievement at our meeting dated 12/13/2023.



Principal



SSC Chairperson