

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
Terra Nova High School	41-68924-4137535	April 22, 2022	December 12, 2023

## Purpose and Description

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

Schoolwide Program

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.

Terra Nova High School's schoolwide plan for student achievement is in alignment with our WASC goals which reflect the Jefferson Union High School District's LCAP priorities. Terra Nova has developed goals to meet the needs of our under-served students, specifically students with disabilities. These goals are data-driven and are outlined in our WASC report.

# 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).

Terra Nova utilizes data from various sources such as the California Healthy Kids Survey, CAASPP, Renaissance and California Dashboard and CALPADs as part of our needs assessment. The California Healthy Kids Survey (CHKS) is our main parent/guardian survey. The CHKS is administered yearly to 9th and 11th graders and the survey is sent to all families. The staff climate committee reviews the CHKS data annually to identify areas of improvement, growth and to drive forward site goals and initiatives.

## Classroom Observations

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

Terra Nova High School values classroom walkthroughs as an integral part of our commitment to providing a supportive and engaging learning environment for all students. Our walkthroughs are designed to provide an opportunity for reflection and to inform data-driven decisions, all of which contribute to student learning outcomes.

Informal observations take place regularly and each administrator is expected to visit a set number of classrooms a week. The Terra Nova Administration utilizes a walkthrough form that documents and tracks visits. The form highlights core areas of focus such as Constructed Meaning, classroom culture, UDL principles, and student engagement.

The tool provides a framework for Administrators to have collaborative conversations with teachers, department chairs and Instructional Coaches. Each department is assigned an Administrator as their liaison. The assigned Administrator is expected to meet regularly with the department chair and guide them forward in advancing on the site and department goals.

Our Instructional Coaches provide support to all teachers using the Jim Knight impact cycle approach. Teachers who are working with the IC complete a cycle of inquiry which includes classroom observations. Probationary teachers are expected to work with our Instructional Coaches.

Formal observations are conducted as part of the evaluation process, in compliance with the contract. Tenured teachers select two of the six teaching standards to focus on while probationary teachers are evaluated on all six. Every evaluation includes standard seven, ancillary duties and responsibilities. Probationary teachers are evaluated on all seven standards.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Terra Nova analyzes multiple measures of data regarding students' achievement. Our data review process allows us to identify areas of growth and areas needing continued attention and focus.

Student achievement in English Language Arts and Math is primarily monitored through the California Assessment of Student Performance and Progress (CAASPP) data. Our use of Renaissance has allowed us to gather student performance data on benchmark assessments aligned to the state standards. This data is being used to inform instruction, assessments and develop interventions.

Terra Nova monitors grade data as a tool to determine student progress towards "a-g" completion. During the COVID pandemic, teachers were using a pandemic grading policy which eliminated "D" and "F" grades and allowed for "Pass" and "No Mark". As a result of this policy, Terra Nova reported a sharp increase in our "a-g" completion rates for the Class of 2021. Once teachers were able to use the old grading system, our "a-g" rates leveled out. Despite the fluctuation, we have shown a pattern of improvement over the years which reinforces our emphasis on equitable grading practices.

Collaboration time is provided to staff to analyze grades, benchmark assessments and other relevant data. Training is provided yearly to all teachers and counselors on how to use DataZone to support their students, classes and the whole school.

The Terra Nova Administration continues to meet with a PLC trainer who is guiding our efforts to transition our instructional practices, curriculum development, collaboration and grading to better support student learning.

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

Data collected through grades, scores from the PSAT, AP exams, CAASPP and ELPAC are reviewed by the administration, staff, department chairs, departments, site council, and other collaborative teams. Common assessments and activities are also created and administered in various content areas and amongst some collaborative teams. The results are used to recommend instructional strategies, review programs, develop interventions and assess student learning.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All staff is considered highly qualified according to ESEA

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

Multiple professional development opportunities provided by the district and site are made available to teachers and staff throughout the year. In addition, teachers can request funding to attend additional professional development opportunities provided they are aligned with site goals.

Content specific PD opportunities are provided through curriculum council and scope & sequence meetings overseen by the Director of Curriculum and Instruction. Additionally other targeted professional development around district priorities are provided. Teachers are encouraged to participate in Grading For Equity and Constructed Meaning professional development. Staff have also been invited to join site Equity Teams and a UDL PLC committee. There are also various site-specific groups such as the Staff Climate Committee. Over the past two-three years, all staff member have participated in training on gender with Gender Spectrum and race/equity with Courageous Conversations. Specialized trainings based on job duties is also provided. Special Education staff, Campus Supervisors and Administration have received Safety Care Training while first responders have received training in Narcan and the Big 5 county protocols.

Departments and staff members can request additional training from the Principal by submitting a request form and providing an overview of how the opportunity will benefit student learning, and help advance our site goals.

A new teacher training is provided to all staff before each school year. At this one day event, new teachers are introduced to the various district resources available to them including their department-specific scope & sequence curriculum materials, textbooks and technology resources. Trainings is also provided on our student-information system including gradebook.

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

Staff development time and collaboration time are provided to departments and faculty to address content standards, student performance, and professional needs.

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

On-site support for teachers includes two instructional coaches as well as department chairs who serve as mentors. The district funds various teacher-on-special assignments (TOSA) across content areas who support new and veteran teachers. New teachers also receive support from the district's BTSA program. The Terra Nova Administration works to meet with new staff regularly through the year. We have also integrated a PLC framework into our increased collaboration time allowing teachers to work together to improve learning and student outcomes. For the major content areas of Math, English, Science and Social Studies, departments are focusing on unit objectives which has them developing and aligning learning goals and outcomes.

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

Weekly collaboration time is embedded in our school calendar. Every Wednesday, the entire staff gathers in the cafeteria for one hour. Snacks are provided and departments are encouraged to share a quick summary of their collaboration at the end of each meeting. Administrators check-in with various departments during this time

The collaboration time is shared between the whole staff and department. A whole-staff collaboration meeting typically consists of a presentation or activity focused on instructional strategies, school climate and/or student supports. Collaborative teams are focused on content areas and grade levels. Departments are expected to use at least one of their monthly meetings in collaborative teams.

In past years, collaboration time has been devoted to professional practice which was created to provide teachers with time to individually and organically focus on and develop their practice. It also aimed to allow for more cross-departmental collaboration.

As departments have shifted focus to developing unit objectives and data analysis, more time is needed in collaborative teams. Site funds are available to support additional collaboration time as needed by teachers, collaborative teams and special projects.

## Teaching and Learning

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

All of the Terra Nova curriculum is aligned with CA state standards and the Next Generation Science Standards (NGSS). In conjunction with and under the leadership of the district office, all subject areas are either creating and/or refining scope & sequences aligned with CCSS. Terra Nova continues to implement PLC's. In 2023-2024, departments across multiple content areas will begin working on creating student facing learning objectives for each unit. Collaboration time will be used for teachers to meet in their PLC's to develop these learning targets, align them with their scope & sequence, develop assessment information and analyze data.

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

Instructional minutes are in compliance with state standards.

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

The pacing of the curriculum is aligned within core content courses, driven forward by their scope & sequence framework. Within Math, co-teaching courses are offered in Math Course 1 and Math Course 2. Low student enrollment and our six period day restricts our ability to successfully implement courses to support LTEL, offer intervention courses and credit recovery during the school day.

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

Terra Nova is in complete compliance of the Williams Act. State adopted and approved both physical and online version textbooks are purchased and supported via the Jefferson Union High School District.

#### 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 standards aligned and are adopted for use by governing board yearly.

## Opportunity and Equal Educational Access

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

All courses are aligned with the state standards. Teachers are trained in differentiating instruction, comply with 504 and IEP accommodations and possess their CLAD certification.

#### Evidence-based educational practices to raise student achievement

Professional development opportunities are provided throughout the year

## Parental Engagement

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

Wellness Program and Counselors  
School Social Worker  
Partnership with Daly City Youth Health Center  
Case Managers for students with IEP's  
Director of Special Education  
College and Career Counselor  
Skyline College Registration Days & Priority Enrollment  
Counseling Department Parent Meetings  
Ongoing Professional Development for all staff  
Terra Nova Parent Teacher Organization (PTO)  
Terra Nova Athletic Booster Club  
Terra Nova Education Foundation  
Terra Nova Band Boosters

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)

School Site Council  
Department Chair Meetings  
Parent Teacher Organization  
Terra Nova Education Foundation  
Student Leadership

### Funding

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

The Jefferson Union High School District provides categorical funding targeted to serve our under performing students. Fund are allocated based on site goals developed through our WASC and SPSA process. The Terra Nova Site Council allocates these funds.

Fiscal support (EPC)

In addition to the site categorical funds, Terra Nova receives basic program funding from the district. Additional funding from the district is provided through needs/programs identified via the Local Control Funding Formula and The Local Control Accountability Plan. The school is also supported by “discretionary” general use funding for instructional materials and general operating expenses.

Terra Nova receives vibrant support from our Parent Teacher Organization and The Terra Nova Education Foundation which allows us to provide certain programs, resources and opportunities for students and staff.

## **Educational Partner Involvement**

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

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

The SPSA is reviewed with the School Site Council. The Terra Nova Site Council consists of various stakeholders including parent/guardians, staff members (certificated and classified), students and the principal. The group makes recommendations and suggestions to existing goals and future plans. In addition, the Terra Nova Administration reviews the SPSA, WASC action plan and the district LCAP to ensure there is alignment amongst programs and initiatives.

## Resource Inequities

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

Our data including achievement and discipline reflect disproportionate outcomes for specific student groups. As a school, we strive to identify inequitable and harmful practices while simultaneously learning about implicit bias, gender spectrum and reflecting on how this may impact our systems, processes and individual practice.

In order to successfully support a full inclusion model of Special Education services, a comprehensive and fully staffed program is needed to ensure academic progress and effective behavioral and emotional support. The lack of staff retention specifically with targeted support such as paraprofessionals negatively impacts our students. Inconsistent staffing within our English Department has prevented us from implementing co-teaching in our English classes. In addition, limited special education staffing hampers our ability to expand co-teaching in Science classes.

# 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	0.4%	0.8%	0.27%	3	6	2
African American	0.8%	0.7%	1.35%	6	5	10
Asian	6.3%	6.1%	5.14%	47	45	38
Filipino	9.7%	10%	8.53%	72	74	63
Hispanic/Latino	28.2%	27.8%	29.36%	210	206	217
Pacific Islander	2.0%	0.7%	0.54%	15	5	4
White	37.9%	40.4%	41%	283	300	303
Multiple/No Response	13.8%	13.5%	13.67%	103	100	101
Total Enrollment				746	742	739

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	188	186	191
Grade 10	201	178	181
Grade 11	164	197	174
Grade 12	193	181	193
Total Enrollment	746	742	739

### Conclusions based on this data:

1. Terra Nova continues to be impacted by declining enrollment and has been over the past seven years. Since 2017-2018 school year, enrollment has decreased by 106 students or approximately 12%. The district has also experienced a decline in enrollment during this timeframe.
2. Despite the decrease in total enrollment, the % of students enrolled by ethnicity does not reflect significant statistical changes.

# 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	36	34	32	4.8%	4.6%	4.3%
Fluent English Proficient (FEP)	123	45	109	16.5%	6.1%	14.7%
Reclassified Fluent English Proficient (RFEP)	5	77		13.9%	10.4%	

### Conclusions based on this data:

1. Due to our low student population of English Language Learners, Terra Nova has not been able to offer a designated ELD program or classes to support our LTEL. We deliver integrated ELD instruction across the content areas and reinforce the principles of Constructed Meaning through our learning activities and assessments.

# 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	160	195	157	36	181	154	36	181	117	22.5	92.8	98.1
All Grades	160	195	157	36	181	154	36	181	117	22.5	92.8	98.1

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	2658.	2637.	2596.	44.44	39.23	32.48	36.11	32.04	26.50	11.11	16.57	17.09	8.33	12.15	23.93
All Grades	N/A	N/A	N/A	44.44	39.23	32.48	36.11	32.04	26.50	11.11	16.57	17.09	8.33	12.15	23.93

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	47.22	40.33	29.06	44.44	48.07	51.28	8.33	11.60	19.66
All Grades	47.22	40.33	29.06	44.44	48.07	51.28	8.33	11.60	19.66

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	48.57	39.33	35.34	37.14	43.26	34.48	14.29	17.42	30.17
All Grades	48.57	39.33	35.34	37.14	43.26	34.48	14.29	17.42	30.17

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	22.22	20.44	10.26	66.67	69.61	72.65	11.11	9.94	17.09
All Grades	22.22	20.44	10.26	66.67	69.61	72.65	11.11	9.94	17.09

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	41.67	33.70	27.35	52.78	58.56	58.12	5.56	7.73	14.53
All Grades	41.67	33.70	27.35	52.78	58.56	58.12	5.56	7.73	14.53

**Conclusions based on this data:**

1. Historically our CAASPP data has been stagnant in both English Language Arts and Math. However, our 2022 test scores improved significantly before plummeting in 2023 due to testing irregularities and teacher retention issues - the majority of the Class of 2024 (testing population) had inconsistent teachers throughout their 10th grade year and first semester of their 11th grade year.
2. Lack of staff retention in the Special Education Department has been a significant factor in our ability to impact and improve academic achievement for our students with an IEP. Our decision to move to a full inclusion model for our mild-moderate student population led to an increase in CAASPP scores in 2022.

# 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	160	195	157	33	183	153	33	183	153	20.6	93.8	97.5
All Grades	160	195	157	33	183	153	33	183	153	20.6	93.8	97.5

\* 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	2674.	2590.	2571.	39.39	14.75	16.99	39.39	24.04	17.65	9.09	27.32	24.84	12.12	33.88	40.52
All Grades	N/A	N/A	N/A	39.39	14.75	16.99	39.39	24.04	17.65	9.09	27.32	24.84	12.12	33.88	40.52

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	48.48	21.86	16.99	45.45	45.36	43.14	6.06	32.79	39.87
All Grades	48.48	21.86	16.99	45.45	45.36	43.14	6.06	32.79	39.87

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	45.45	16.39	18.30	45.45	66.12	53.59	9.09	17.49	28.10
All Grades	45.45	16.39	18.30	45.45	66.12	53.59	9.09	17.49	28.10

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	36.36	18.03	16.99	51.52	65.57	56.21	12.12	16.39	26.80
All Grades	36.36	18.03	16.99	51.52	65.57	56.21	12.12	16.39	26.80

### Conclusions based on this data:

1. In the spring of the 2013-14 school year, the district adopted the Common Core State Standard Math International Pathway (CCSSM). Full implementation was reached when Math Course 3, as well as Math Course 3 Bridge, were

offered in the 2016-2017 school year. Common finals based on the SVMl scope and sequence were again administered for each course.

2. Toward the end of the 2016-2017 school year, the JUHSD Board of Trustees approved the adoption of the “Big Ideas” textbook series for the integrated math pathway, including the bridge courses. With the adoption of the new textbook, JUHSD began creating a scope and sequence for all Math classes, similar to the English Language Arts project design and collaborative work model. This project will be based on the “Big Ideas” textbook and will be supported by a Math TOSA. Work will begin on Math Course 1 with the other courses following thereafter. Three chromebook carts and three class sets of graphing calculators were purchased by the district office and provided to the Terra Nova Math Department to help support the implementation of the “Big Ideas” curriculum and to allow for integration of skill-remediation opportunities.

In the 2016-2017, Terra Nova Math Department collaborated as a group to review grading practices. As a result of these early conversations, the department established a percentage baseline for homework and test/quizzes for all classes and a common grading system in Math Course 1. After-school math tutoring continues to be offered to all students four days a week, facilitated by a Terra Nova Math teachers and student tutors.

3. In the spring of 2018, the Terra Nova Math Department participated in a math assignment analysis project through a partnership with Ed. Trust West. The results of this project were shared with the district office, site administration and department members in early October of 2018. The results also provided strategic first steps towards improvements and a renewed focus on developing and integrating academic language within our math classes.

# 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
9	*	*	*	*	*	*	*	*	*	*	7	8
10	*	*	*	*	*	*	*	*	*	*	9	7
11	*	*	*	*	*	*	*	*	*	*	6	5
12	*	*	*	*	*	*	*	*	*	*	4	4
All Grades										10	26	24

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
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	15.38	4.17	*	42.31	29.17	*	26.92	45.83	*	15.38	20.83	*	26	24

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
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	26.92	16.67	*	53.85	45.83	*	15.38	25.00	*	3.85	12.50	*	26	24

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
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	7.69	0.00	*	19.23	8.33	*	50.00	50.00	*	23.08	41.67	*	26	24

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	7.69	0.00	*	76.92	66.67	*	15.38	33.33	*	26	24

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	76.92	75.00	*	23.08	16.67	*	0.00	8.33	*	26	24

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	15.38	4.17	*	57.69	29.17	*	26.92	66.67	*	26	24

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
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	3.85	4.17	*	84.62	75.00	*	11.54	20.83	*	26	24

**Conclusions based on this data:**

1. No conclusions can be reached as fewer than 10 students participated in the assessment.

# 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
739	21.2	4.3	0.3
Total Number of Students enrolled in Terra Nova High School.	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	32	4.3
Foster Youth	2	0.3
Homeless	1	0.1
Socioeconomically Disadvantaged	157	21.2
Students with Disabilities	104	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.4
American Indian	2	0.3
Asian	38	5.1
Filipino	63	8.5
Hispanic	217	29.4
Two or More Races	101	13.7
Pacific Islander	4	0.5
White	303	41

### Conclusions based on this data:

1.



# School and Student Performance Data

## Overall Performance






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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Not applicable

# School and Student Performance Data

## Academic Performance English Language Arts

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

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



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






This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	0	0

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		
<b>All Students</b>  Red 58.1 points below standard Decreased Significantly -105.4 points 155 Students	<b>English Learners</b> Less than 11 Students 9 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b> 157.9 points below standard Decreased Significantly -127.7 points 27 Students	<b>Students with Disabilities</b> 169.4 points below standard Decreased Significantly -65.7 points 18 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  7 Students	64.3 points below standard Decreased Significantly - 106.3 points 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 104 points below standard Decreased Significantly - 119.2 points 42 Students	34 points below standard Decreased Significantly -23 points 20 Students	Less than 11 Students  1 Student	 Orange 42.4 points below standard Decreased Significantly - 124.7 points 72 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
Less than 11 Students  6 Students	Less than 11 Students  3 Students	58.5 points below standard Decreased Significantly -104.7 points 132 Students

#### Conclusions based on this data:

1. Not applicable

# School and Student Performance Data

## Academic Performance Mathematics

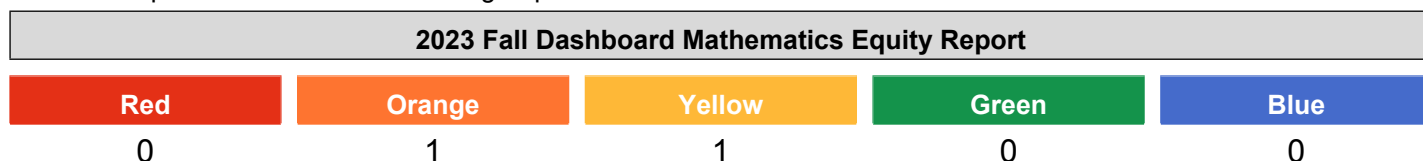
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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






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		
<b>All Students</b>  Yellow 58 points below standard Decreased Significantly -17.7 points 156 Students	<b>English Learners</b> 120.5 points below standard Decreased -9.8 points 11 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b> 137.3 points below standard Decreased Significantly -22.5 points 28 Students	<b>Students with Disabilities</b> 137.2 points below standard Increased +12.5 points 20 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  7 Students	106.4 points below standard Decreased Significantly - 84.8 points 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 95.6 points below standard Decreased Significantly - 28.4 points 43 Students	18.9 points below standard Increased Significantly +89.7 points 20 Students	Less than 11 Students  1 Student	 Yellow 37.8 points below standard Decreased Significantly - 23.8 points 71 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
Less than 11 Students  6 Students	Less than 11 Students  5 Students	51.3 points below standard Decreased -6.2 points 131 Students

#### Conclusions based on this data:

1. Not applicable

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

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

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><tr><th>English Learner Progress</th></tr><tr><td>34.5 points above standard making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 29 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></table>	English Learner Progress	34.5 points above standard making progress towards English language proficiency	Number of EL Students: 29 Students	Performance Level: No Performance Level
	English Learner Progress				
	34.5 points above standard making progress towards English language proficiency				
	Number of EL Students: 29 Students				
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
8	8	0	8

Conclusions based on this data:

1. Not applicable

# School and Student Performance Data

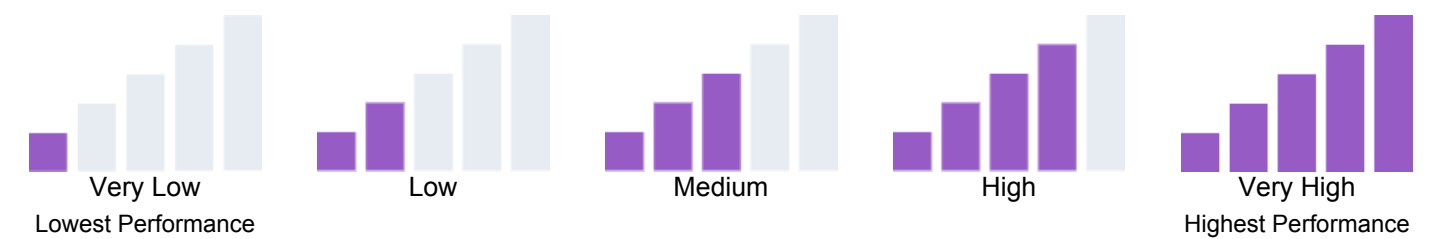
## Academic Performance College/Career Report

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.

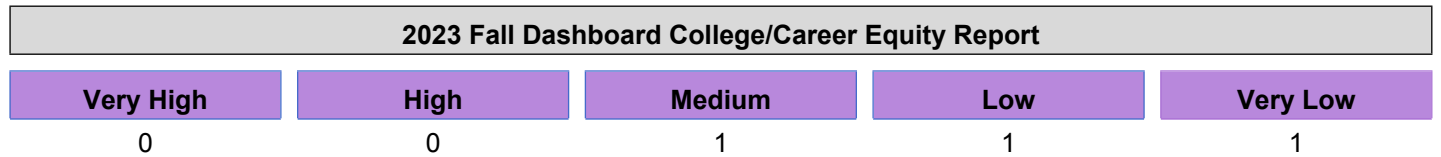
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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

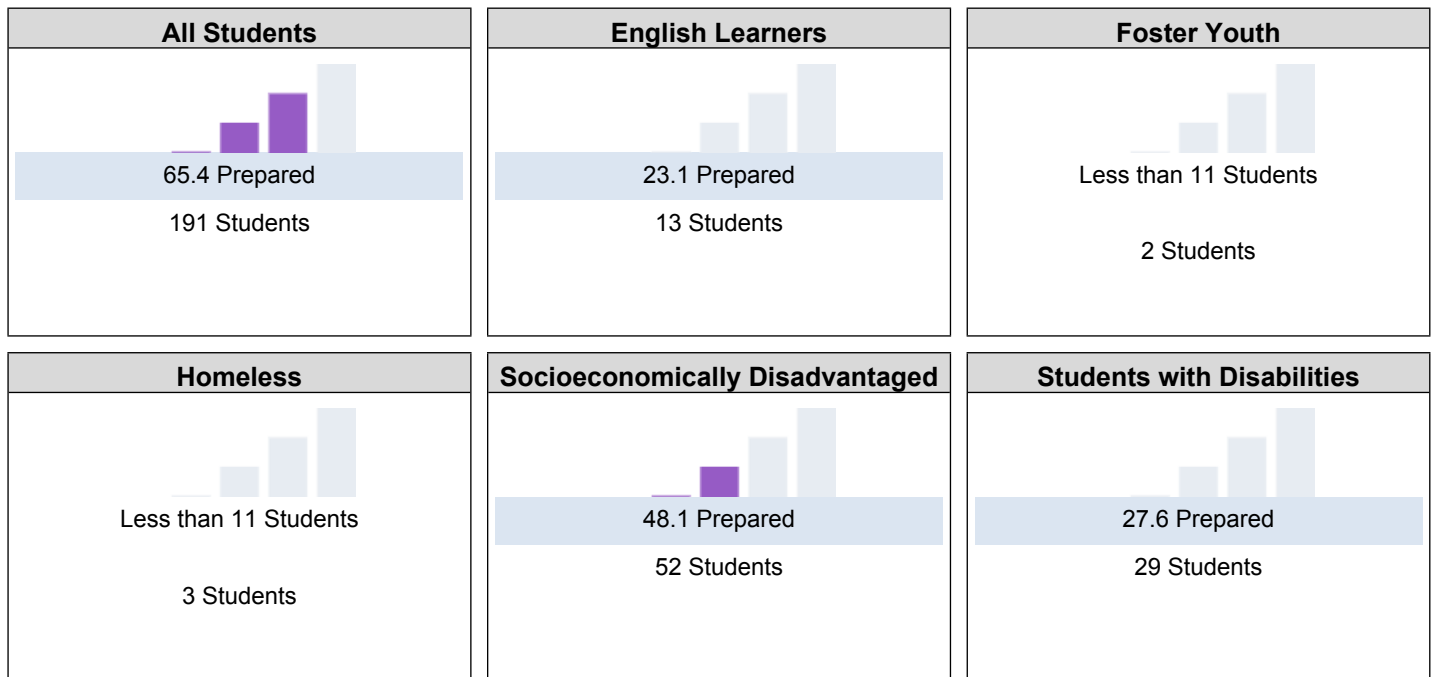


This section provides number of student groups in each level.

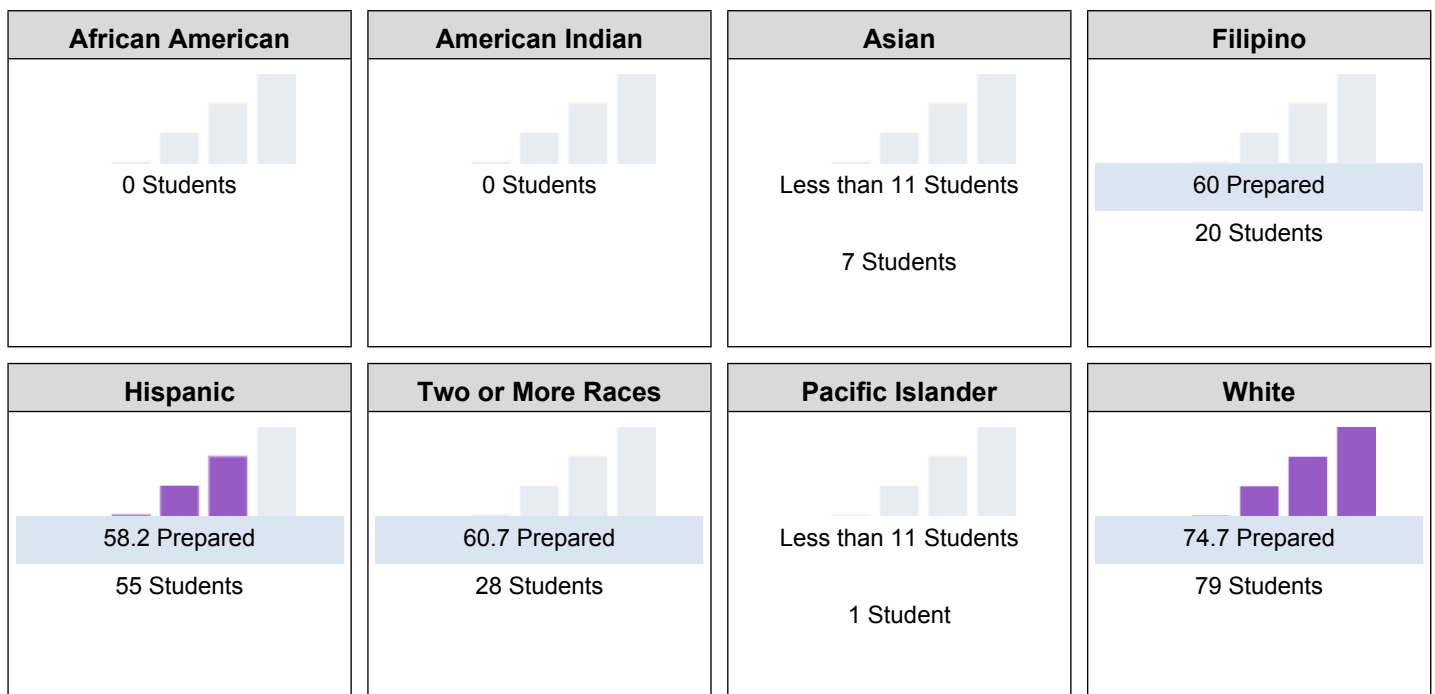


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



## 2023 Fall Dashboard College/Career Report by Race/Ethnicity



### Conclusions based on this data:

1. Not applicable

# 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.

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

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



This section provides number of student groups in each level.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow


Green

Blue


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

  
No Performance Color  
0 Students


#### English Learners

  
No Performance Color  
0 Students


#### Foster Youth

  
No Performance Color  
0 Students


#### Homeless

  
No Performance Color  
0 Students









#### Socioeconomically Disadvantaged

  
No Performance Color  
0 Students

#### Students with Disabilities

  
No Performance Color  
0 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

#### Conclusions based on this data:

1. Not applicable

# School and Student Performance Data

## Academic Engagement Graduation Rate

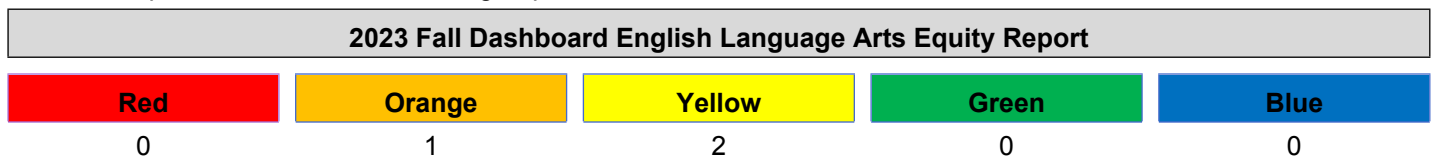
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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







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		
<b>All Students</b>  <p>Orange</p> <p>89.5% graduated</p> <p>Decreased -3.7</p> <p>191 Students</p>	<b>English Learners</b> <p>46.2% graduated</p> <p>Decreased Significantly -25.3</p> <p>13 Students</p>	<b>Foster Youth</b> <p>Less than 11 Students</p> <p>2 Students</p>
<b>Homeless</b> <p>Less than 11 Students</p> <p>3 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>Yellow</p> <p>82.7% graduated</p> <p>Maintained 0.5</p> <p>52 Students</p>	<b>Students with Disabilities</b> <p>55.2% graduated</p> <p>Decreased Significantly -7.3</p> <p>29 Students</p>

### 2023 Fall Dashboard Graduation Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b> Less than 11 Students  7 Students	<b>Filipino</b> 85% graduated Decreased Significantly -5.9  20 Students
<b>Hispanic</b>  Orange 83.6% graduated Decreased Significantly -7.9  55 Students	<b>Two or More Races</b> 92.9% graduated Increased 2.9  28 Students	<b>Pacific Islander</b> Less than 11 Students  1 Student	<b>White</b>  Yellow 92.4% graduated Decreased Significantly -6  79 Students

#### Conclusions based on this data:

1. Not applicable

# School and Student Performance Data

## Conditions & Climate Suspension Rate

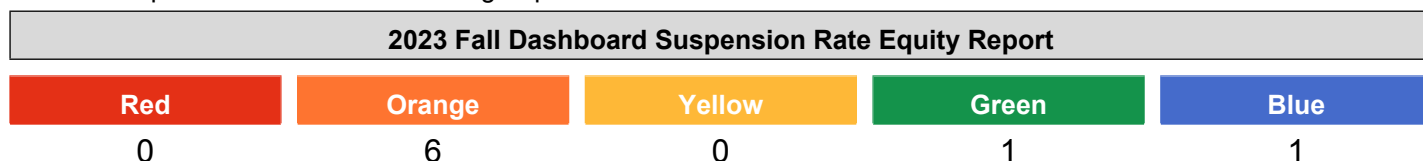
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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








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		
<b>All Students</b>  <p>Yellow</p> <p>3.6% suspended at least one day</p> <p>Maintained 0 772 Students</p>	<b>English Learners</b>  <p>Orange</p> <p>7.7% suspended at least one day</p> <p>Increased 7.7 39 Students</p>	<b>Foster Youth</b> <p>Less than 11 Students 3 Students</p>
<b>Homeless</b> <p>Less than 11 Students 5 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 1.3 183 Students</p>	<b>Students with Disabilities</b>  <p>Orange</p> <p>7.4% suspended at least one day</p> <p>Increased 2.3 121 Students</p>

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b> Less than 11 Students 10 Students	<b>American Indian</b> Less than 11 Students 2 Students	<b>Asian</b>  Orange 2.4% suspended at least one day Increased 2.4 42 Students	<b>Filipino</b>  Blue 0% suspended at least one day Declined -1.4 66 Students
<b>Hispanic</b>  Green 3.9% suspended at least one day Declined Significantly -3 228 Students	<b>Two or More Races</b>  Orange 2.8% suspended at least one day Increased 1.9 107 Students	<b>Pacific Islander</b> Less than 11 Students 4 Students	<b>White</b>  Orange 4.2% suspended at least one day Increased 0.9 313 Students

#### Conclusions based on this data:

1. Not applicable

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase Student Achievement for all Students (LCAP Goal #1)

## Goal 1

Increase the number of students who meet or exceed the standards on benchmark assessments in English Language Arts and Math

## Identified Need

Our SBAC scores in ELA and Math have remained stagnant over the past three years and continue to be considerably low for our Special Education subgroup.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA & Math Renaissance (ELA) Renaissance (Math)	<p>Since the district discontinued offering the PSAT and SAT to all students on campus free of charge, we have begun using Renaissance as a benchmark assessment.</p> <p>There hasn't been a consistent source of ELA and Math data since COVID interrupted and impacted testing in 2020 and 2021.</p> <p>Data gathered from 22-23 assessments will be our new benchmark.</p>	For 2023-2024, increase the percentage of students who have demonstrated growth in ELA and Math from fall to spring
SBAC ELA & Math: Students with Disabilities	On the 2018-2019 SBAC, our ELA/Literacy data reflected 9.09% of students with a disability who scored as either meeting or exceeding the standards while 0% of students with a disability scored as either meeting or exceeding the standards on the Math component.	For 2022-2023, increase the number of students with a disability meeting standards by 3% on ELA & Math CAASPP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>COVID-19 interrupted and impacted the CAASPP administration in both 2020 and 2021. 2022 test results are the most recent reliable scores. On the 2022 SBAC, our students with disabilities subgroup made impressive gains since 2019.</p> <p>English Language Arts:  11% Exceeded standards  5.56% Met standards  33.33% Nearly met standards  50% Did not meet standards</p> <p>Math:  5.56% Exceeded standards  5.56% Met standards  16.67% Nearly met standards  72.22% Did not meet standards</p>	

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; Students with a disability; EL students

### Strategy/Activity

Terra Nova will begin piloting the My Path program within Edgenuity in English Language Arts. MyPath is an online learning intervention program that offers data-driven differentiated instruction in English Language Arts and Math. For this school year, we will pilot the program to support English Language Art skills. English teachers will assign students an individual learning plan based on their Renaissance benchmark assessment scores.

Training will be provided to teachers and additional collaboration time will be offered to assist in the implementation.

### 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)

2500

Source(s)

LCFF Supplemental  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 2

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

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

All students; Students with disabilities; EL students

Strategy/Activity

Teachers will develop and align student learning objectives in at least one content area in Math, Science, English Language Arts, Social Science and World Language. Through collaboration time, teachers will identify and prioritize the essential skills and analyze data to inform instruction, revise curriculum and assess student outcomes. Additional collaboration time will be provided to advance the work.

### 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)

15000

Source(s)

LCFF Supplemental  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 3

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

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

All students; Students with disabilities; EL students

Strategy/Activity

Purchase an annual subscription to the software platform, No Red Ink which is a web-based language learning program that addresses student's grammar and writing skills

### 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)

9000

Source(s)

Other

## 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

Extend the Terra Nova Library's operating hours beyond its contracted hours, until 5:00 pm Monday through Thursday. The benefits to Terra Nova students of extending the library's operating hours are:

- To provide a safe, supervised environment for student to work on homework
- To provide a safe, supervised environment for students to access computers and the internet
- To provide a space on campus for peer-to-peer tutoring
- To provide students with access to school supplies

#### 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)

3000

Source(s)

LCFF Supplemental  
2000-2999: Classified Personnel Salaries

#### Strategy/Activity 5

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

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

All students; Students with a disability; EL students

#### Strategy/Activity

Utilize flex to provide more targeted support to students on a 504 plan and to those struggling academically by developing ways to offer peer-tutoring, study skill lessons and individual learning plans.

#### 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)

No Additional Cost

#### Strategy/Activity 6

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

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

All students; EL students

#### Strategy/Activity

Offer audiobooks, free of charge, to any student upon request or teacher recommendation

### **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)

5000

Source(s)

LCFF Supplemental

### **Strategy/Activity 7**

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

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

All students; Students with a disability

#### **Strategy/Activity**

Expand co-taught classes in Math Course 1 and Math Course 2

The success of our co-taught math classes has led to a increase in the number of co-taught classes offered in both Math Course 1 and Math Course 2. Collaboration time will be provided to the Math Department for ongoing collaboration required for current success and to train future co-teacher partners.

### **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)

District Funded

### **Strategy/Activity 8**

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

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

All students but with a focus on English learners.

#### **Strategy/Activity**

Provide professional development on effective Tier One instructional strategies

Starting with the 2017-2018 school year, a cohort of administrators and teachers from multiple subject areas began training in Constructing Meaning, an instructional approach focusing on explicit academic language. Administrative training included defining a classroom walk-through process that identifies some of the Constructing Meaning best practices and strategies. Participating teachers are asked to lead professional development sessions with their colleagues to

help increase staff capacity. While these strategies are primarily intended to address the language needs of our long-term English Learners, data also show the benefit to other students who struggle to access college-preparatory curriculum.

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

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

Amount(s)

Source(s)

No Additional Cost

### **Strategy/Activity 9**

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

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

All students; Students with a disability

Strategy/Activity

Provide professional development to all teachers on universal design for learning guidelines and implementation; During collaboration time, instructional coaches will present workshops on UDL principles to teachers

### **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)

No Additional Cost

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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

## **ANALYSIS**

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

The Renaissance and MDTP were administered to students during the 2021-2022 school year. However the data gathered was not easily accessible or disseminated to all stakeholders that allowed for analysis and discussion.

More training was provided to staff at the start of the current schoolyear on DataZone and the benchmark assessments are now included in the platform.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase school connectedness by improving student engagement, parent involvement, and school climate

## Goal 2

Strengthen and implement school-wide systems to increase student engagement, support positive student behavior, and improve student attendance

## Identified Need

Our chronic absenteeism and suspension data is significantly higher than the district average.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	<p>Historically, our attendance data, truancy &amp; chronic absenteeism, has been higher than the district average.</p> <p>Over the past six years, we have fully implemented Attention to Attendance program and now use this data throughout the school year to monitor attendance and our progress.</p> <p>Data from 2019-2020 and 2020-2021 can't be used for comparison purposes due to COVID-19.</p> <p>Considering that the 2021-2022 school year still included COVID precautions, we will now use the 2022-2023 school year as our new baseline.</p> <p>Our 2022-2023 A2A data shows a truancy rate of 44.57% and a chronic absenteeism rate of 41.89%.</p>	<p>Decrease truancy rates by 15%</p> <p>Decrease chronic absenteeism rates by 15%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Out of Class Referrals	<p>Terra Nova tracks out-of-class referrals through a standardized form and process.</p> <p>In 2018-2019, we recorded 88 total out-of-class referrals. The percentage of these referrals that involved a student with an IEP was 19.31%.</p> <p>In 2021-2022, we recorded 111 out-of-class referrals. The percentage of these referrals that involved a student with an IEP was 26%.</p> <ul style="list-style-type: none"> <li>This reflects an increase of 5%.</li> </ul> <p>In 2022-2023, we recorded 55 out of class referrals which was a 50% decrease. The percentage of these referrals that involved a student with an IEP was 32%.</p> <ul style="list-style-type: none"> <li>This reflects an increase of 6%.</li> </ul>	Decrease the number of out-of-class referrals of students with an IEP by 15%
Suspension Data	<p>Terra Nova has focused on reducing suspension rates by integrating more restorative practices and interventions.</p> <p>The 2018-2019 data shows a 5.6% suspension rate with 66 total suspensions.</p> <ul style="list-style-type: none"> <li>Our students with disabilities subgroup had a 13.6% suspension rate.</li> </ul> <p>Data from 2019-2020 and 2020-2021 can't be used for comparison purposes due to COVID-19.</p> <p>For the 2021-2022 school year, we had a suspension rate of 3.97%.</p>	Decrease the number of suspensions for our Special Education students by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>Our students with a disability subgroup (mild/moderate) had a suspension rate of 8.05%</li> </ul> <p>For the 2022-2023 school year, we anticipate our data reflecting a suspension rate of 4%.</p> <ul style="list-style-type: none"> <li>Within our students with a disability subgroup (mild/moderate), we anticipate a suspension rate of 8.65%.</li> <li>The suspension rates amongst our various racial/ethnic subgroups was comparable to our overall school population.</li> </ul>	

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

Improve school attendance and decrease truancy and tardy rates through continued use of Attention to Attendance and by implementing attendance interventions.

Administration, Counseling Department and Attendance Office will work to identify and develop tier one and tier two interventions. The Vice Principals and Counselors will facilitate parent conferences with chronic truants. document their outreach and track their progress.

### 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)

No Additional Cost

## Strategy/Activity 2

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

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

All students; Hispanic students

Strategy/Activity

Continue facilitation of staff climate committee to discuss areas of need, gather and analyze data and develop improvement strategies with an increased focus on our Hispanic student subgroup.

### 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)

10,000

LCFF Supplemental  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 3

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

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

All students; Hispanic students; EL students;

Strategy/Activity

Implement a Tier 2 mentoring program that targets students who show warning signs of disengagement such as poor attendance, behavioral issues, and/or low grades.

### 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)

20,000

LCFF Supplemental  
1000-1999: Certificated Personnel Salaries

## 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

Partner with Peninsula Conflict Resolution Center to work with our Peer Helper program in response to peer relationships, hate speech, cyberbullying and low communication skills levels.

#### **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)

21,000

Source(s)

General Fund

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

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

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

All students

Strategy/Activity

Implement screen time initiative aimed to provide students with knowledge, resources and strategies to build healthy tech habits by providing a student assembly to the entire student body, 9-12th graders

#### **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)

4000

Source(s)

Other

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

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

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

All students; Students with a disability

Strategy/Activity

Implement screen time initiative aimed to provide students with knowledge, resources and strategies to build healthy tech habits

Provide follow-up lessons and competition platform to 9th graders in Health & Freshman Seminar classes

#### **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)
3500	LCFF Supplemental

### Strategy/Activity 7

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

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

All students; Students with a disability

#### Strategy/Activity

Continue implementing an out-of-class referral system within Synergy. Administration will monitor and identify chronic referrals (students & teachers) so they can be referred to on-campus supports such as the Student Support Program and Instructional Coaches

#### 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)
	No Additional Cost None Specified

### Strategy/Activity 8

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

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

All students; EL students

#### Strategy/Activity

Develop and implement a comprehensive Student Support Program, as part of a MTSS model, that includes a range of interventions, supports and services of integrated and proactive supports to improve student's academic and behavior performance within and beyond classroom instruction

#### 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)
	None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

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.

After two years of decreasing rates, our chronic absenteeism rates increased substantially in 2021-2022. We strongly attribute this increase to the impact COVID-19 continued to have on our students and families. Students missed school at high rates due to infection, exposure, and likely exposure. During periods of high transmission such as the Omicron wave, many families opted to keep their students home until the county transmission rates decreased. For the 2022-2023 school year, we will continue to track our chronic absenteeism rates and analyze them throughout the year. We will adhere to district attendance policies with fidelity and facilitate timely attendance conferences with students and families.

After experiencing a sharp increase in the number of out-of-class referrals in 2021-2022, it dropped dramatically in 22-23. This is notable because it coincided with an increase in low-level student discipline that resulted in higher negative perception data amongst teachers and some student groups. Administration has been emphasizing using the SAT referral system to target chronic student misconduct earlier through restorative practices, pro-social conversations and relationship building.

We continue to implement an alternative to suspension program to address drug/alcohol incidents and usage amongst our students. This program was implemented late in the 22-23 school year. We believe it will not only help reduce we some suspensions but can also be a tool to address chronic usage amongst students.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase Student Achievement for all students (LCAP Goal #1) and increase student support services (LCAP Goal #3)

## Goal 3

Improve academic success and college and career readiness by increasing “a-g” completion rates, expand opportunities for AP classes, dual enrollment, and CTE pathway completions

## Identified Need

In the years prior to the COVID pandemic, our "a-g" rate completion historically hovered between 40% and 50% and data showed that approximately 40% of Terra Nova 9th graders fall off the “a-g” track and have difficulty recovering.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
"A-G" rates	<p>In the years prior to the COVID pandemic, our "a-g" rate completion historically hovered between 40% and 50%.</p> <p>Since then, we have made considerable progress in increasing our completion rates.</p> <p>Data from the class of 2019 reflects a 42% completion rate. Data from the class of 2021 reflects a 60% completion rate. Data from the class of 2022 reflects a 52.1% completion rate.</p> <p>We anticipate our 2023 rates to be around 63%.</p> <p>While there is a noted fluctuation between the various years, we have demonstrated a larger upward trend.</p>	For 2023-2024, we will increase "a-g" completion rates by 3%
Advanced Placement Enrollment Data	In the years prior to the COVID pandemic, our AP student population was growing to	For 2023-2024, we will increase AP enrollment by 2%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>account for thirty percent of the overall student population. Since the COVID pandemic, we have experienced fluctuations. There was a sharp decline in the 2020-2021 school year. Since then, there is a larger upward trend.</p> <p>In 2018-2019, approximately 28% of the student population was enrolled in at least one AP class.</p> <p>In 2019-2020, approximately 32% of the student population was enrolled in at least one AP class.</p> <p>In 2020-2021 school year, approximately 22% of the student population was enrolled in at least one AP class. We contribute this sharp decline to the impact of COVID-19.</p> <p>In 2021-2022, approximately 26.30% of the student population was enrolled in at least one AP class.</p> <p>In 2022-2023, approximately 32% of the student population were enrolled in at least one AP class.</p>	
College & Career Readiness Metric (California Dashboard)	<p>In 2019, data from the California Dashboard showed that 57.7% of our graduates placed in the "prepared" level on the college/career indicator. This was a 16.8% increase.</p> <p>The college/career indicator has been suspended since the COVID pandemic. We will use the updated data as our new benchmark.</p>	<p>Increase the percentage of students placed in the "prepared" level on the college/career indicator by 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Purchase study skills curriculum to be used in all Freshman Seminar classes

#### 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)

6500

#### Source(s)

Other

### 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

Develop unit objectives in Freshman Seminar course; Provide professional time for teachers and teacher leader to collaborate on the development of learning objectives aligned to the study skill curriculum

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2500

#### Source(s)

LCFF Supplemental  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Analyze AP student population data to determine demographics, course-taking patterns and past AP scores to determine areas of growth and strengths

#### 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)

No Additional Cost

#### 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

Develop a process to track interventions as part of our MTSS model of interventions

#### 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)

No Additional Cost

#### Strategy/Activity 5

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

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

All students

#### Strategy/Activity

Expand hours of College & Career Center.

Increasing the College/Career Center's hours of operations is an action that will help create a more college-going culture on campus. This service will also help support students in meeting their academic needs. increase student services to meet academic needs. It is expected that this service will provide all students with more opportunities to explore post-secondary options and for Terra Nova to further develop the frequency and scope of our college/career awareness activities and programs.

**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)

7000

Source(s)

LCFF Supplemental  
1000-1999: Certificated Personnel Salaries  
Increase College and Career Center hours

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide professional development on equitable grading practices based on Grading for Equity framework. Collaboration time will be used for training sessions, both whole group and small group, to explore and identify equitable grading practices. Additional paid collaboration time will be provided to teacher groups

**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)

District Funded  
1000-1999: Certificated Personnel Salaries

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Counselors will center four year plans and all course selection process around college & career measures; Counselors will begin tracking course-taking patterns of students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No Additional Cost  
  
No cost associated.

## Strategy/Activity 8

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

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

All students; EL students

### Strategy/Activity

Offer targeted support to academically struggling students as identified by progress report grades, teacher input via Flex sessions. Counselors and Administrators will provide study skill lessons, intervention support via Flex three times a month.

### 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)

No Additional Cost

No cost associated.

## Strategy/Activity 9

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

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

All students

### Strategy/Activity

A group of staff members (Administration & three teachers) will continue their PLC training with Eric Twadell by collaborating on grading including researching standards based grading and other equitable grading practices.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Cost

## Strategy/Activity 10

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

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

All students; Students with a disability

### Strategy/Activity

A group of staff members will form a bell exploration committee to identify how to best structure our bell schedule and school day to meet the needs of students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
7500	Other 1000-1999: Certificated Personnel Salaries

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS**

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

Since 2016, we have worked to improve our 9th grade success rates. The percentage of freshmen who have failed at least one class and the percentage who are off the "a-g" track has declined over the past two years from where they were pre-COVID. However, we continue to experience a larger percentage of our 9th graders falling off the "a-g" track due to "D" grades.

Over the past two-three years, we have increased our collaboration time, implemented Link Crew, Freshman Seminar, and Flex Time. We have explored equitable grading practices, implemented CM instructional strategies and embedded more universal support into our curriculum and assignments.

We have seen an improvement in the performance of our 9th graders. We have experienced a decline in the percentage of our ninth graders failing classes in both the fall and spring semester. However, we still report a sizable percentage of our 9th graders who are considered off the "a-g" track by the end of their 9th grade year. In 2021-2022, the data reflected 32%, In 2022-2023, the data reflected 38.48%.

Pre-COVID, the data hovered around 40%. While we are experiencing a downward trend which is growth and improvement, the issues persist and warrants our sustained attention and focus.

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.

Due to limitations with our schedule and lack of substitutes, we were unable to provide designated time for freshmen teachers to develop a system and process to identify struggling 9th graders. The

lack of a common preparation period made this goal difficult to sustain over the school year. We have developed a comprehensive student support program to identify struggling students based on a multi-tiered system of interventions. While we continue to implement this new model, we will also begin focusing on data tracking processes

The introduction of our Freshmen Seminar course, along with the purchase of a new study skills curriculum, has been a valuable tool by providing a forum upon which ninth graders can learn strategies necessary for academic support at Terra Nova which is reinforced by their content level teachers, as opposed to the content teachers needing to provide these lessons entirely. We will begin developing course objectives aligned to the new study skills curriculum.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$116,500.00

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

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 (\$)
General Fund	\$21,000.00
LCFF Supplemental	\$68,500.00
Other	\$27,000.00

Subtotal of state or local funds included for this school: \$116,500.00

Total of federal, state, and/or local funds for this school: \$116,500.00

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

Name of Members	Role
Megan Carey	Principal
Sophia Hutcheon	Other School Staff
Alyssa Jenkins	Classroom Teacher
Maya Lozowski	Other School Staff
Annette Kesterson	Other School Staff
Lory Morrow	Other School Staff
James Arnaudo	Parent or Community Member
Kellie Briesach	Parent or Community Member
Roberta Rennie	Parent or Community Member
	Secondary Student
	Secondary Student
	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Departmental Advisory Committee
	Other: Student Leadership

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 05/4/23.

Attested:

Principal, Megan Carey on
SSC Chairperson, Lory Morrow on

# 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](mailto: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](mailto: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](mailto: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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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