



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Western Placer Unified School District	31-66951-0000000	October 23, 2024	November 5, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Western Placer Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

In our School Plan for Student Achievement (SPSA), we address the significant number of students opting out of

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Western Placer Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

In our School Plan for Student Achievement (SPSA), we address the significant number of students opting out of

## Educational Partner Involvement

How, when, and with whom did Western Placer Unified School District consult as part of the planning process for this SPSA/Annual Review and Update?

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

Our School Site Council met on October 23, 2024, and it had a diverse representation including four students (two that are in Leadership and two that are not part of Leadership), three administrators, two parents, two teachers, one counselor, a community member, and our school resource officer. The SPSA, especially the SPSA budget, was discussed at length, and approved by all in attendance, with the SSC President (a parent chosen at this meeting) signing the document on October 26, 2023. SSC notified that small changes to the contents make take place, and that any changes to the budget actuals would be discussed at our regular quarterly meetings.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

At this time, there is very limited information on the CA. Dashboard and there are no state indicators with an overall performance in the red or orange category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

At this time, there is very limited information on the CA. Dashboard and there are no state indicators for any student group that is two or more performance levels below the "all student" performance.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Western Placer Unified School District. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.71%	0.62%	0.40%	4	6	5
African American	2.65%	2.26%	1.76%	15	22	22
Asian	4.42%	4.32%	4.73%	25	42	59
Filipino	4.95%	4.84%	5.13%	28	47	64
Hispanic/Latino	19.96%	20.16%	21.57%	113	196	269
Pacific Islander	1.24%	0.62%	0.56%	7	6	7
White	60.60%	60.8%	58.54%	343	591	730
Multiple/No Response	4.95%	4.94%	5.61%	28	48	70
Total Enrollment				566	972	1247

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	302	376	321
Grade 10	264	311	367
Grade 11		285	290
Grade 12			269
Total Enrollment	566	972	1,247

#### Conclusions based on this data:

1. TBHS is still experiencing regular growth at the school site.
2. Every class after the Senior class is larger than the class before it. This indicates larger graduation ceremonies, more graduation tasks to complete, and additional support needed to get seniors through their final year.
3. 34.15% of TBHS students are minority students.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	12	24	29		2.1%	2.3%
Fluent English Proficient (FEP)	55	73	101		9.7%	8.1%

### Conclusions based on this data:

1. FEP numbers are increasing while the percentage of FEP students in total is decreasing.
2. The number of English Language Learners is increasing as the student body population is increasing.
3. There is a lack of RFEP data available because the sample size is so small.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		274	283		198	233		198	233		72.3	82.3
All Grades		274	283		198	233		198	233		72.3	82.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		2638.	2574.		39.39	22.75		32.83	25.75		16.67	24.46		11.11	27.04
All Grades	N/A	N/A	N/A		39.39	22.75		32.83	25.75		16.67	24.46		11.11	27.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		40.40	23.18		51.52	50.64		8.08	26.18
All Grades		40.40	23.18		51.52	50.64		8.08	26.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		40.91	22.75		43.94	48.50		15.15	28.76
All Grades		40.91	22.75		43.94	48.50		15.15	28.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		16.67	16.31		76.26	66.09		7.07	17.60
All Grades		16.67	16.31		76.26	66.09		7.07	17.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		32.32	19.31		62.63	66.52		5.05	14.16
All Grades		32.32	19.31		62.63	66.52		5.05	14.16

**Conclusions based on this data:**

1. This data indicates that 17.7% of our 11th grade students did not take the CAASPP ELA exam. We have had a struggle since opening TBHS with high percentages of students' families opting them out of state testing.
2. This data indicates that 10% more students took the CAASPP exam in 2023-2024 than in 2022-2023. This indicates that some of the incentives we have put in place made a positive impact in participation.
3. This data indicates that in 2022-2023 we had 72.22% of students who met or exceeded the ELA standard on the CAASPP, however in 2023-2024 we had 48.4% of students who met or exceeded the ELA standard on the CAASPP. This is a decrease of 23.72%.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		274	283		210	237		210	237		76.6	83.7
All Grades		274	283		210	237		210	237		76.6	83.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		2592.	2568.		11.90	6.75		26.19	26.58		34.29	27.00		27.62	39.66
All Grades	N/A	N/A	N/A		11.90	6.75		26.19	26.58		34.29	27.00		27.62	39.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		17.14	13.92		51.90	51.90		30.95	34.18
All Grades		17.14	13.92		51.90	51.90		30.95	34.18

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		18.10	9.28		64.76	65.40		17.14	25.32
All Grades		18.10	9.28		64.76	65.40		17.14	25.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		16.67	8.02		68.10	68.35		15.24	23.63
All Grades		16.67	8.02		68.10	68.35		15.24	23.63

**Conclusions based on this data:**

1. This data indicates that 16.3% of our 11th grade students did not take the Math CAASPP. We have had a significant issue with many students' families opting their student(s) out of taking the CAASPP exam.
2. Although 7.1% more students completed the Math CAASPP in 23-24, the overall achievement decreased by 7.1%.
3. In 2022-2023 38.09% of students met or exceeded the Math standard and in 2023-2024 33.33% met or exceeded the Math standard. This is a decrease of 4.76%.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	1515.8	*	*	1513.8	*	*	1517.2	5	8	11
10	*	*	*	*	*	*	*	*	*	7	7	7
11		*	*		*	*		*	*		*	8
All Grades										12	17	31

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	0.00	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
All Grades	25.00	11.76	9.68	33.33	23.53	19.35	16.67	35.29	38.71	25.00	29.41	32.26	12	17	31

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	18.18	*	*	54.55	*	*	9.09	*	*	18.18	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
All Grades	25.00	17.65	22.58	50.00	47.06	35.48	8.33	17.65	22.58	16.67	17.65	19.35	12	17	31

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	0.00	*	*	9.09	*	*	45.45	*	*	45.45	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
All Grades	8.33	11.76	3.23	25.00	5.88	19.35	41.67	47.06	25.81	25.00	35.29	51.61	12	17	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
All Grades	8.33	11.76	3.23	66.67	52.94	41.94	25.00	35.29	54.84	12	17	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	72.73	*	*	9.09	*	*	18.18	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
All Grades	66.67	70.59	67.74	16.67	11.76	16.13	16.67	17.65	16.13	12	17	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	0.00	*	*	36.36	*	*	63.64	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
All Grades	16.67	17.65	6.45	58.33	23.53	32.26	25.00	58.82	61.29	12	17	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
All Grades	8.33	0.00	3.23	66.67	76.47	67.74	25.00	23.53	29.03	12	17	31

**Conclusions based on this data:**

1. Twelve Bridges High School has a significantly low number of EL learners.
2. I conclude that the number of students taking the ELPAC will increase as our student population increases.
3. This data indicates that 17 students took the ELPAC. With such a low number it would be easy to overlook this population. We need to highlight these students and ensure that their teachers and Administration/Counselors know them by name.

# School and Student Performance Data

## California School Dashboard 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
972	19.2	2.5	0.1
Total Number of Students enrolled in Western Placer Unified School District.	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	24	2.5
Foster Youth	1	0.1
Homeless	8	0.8
Socioeconomically Disadvantaged	187	19.2
Students with Disabilities	105	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	2.3
American Indian	6	0.6
Asian	42	4.3
Filipino	47	4.8
Hispanic	196	20.2
Two or More Races	48	4.9
Pacific Islander	6	0.6
White	591	60.8

**Conclusions based on this data:**

- 1. There is an increase in McKinney Vento students by 1.3%.
- 2. There is an decrease in Socio-Economically Disadvantaged Students by % but an increase in total number of Socio-Economically Disadvantaged Students to serve.
- 3. There is an increase of students attending TBHS who identify as African American.

# 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>Suspension Rate</div> <div></div> <div>Green</div>

Conclusions based on this data:

1. There is very limited data on the California dashboard. It shows that we are in the "green" for our suspension rate. Our own internal data indicates that we have a great number of students on campus, however our percentage of the student population that have been suspended is decreased significantly as we have tried to implement more restorative practices.



# School and Student Performance Data

## Academic Performance English Language Arts

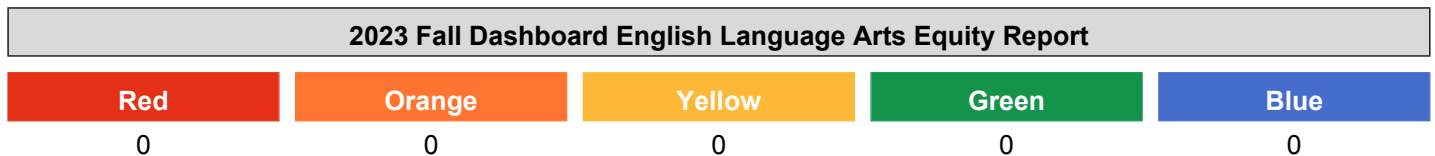
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.



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> 41.5 points below standard 258 Students	<b>English Learners</b> Less than 11 Students 8 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b> 31.4 points below standard 56 Students	<b>Students with Disabilities</b> 180.4 points below standard 29 Students

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

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	24.2 points above standard
5 Students	2 Students	10 Students	16 Students
Hispanic	Two or More Races	Pacific Islander	White
71.4 points below standard	29.1 points above standard	Less than 11 Students	55.7 points below standard
57 Students	15 Students	2 Students	149 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	Less than 11 Students	44.1 points below standard
3 Students	5 Students	229 Students

#### Conclusions based on this data:

1. While there is little data available on the California dashboard, it is clear that our students with disabilities are most significantly below the standard at 180.4 points below standard.
2. Our students who identify as two or more races are 29.1 points above the standard. While I do not know why, I find this as an interesting data point.

# School and Student Performance Data

## Academic Performance Mathematics

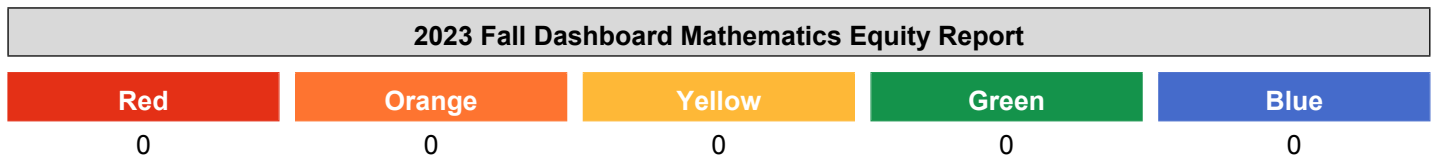
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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> 101.7 points below standard 257 Students	<b>English Learners</b> Less than 11 Students 8 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b> 108.7 points below standard 55 Students	<b>Students with Disabilities</b> 267.1 points below standard 29 Students

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

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	Less than 11 Students  2 Students	Less than 11 Students  10 Students	50.9 points below standard 16 Students
Hispanic	Two or More Races	Pacific Islander	White
136.8 points below standard 56 Students	56.3 points below standard 15 Students	Less than 11 Students  2 Students	107.7 points below standard 149 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  3 Students	Less than 11 Students  5 Students	100.5 points below standard 228 Students

#### Conclusions based on this data:

- Students with disabilities and students who are socio-economically disadvantaged score far below standard in Mathematics.
- Overall, students as a whole did better in ELA than they did in Mathematics.

# 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	
English Learner Progress	
25% making progress towards English language proficiency	
Number of EL Students: 16 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
4	8	0	3

### Conclusions based on this data:

1. This data indicates that the greatest percentage of students maintained level 1, 2L, 2H, 3L, or 3H while all students at Level 4 progressed at least one ELPI level.
2. Only 25% did increase, so we will need to continue working towards English proficiency. We added an ELD course in the middle of last school year, so it will be important to reevaluate the percentage of students making progress towards English language proficiency the following year to be sure that our ELD course is supporting the students appropriately.
3. Due to the small population of EL Learners, it is important that we know each of these students by name in order to guide them/ teach them more in English Language Acquisition.

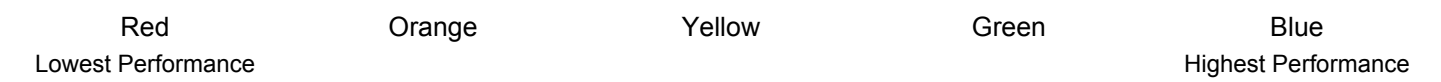
# School and Student Performance Data

## 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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. More than 95% of our Senior class graduated in June 2024. This is based on our internal data collection. We know that only 1 student of the 2024 Senior class did not graduate, but we do not know how many others did not if they started at TBHS and transferred to another HS during their career, so we estimate that at least 95% of our Seniors graduated in June of 2024.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

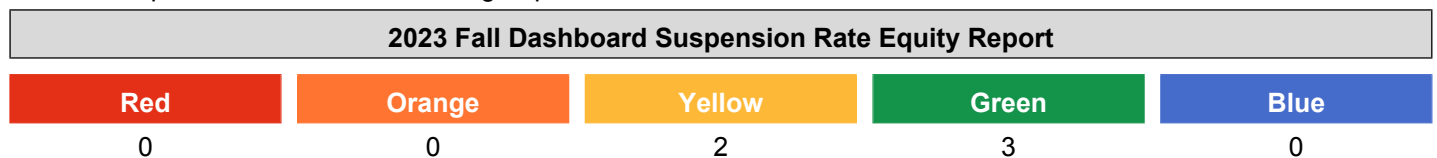
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>  Green 2.7% suspended at least one day Declined -1.6 1006 Students	<b>English Learners</b> 0% suspended at least one day Maintained 0 28 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> 7.7% suspended at least one day 13 Students	<b>Socioeconomically Disadvantaged</b>  Green 4.7% suspended at least one day Declined Significantly -3.3 212 Students	<b>Students with Disabilities</b>  Yellow 7.8% suspended at least one day Declined -1.3 116 Students

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

<b>African American</b> 0% suspended at least one day Declined -6.7 23 Students	<b>American Indian</b> Less than 11 Students 6 Students	<b>Asian</b> 2.3% suspended at least one day Increased 2.3 43 Students	<b>Filipino</b> 4.2% suspended at least one day Increased 4.2 48 Students
<b>Hispanic</b>  Green 3.5% suspended at least one day Declined Significantly -8 202 Students	<b>Two or More Races</b>  Green 5.8% suspended at least one day Declined -5.6 69 Students	<b>Pacific Islander</b> Less than 11 Students 6 Students	<b>White</b>  Yellow 2.1% suspended at least one day Maintained 0.2 609 Students

#### Conclusions based on this data:

1. This data indicates that in every student sub-group the suspension rate declined or maintained except for Asian students whose sub- group by 2.3% and Filipino students whose sub-group increased by 4.2%. I attribute this to our restorative practices that we have put into place.
2. While students of Hispanic background and/or two or more races were more likely to be suspended in 2021/2022, these percentages have declined/declined significantly. Again, I attribute this to implementing more restorative practices and following of the district disciplinary matrix.
3. This data indicates that overall, student suspensions have decreased even with a growing student population.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### College & Career Readiness

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a newer high school with one graduating class, TBHS does not yet have a comprehensive set of data about its graduates. The school is building a college and career-oriented culture, aiming for students to graduate A-G eligible and/or complete a CTE pathway. With the school's growth, more academically rigorous courses have been added, including AP Statistics, AP Physics, DE Sierra College IT90, DE Sierra College IT100, and Psychology. While the school seeks to provide all students with access to AP courses, practice exams, and AP exams, current facility limitations prevent on-site exam administration.

The AVID program will continue to receive support through funding for substitute teachers and field trips. An ELD class was introduced mid-last academic year, and additional resources are being allocated to support English language acquisition. The Intervention Services Provider is now an essential part of the MTSS team and will be compensated for time spent attending IEP, SST, and 504 meetings to discuss implemented interventions.

Recent CAASPP data indicates a decrease in student achievement. To address this, students who score Proficient or Advanced on the CAASPP or CAST, as well as those earning an overall GPA of 3.0 or 4.0, will receive graduation cords. These cords are intended to encourage students to take the CAASPP seriously, perform well on assessments, and excel academically.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test Scores in ELA and Math		We will have a 10% increase in the percentage of 11th grade students that take the CAASPP test and the CAST test. 45% scored a proficient or above in ELA, while 33% scored a proficient or above in Math, and 28% scored a proficient or above on the CAST.
AP Test takers and Practice tests		75% of all AP students will take the test and 50% of all AP teachers will offer AP practice tests.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Peer Tutoring/Homework Center - Students will have access to in-person peer tutoring three times a week to support them in earning the grades that allow them to apply for college/career training. Students will also have access to a College and Career Center with multiple resources including but not limited to application support, financial aid support, college essay writing support, career exploration and parent informational evenings. Students will take practice AP exams outside of school hours and take the AP exam in order to earn college credits.	All Students	3000 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Peer Tutor Hourly costs 7000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Peer Tutor Supervisor costs 300 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Supplies for Tutoring 1500 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies College & career Center supplies 10000 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Center to AP test. Our current school facilities don't allow AP testing of large groups. An off-site testing center will allow access to all students. We will also need to rent tables and chairs for the students' to test at. 500 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Compensation for AP teachers who proctor practice AP exams outside of school hours. 1500 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries AP proctoring and substitutes
1.2	AVID Implementation campus-wide to expose students in AVID electives, and even those who are not, to a college-going mindset, so that	All students/ SES/Unduplicated students	6500 LCFF-Supplemental (Site Fund)

	students are knowledgeable about college-level study habits, how to apply to get into universities, how to help fund college education, and what to expect in college.		4000-4999: Books And Supplies AVID shirts, AVID Fieldtrip costs, AVID scholarship support 700 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies AVID Night supplies purchase 10000 LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures AVID Summer Institute/ AVID PD
<b>1.3</b>	Provide additional hours for the Intervention Services Provider to work with students individually as well as attend meetings before and after school, and to create and maintain data on students who are struggling with academic	Primarily SWD/SPED, academically struggling students	6500 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries OT pay for ISP to attend IEPs/504s/SSTs, and keep updated data for MTSS meetings.
<b>1.4</b>	We recognize that data shows that our EL students are not attaining English Language Proficiency very quickly. We also know that we have a much larger EL population that we have had in the past and we added an ELD course to support these students. We want to continue to support their growth in English Language Development.	English Language Learners	4000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Additional curriculum supplements such as books and anchor charts. 1000 LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures This will support any PD needed as well as substitute cost for teachers to participate in PD. 2000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries This is to support teachers who need to translate materials outside of contract hours to ensure that EL students have access to the curriculum.
<b>1.5</b>	Provide recognition for students who score proficient or advanced on the CAASPP, who have high academic achievement, and provide	All students	3000 LCFF-Supplemental (Site Fund)

	incentives for students to be more likely to take the CAASPP exam.		4000-4999: Books And Supplies Graduation cords for students who score Proficient or Advanced in ELA or Math on the CAASPP, as well as scoring proficient or advanced on the CAST. 500 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies CAASPP incentives 1000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Graduation cords for students who earn a 3.0 and above.
1.6	Provide time for co-teach pairs to collaborate and/or do PD.	SWD/SpEd	499 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Cost of Subs and/or PD

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Overall we supported the salaries for Classified and Certificated Personnel for peer tutoring at more than double that we allocated for. The strategies to support additional training for SPED teachers as well as the money allocated for the Language Line was not used as it should have been.

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

Last year I did not allocate any supplemental funds to support an ISP. This year I am allocating \$6500 for OT and I will monitor the time she spends attending IEPs/504s/SSTs as well as the time she spends putting together data to see if this new allocation is successful. Another change from last year's allocations is that is that I allocated money to SpEd teachers for field trips and training and very little of that was used.

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.

In the future, I anticipate increasing the amount that I allocate to Peer Tutoring classified and certificated salaries.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School & Community Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

With students and families being unable to be as involved with their schools during COVID, and with our own school culture being in its infancy, robust attention to culture, climate, and what it means to be a Rhino is needed, with opportunities for students, staff, families, and the community to interact with our school positively. We believe that increasing student voice and rewarding positive behavior and academic accomplishments will help bring adults and student relationships together.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Internal WASC student survey	51.3% of students report that they agree or they strongly agree that they feel comfortable asking questions or expressing ideas in the classroom.	We would like at least 75% of students to feel comfortable asking questions or expressing ideas in the classroom after establishing a student congress.
Internal WASC student survey	19% of students feel that Advisory period is a safe place to express ideas, get help with work, and connect.	We would like to have at least 50% of students feel that Advisory is a safe place after establishing a student congress.
School Site Council Participation	We established our school site council in the 2021-2022 school year. It consisted of 2 students, 4 parents, 1 classified staff, and 2 certificated staff members. We met one time.	Have members from students, parents, classified, and certificated groups represented on SSC. Increase the number of student (1) and classified participants (2) and meet 2 times throughout the year.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Opening Day Activities - First two days of school non-academic in nature to create relationships, develop school pride, and introduce the school community to one another. We have a focus on	All	15000 LCFF-Supplemental (Site Fund)

	building the staff and student relationships and trust.		4000-4999: Books And Supplies School Pride shirts for all students 1800 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Student meals for all school gathering BBQ
<b>2.2</b>	Document/Phone Translation to increase access for families who speak another language	EL Students	500 LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Document Translation Services/Phone translation services for parent meetings
<b>2.3</b>	Student congress meeting supplies to support the regular meeting of students to hear student voice.	All	1000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Items to hold student congress meetings.
<b>2.4</b>	Crash Tag Positive Behavior Reinforcements to acknowledge students who demonstrate our value actions and PBIS. This includes branding and promotion of our Rhino Value Actions: Lead, Learn, Strive and Thrive. PBIS reinforcements.	All	1000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Crash Tag and PBIS Reinforcement Rewards and Promotion. We are implementing PBIS and this will allow us to support the implementation.
<b>2.5</b>	Graduation cords for students who serve as a student senator or a student congress person for all 4 years.	All students	2000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies graduation cords
<b>2.6</b>	Teachers and other staff members participate in a student event, Every 15 Minutes, to show students the impact of drunk driving.	All students	2000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Subs for teachers to participate in the Every 15 minutes program.

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

**Analysis**

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

Last year we found that the purchase of shirts for the student body is very successful. Our students wear them the whole year. We also started the student senate last year and plan to implement the student congress this year. Adding more opportunities to hear student voice is vital to developing the positive relationships between adults and students on campus.

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

One major difference from this allocations last year to this year is that we are purchasing graduation cords to honor student voice in our decision making processes. TBHS has not had an established way to esure that student voice was heard.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$45,325.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$82,799.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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 (\$)
LCFF-Supplemental (Site Fund)	\$82,799.00

Subtotal of state or local funds included for this school: \$82,799.00

Total of federal, state, and/or local funds for this school: \$82,799.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	82,799	0.00
Prop 28	213,463	213,463.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	82,799.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,499.00
2000-2999: Classified Personnel Salaries	9,500.00
4000-4999: Books And Supplies	36,500.00
5000-5999: Services And Other Operating Expenditures	11,800.00
5800: Professional/Consulting Services And Operating Expenditures	11,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	13,499.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	9,500.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	36,500.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	11,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	11,500.00

## Expenditures by Goal

Goal Number
Goal 1
Goal 2

Total Expenditures
59,499.00
23,300.00

# 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:

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

Name of Members	Role
Heather Pierce	Principal
Chris Bombard	Principal
Wendy Hamasaki	Classroom Teacher
Krista Greenlee	Classroom Teacher
Erik Yergensen	Principal
Wesley Collins	Other School Staff
Aubry Tenney	Parent or Community Member
Ersula Bombard	Parent or Community Member
Alyssa Jansen	Secondary Student
Faith Anderson	Secondary Student
Harshaan Hayer	
Danielle Garcia	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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/26/23.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is for Heather Pierce, and the bottom signature is for Aubry Tenney. Both signatures are written in a cursive, flowing style.

Principal, Heather Pierce on 10/31/24

SSC Chairperson, Aubry Tenney on 10/31/24

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's 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 LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.



**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023