

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Travis Education Center	48-70565-4830022	1/22/2025	2//2025

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 Travis Education Center for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description	5
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	6
Other Needs	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	14
Student Population.....	16
Overall Performance	18
Academic Performance	20
Academic Engagement	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	37
Goal 3.....	43
Goal 4.....	46
Goal 5.....	48
Budget Summary	49
Budget Summary	49
Other Federal, State, and Local Funds	49
Budgeted Funds and Expenditures in this Plan.....	50
Funds Budgeted to the School by Funding Source.....	50
Expenditures by Funding Source	50
Expenditures by Budget Reference	50
Expenditures by Budget Reference and Funding Source	50
Expenditures by Goal.....	50
School Site Council Membership	52
Recommendations and Assurances	53
Instructions.....	54
Appendix A: Plan Requirements	61

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements64
Appendix C: Select State and Federal Programs67

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 Travis Education Center for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

Based on our perception surveys and WASC self-study, we are continually reviewing and refining our action plan to align with the needs identified in our data. The WASC visiting team recommended that we maintain our focus on implementing research-based instructional strategies and collaborate with the comprehensive site to address any stigma among the staff, while continuing to strengthen our partnerships.

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.

TEC's performance in the 2023-24 year was categorized as "Orange" in two areas: Suspension Rate and College and Career Readiness. While the increase in the suspension rate was slight, rising by 0.3%, it was most notable in the socioeconomically disadvantaged subgroup. Recognizing the need for continued improvement, TEC remains committed to implementing alternative means of correction aligned with restorative practices.

To address this, TEC has established a robust Positive Behavior Interventions and Supports (PBIS) system and a comprehensive character education program. These initiatives work in tandem to foster a supportive environment where clear expectations are communicated and upheld with care and respect. TEC is dedicated to reducing suspension rates and ensuring equitable practices that support all students' success.

TEC is actively working to improve performance on the College and Career Readiness Indicator. The school excels at exposing students to various career and college opportunities through events like the annual College and Career Fair, where representatives from trades, industries, local community colleges, and specialized programs encourage students to explore diverse pathways.

However, TEC faces challenges in meeting the indicator due to the lack of staffing for a Career and Technical Education (CTE) pathway. While the counselor effectively supports students in becoming dual-enrolled at our neighboring community college, many students are not at TEC long enough to complete the required two full semesters.

There is optimism for future growth, including the potential to support a staff member in earning a CTE credential in the field of Careers in Education. While this class has been offered as a general elective, it has proven effective, with several TEC graduates securing positions as paraprofessionals within the district. This success underscores the class's value and highlights TEC's commitment to preparing students for meaningful careers.

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.

TEC's performance in ELA and Math on the CAASPP tests remains below standard. However, the CAASPP test is not an ideal measure of student achievement. Most TEC students enroll in their 11th-grade year, sometimes mid-year, having previously attended either the comprehensive site or schools outside the district. Given this unique context, TEC focuses on other metrics to assess growth and success. These include graduation rates, credit recovery progress, the number of students meeting credit benchmarks, and GPA improvement during their time at TEC. Additionally, TEC places greater emphasis on NWEA's MAP testing, which is conducted multiple times throughout the year to track growth in Reading and Math. This approach provides a clearer picture of student progress and highlights the added value TEC offers in helping students achieve academic success. The TEC staff continues to work on finding ways to incentivize students to take these assessments seriously and give their best effort. Many students struggle to see the value in these tests and, as a result, lack the motivation to fully engage. TEC is exploring creative strategies to build motivation and help students set meaningful goals, encouraging them to see the connection between their efforts, their growth, and their learning outcomes.

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 Travis Education Center. 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	1.37%	0%	%	1	0	
African American	20.55%	21.43%	26.76%	15	15	19
Asian	%	0%	2.82%	0	0	2
Filipino	4.11%	4.29%	7.04%	3	3	5
Hispanic/Latino	43.84%	34.29%	25.35%	32	24	18
Pacific Islander	1.37%	0%	%	1	0	
White	21.92%	27.14%	23.94%	16	19	17
Two or More Races	5.48%	11.43%	12.68%	4	8	9
Not Reported	1.37%	1.43%	1.41%	1	1	
Total Enrollment				73	70	71

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	1	2	2
Grade 11	37	29	23
Grade 12	35	39	46
Total Enrollment	73	70	71

Conclusions based on this data:

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

The population:

Race/Ethnicity: 12.68% Multiple, 1.41% no response, 7.04% Filipino, 26.76% black or African American, 23.94% white, 2.82% Asian, and 25.35% identified as Hispanic or Latino.

The student population usually increases in January and can reach 80 students, although the average is generally between 65-75. TEC is relatively diverse, with fewer Filipino, and Asian students. With fewer students and staff,

TEC can maintain a "family-like" environment, pilot new initiatives quickly, and often work collaboratively. Students at TEC regularly attribute their academic success to the small class sizes and the overall small enrollment.

2. The majority of students enrolled at TEC are in 11th or 12th grade, though there are occasional cases where 10th-grade students join TEC to benefit from the smaller, more supportive learning environment. When 10th-grade students are considered for enrollment, their circumstances are carefully evaluated to ensure that TEC is a suitable fit. This is especially important as 10th-grade students often exhibit a different level of maturity and may lack the same sense of urgency in focusing on improving their grades and recovering credits. In general, TEC enrollment stays relatively small to meet the Model Continuation High School requirements for student to teacher ratio, it's the number one reason why TEC can create a "family-feel" environment conducive to learning.

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	4	3	1	1.3%	5.5%	1.4%
Fluent English Proficient (FEP)	9	7	5	9.2%	12.3%	7.0%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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	52	43	35	45	42	34	45	42	34	86.5	97.7	97.1
All Grades	52	43	35	45	42	34	45	42	34	86.5	97.7	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2531.	2478.	2481.	0.00	0.00	0.00	40.00	11.90	14.71	26.67	33.33	35.29	33.33	54.76	50.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	40.00	11.90	14.71	26.67	33.33	35.29	33.33	54.76	50.00

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	15.56	0.00	8.82	48.89	57.14	52.94	35.56	42.86	38.24
All Grades	15.56	0.00	8.82	48.89	57.14	52.94	35.56	42.86	38.24

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	8.89	4.76	2.94	51.11	30.95	26.47	40.00	64.29	70.59
All Grades	8.89	4.76	2.94	51.11	30.95	26.47	40.00	64.29	70.59

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	13.33	4.76	11.76	80.00	69.05	67.65	6.67	26.19	20.59
All Grades	13.33	4.76	11.76	80.00	69.05	67.65	6.67	26.19	20.59

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	4.44	4.76	0.00	80.00	66.67	67.65	15.56	28.57	32.35
All Grades	4.44	4.76	0.00	80.00	66.67	67.65	15.56	28.57	32.35

Conclusions based on this data:

- TEC staff demonstrated great effort in achieving near-total student participation in testing during the 2023-24 school year. While there has been a significant decline in the percentage of students meeting overall ELA standards since 2022, often attributed to the lasting impacts of the COVID pandemic, students are gradually showing progress.

From 2022-23 to 2023-24, there was a modest 2.81% increase in overall achievement, indicating some improvement is taking hold. However, substantial efforts are still needed to make significant strides in helping students meet overall standards. TEC remains committed to implementing strategies and supports that will foster continued progress and accelerate student achievement in future years.
- The small number of students who participate in CAASPP testing and the fluid nature of TEC's student population present challenges in evaluating the school's academic program using CAASPP results alone. Many students transfer to TEC just days before testing, making their scores an unreliable reflection of what they have learned at TEC.

Recognizing this limitation during a previous WASC self-study, TEC staff identified the need for alternative tools to monitor academic growth effectively. As a result, teachers use the NWEA MAP testing, which is administered three times a year to measure student progress. The 2022 school year marked the first time TEC had individual growth results for students who tested multiple times within the same year. This shift has been the first step toward addressing areas of academic growth for the school.

Preliminary data from last year's MAP results in English and Math have guided the staff to place greater emphasis on using benchmark assessments to identify students' starting points and address gaps in ELA and Math. Teachers plan to incorporate MAP results into their lesson planning to tailor instruction to student needs.

Despite these efforts, student buy-in for these assessments remains a challenge. TEC staff are actively working to incentivize students to take benchmark tests seriously, helping them see the value of these assessments in tracking their personal growth and learning.

TEC continues to rely on other academic indicators, including graduation rates, average GPAs, attendance rates, and academic probation numbers, to gain a comprehensive understanding of major learner needs. The staff remains dedicated to using data-driven approaches to promote growth and ensure academic success for all students.

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	52	43	35	44	42	34	44	42	34	84.6	97.7	97.1
All Grades	52	43	35	44	42	34	44	42	34	84.6	97.7	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2449.	2416.	2450.	0.00	0.00	0.00	2.27	0.00	0.00	15.91	7.14	11.76	81.82	92.86	88.24
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	2.27	0.00	0.00	15.91	7.14	11.76	81.82	92.86	88.24

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	0.00	0.00	0.00	15.91	9.52	23.53	84.09	90.48	76.47
All Grades	0.00	0.00	0.00	15.91	9.52	23.53	84.09	90.48	76.47

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	0.00	0.00	2.94	56.82	52.38	55.88	43.18	47.62	41.18
All Grades	0.00	0.00	2.94	56.82	52.38	55.88	43.18	47.62	41.18

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	0.00	0.00	0.00	65.91	52.38	73.53	34.09	47.62	26.47
All Grades	0.00	0.00	0.00	65.91	52.38	73.53	34.09	47.62	26.47

Conclusions based on this data:

1. Math continues to be an area of growth. No students exceeded nor met the overall math standard since 2022; 11.76% of the students nearly met the standards which had come up 4.62%. 76.47% of students were below standards.
2. Math scores continue to present significant challenges, with results lagging even further than ELA. This reflects a districtwide trend, as Math remains an area of ongoing focus for improvement. At TEC, the challenge is compounded by the unique circumstances of its student population. Many 11th-grade students have already fulfilled their math requirements and are not currently enrolled in a math course, making it difficult for them to recall and apply skills from prior years. Others are still working to meet the basic math credit requirements, often due to previous struggles in the subject.
To address these challenges, the principal disaggregated MAP data to focus on individual student performance, examining the growth of those who were able to complete multiple assessments throughout the year (students who still have to complete Algebra), emphasizing personal growth and achievement that aims to inspire students to recognize their potential, regardless of their starting point.
However, testing fatigue and a lack of perceived value in these assessments remain common barriers for students. TEC staff are actively working to shift this mindset by leveraging MAP testing goals and embedding standards-based tools from the MAP platform to identify and address learning gaps. While this approach is still a work in progress, the staff remains committed to fostering a culture of growth and helping students build confidence in their math skills.

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/ela/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
12	*		*	*		*	*		*	*	0	*
All Grades										*	*	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. ELPAC results are not statistically significant for our school. However, we continue to provide support to all students that require additional EL services to ensure equal access by partnering with our neighboring high school.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
71	59.2%	1.4%	1.4%
Total Number of Students enrolled in Travis Education Center.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	1.4%
Foster Youth	1	1.4%
Homeless	2	2.8%
Socioeconomically Disadvantaged	42	59.2%
Students with Disabilities	11	15.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	26.8%
American Indian	0	0.0%
Asian	2	2.8%
Filipino	5	7%
Hispanic	18	25.4%
Two or More Races	9	12.7%
Pacific Islander	0	0.0%
White	17	23.9%

Conclusions based on this data:

1. More than half TEC's student population is considered socioeconomically disadvantaged, which bring a higher capacity of needs among TEC students. 15.5% of the students have IEPs that require additional supports.

2. Travis Education Center (TEC) is staffed by a dedicated team that fosters a relational, family-oriented atmosphere. As a school of choice, TEC provides a small, safe, and inclusive environment designed to support all students in becoming responsible, productive citizens equipped to meet today's challenges. The school promotes success through both traditional and non-traditional pathways, ensuring a personalized approach to education. TEC's small student-teacher ratio is a key factor in maintaining its designation as a Model Continuation High School. This structure enables staff to meet each student where they are, addressing individual needs and providing tailored support to help them thrive academically, socially, and emotionally.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Academic Engagement

Graduation Rate



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



No Performance Color

English Learner Progress



No Performance Color

College/Career



Red

Conclusions based on this data:

1. TEC has maintained a strong graduation rate over the years, typically over 95%. The students who did not meet the graduation requirement are those who have an IEP and will take on a 5th year or have completed the California High School Proficiency exam.
2. Although the suspension indicator shows orange, TEC has a reasonably low suspension rate and is viewed as a very safe school environment based on numerous perceptions surveys. The principal and staff continue to use other means of correction centered around restorative practices and education about choices. We attribute these findings to the continued practice of self-studies and implementation of various programs that support social-emotional learning, trauma-informed practices, PBIS, Character Development, and an unwavering staff.
3. TEC faces challenges in meeting the indicator due to the lack of staffing for a Career and Technical Education (CTE) pathway. While the counselor effectively supports students in becoming dual-enrolled at our neighboring community college, many students are not at TEC long enough to complete the required two full semesters.

School and Student Performance Data

Academic Performance English Language Arts

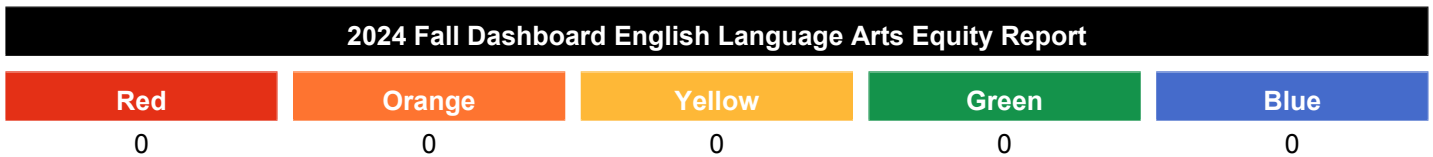
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>87.3 points below standard</p> <p>Increased 11.5 points</p> <p>20 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>134.3 points below standard</p> <p>Declined 20.5 points</p> <p>11 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Hispanic</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students</p>

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

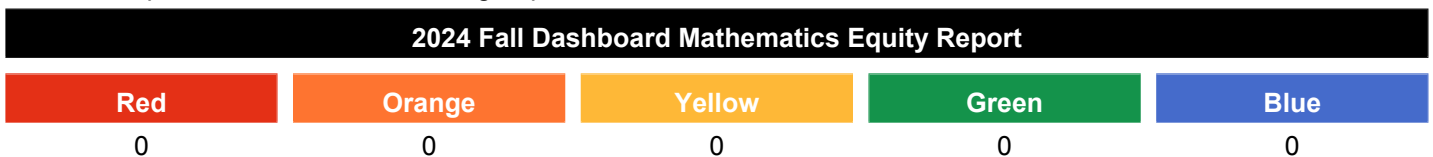
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p></p> <p>No Performance Color</p> <p>188.4 points below standard</p> <p>Increased 30.6 points</p> <p>20 Students</p>	<p>English Learners</p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>210.9 points below standard</p> <p>Increased 6.8 points</p> <p>11 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Hispanic</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students</p>

Conclusions based on this data:

1. There are so few students that makeup subgroups where we do not see color indicators. However, as stated before math is an area of growth for TEC students.

School and Student Performance Data

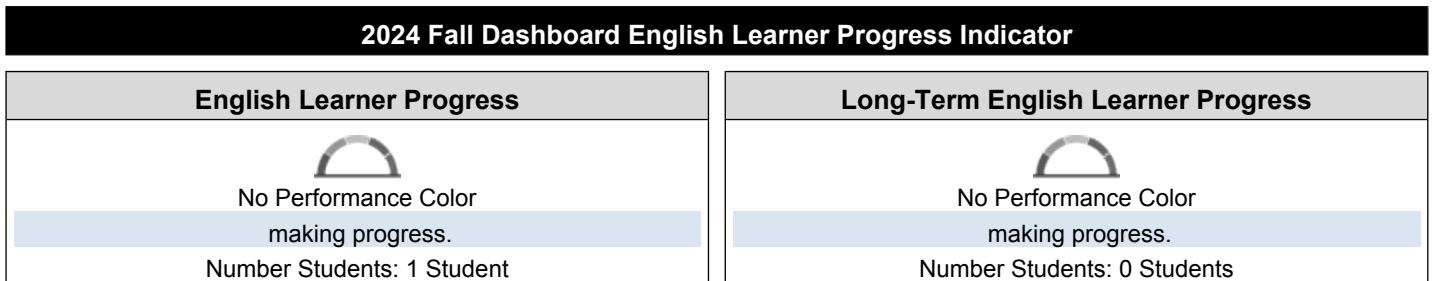
Academic Performance English Learner Progress

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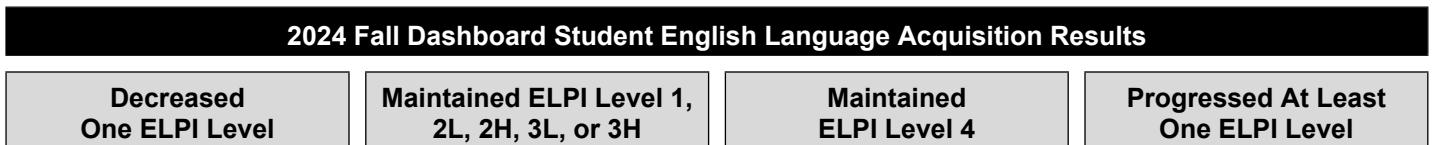
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



Conclusions based on this data:

1. Due to only having 1 EL student the performance level does not show. We continue to support our EL students as they come through our program.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

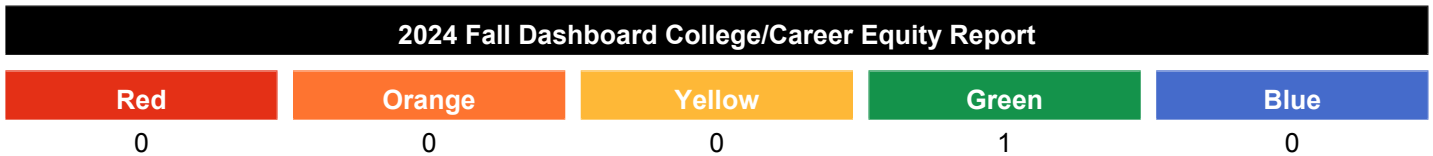
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>Prepared 7.8%</p> <p>Increased 4.4%</p> <p>51 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>Prepared 7.7%</p> <p>Increased 2.4%</p> <p>39 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students</p>	<p>African American</p>  <p>No Performance Color Prepared 0% 12 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>Hispanic</p>  <p>No Performance Color Prepared 23.1% Increased 18.7% 13 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Prepared 6.7% Maintained 1.1% 15 Students</p>

Conclusions based on this data:

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

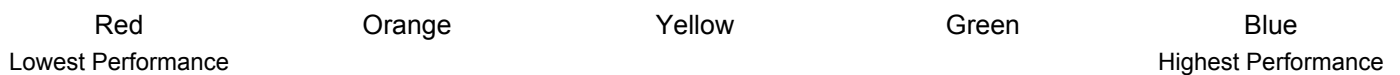
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

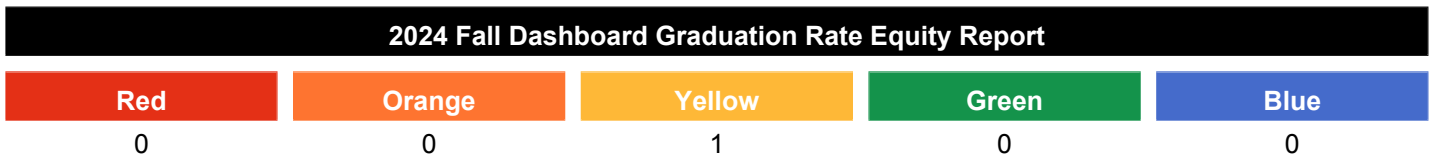
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>94.1% graduated</p> <p>Declined 2.4%</p> <p>51 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>94.9% graduated</p> <p>Declined 2.5%</p> <p>39 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students</p>	<p>African American</p>  <p>No Performance Color 100% graduated 12 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>Hispanic</p>  <p>No Performance Color 92.3% graduated Declined 7.7% 13 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 86.7% graduated Declined 2.2% 15 Students</p>

Conclusions based on this data:

- TEC has maintained a strong graduation rate over the years, higher than most continuation high schools (typically over 95%). The 1-2 students that did not finish either had an IEP and will graduate in a 5th year and the other completed the California High School Proficiency exam. TEC attributes these findings to the continued practice of self-studies and implementation of the various programs that support social-emotional learning, trauma-informed practices, PBIS, Character Development, and an unwavering staff.

School and Student Performance Data

Conditions & Climate Suspension Rate

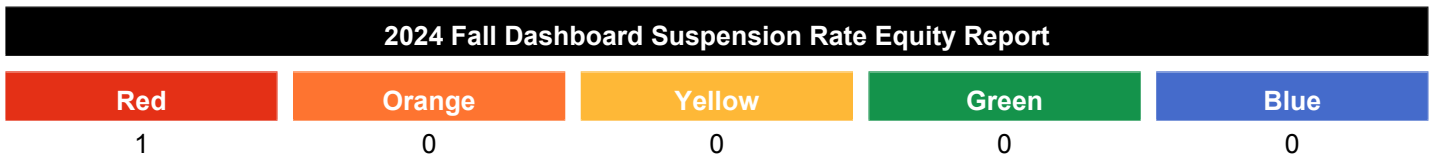
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>9.8% suspended at least one day</p> <p>Increased 0.3%</p> <p>92 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>12.7% suspended at least one day</p> <p>Increased 3.2%</p> <p>55 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>21.4% suspended at least one day</p> <p>Increased 9.7%</p> <p>14 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>26.9% suspended at least one day</p> <p>Increased 22.8%</p> <p>26 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>4.3% suspended at least one day</p> <p>Declined 4.5%</p> <p>23 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 7.1%</p> <p>12 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>4.3% suspended at least one day</p> <p>Declined 13.5%</p> <p>23 Students</p>

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

Improve student achievement while making sufficient credit recovery and address the culture among students about earning minimum grades, and focus on quality of student work and individual academic growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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

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

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

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
Graduation rate	end of 2023 - 96.6%/ end of 2024 94.1%	Maintain a minimum of 95% graduation rate
Academic Probation numbers	end of 2023 - 35 (35%)/ end of 2024 - 18 (20%)	Keep Academic Probation average below 20%
GPA average	end of 2023 1.99/ end of 2024 2.06	Increase GPA average by .45 points
D/F rate	end of 2023 21%/ end of 2024 - 15%	Lessen D/F rate by 2%
Individual student growth on NWEA MAPs	2023- Growth in Reading – 38 % (59 scores)/ 2024- Growth in Reading – 43% (53 scores)	Individual growth average up by 6% in Reading
Individual student growth on NWEA MAPs	2023 - Growth in Math – 53% (53 scores)/ 2024- Growth Math – 47% (13 scores)	Individual growth average up by 3% in Math

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	<p>Enhancing Credit Recovery Progress:</p> <ul style="list-style-type: none"> • Conduct regular progress report reviews with staff to monitor student progress. • Host parent meetings to foster collaborative support for student credit attainment. • Implement targeted interventions, including Check-In/Check-Out (CICO), after-school assistance, and a dedicated guidance class, to help students meet credit benchmarks. <p>Support for English Learners: Partner with the neighboring comprehensive high school to incorporate additional support for English Learners into their daily schedules.</p> <p>Utilizing Benchmark Assessments:</p> <ul style="list-style-type: none"> • Administer NWEA MAP assessments to evaluate and track student growth effectively. • Use MAPs-embedded goal-setting practices with students to promote ownership of their learning journey. <p>Data-Driven Instructional Accountability:</p> <ul style="list-style-type: none"> • Facilitate thorough data reviews during classes to increase student accountability and engagement. • Leverage tools aligned with MAP, such as Khan Academy and practice tests, to address individual learning needs. <p>Professional Development for MAP Utilization:</p> <ul style="list-style-type: none"> • Engage staff in professional development to optimize the use of MAP tools and insights for guiding daily instruction. <p>Consistent Grading Practices:</p> <ul style="list-style-type: none"> • Reinforce the universal grading rubric to help students clearly understand the criteria for earning each grade. • Utilize specific rubrics for assignments and projects to provide transparent guidance on achieving higher performance. <p>Advanced Lesson Planning:</p> <ul style="list-style-type: none"> • Develop and implement learning objectives based on higher levels of Bloom's Taxonomy, emphasizing their relevance throughout each lesson. <p>Collaborative Curriculum Enrichment:</p>	All Students	<p>1000.00 LCAP 5800: Professional/Consulting Services And Operating Expenditures</p> <p>200.00 District Funded 4000-4999: Books And Supplies</p>

	<ul style="list-style-type: none"> Schedule periodic collaboration sessions for teachers to enrich lessons and plan cross-curricular activities. Participate in First Best Practices visits to observe and integrate innovative instructional strategies from other classrooms and schools. <p>Rigorous, Standards-Based Instruction:</p> <ul style="list-style-type: none"> Design lessons informed by student data, ensuring alignment with standards-based curricula that emphasize high expectations and academic rigor. Incorporate a diverse range of inclusive and equitable texts and literature to reflect various perspectives and cultures. 		
1.2	<p>Comprehensive Support Through MTSS:</p> <ul style="list-style-type: none"> Implement a Multi-Tiered System of Support (MTSS) framework to provide all students with opportunities for success and promote positive behaviors. <p>Commitment to PBIS and Character Development:</p> <ul style="list-style-type: none"> Deliver Positive Behavior Interventions and Supports (PBIS) aligned with TEC's Character Development program to foster a culture of respect, responsibility, and resilience. Use the MTSS process to identify and support students requiring additional interventions to thrive academically and behaviorally. <p>Data-Driven Decision Making:</p> <ul style="list-style-type: none"> Analyze SWIS data and other metrics to inform and guide program-level decisions that improve outcomes for students. <p>Targeted Interventions and Program Placement:</p> <ul style="list-style-type: none"> Equip the PBIS Tier II team to place and exit students from intervention and support programs based on their needs and progress. Collaborate through Student Support Teams (SSTs), 504 plans, Individualized Education Programs (IEPs), or placement modifications to determine and implement appropriate interventions for student success. 	All Students	<p>800.00 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures</p> <p>LCAP 5800: Professional/Consulting Services And Operating Expenditures</p>
1.3	<p>Hands-On College and Career Preparation:</p> <ul style="list-style-type: none"> Maintain job shadowing opportunities, beginning with district departments such as maintenance, transportation, and food services. 	All students	District Funded 2000-2999: Classified Personnel Salaries

	<ul style="list-style-type: none"> • Continue offering elective courses that build job skills and provide real-world work experience. <p>Partnerships for College and Career Exploration:</p> <ul style="list-style-type: none"> • Collaborate with neighboring community colleges to provide students with insights into academic and trade programs, financial aid options, and dual enrollment opportunities. • Host an annual College and Career Fair featuring local colleges, trades, apprenticeships, and diverse career representatives. • Organize field trips to local trade schools and colleges to expose students to post-secondary opportunities. <p>Elective Courses for Career Development:</p> <ul style="list-style-type: none"> • Offer electives such as Career Exploration (Guidance class), Job Preparedness (Work Experience), and Careers in Education to prepare students for future pathways. • Facilitate "What's Your Plan?" activities in April through Guidance classes, helping students evaluate post-secondary options. <p>Support for Students with IEPs and Special Needs:</p> <ul style="list-style-type: none"> • Use district Workability Coach to provide job skills training and resources for students with IEPs twice weekly. • Collaborate with Solano County Foster Youth Liaison to deliver targeted support for foster youth. <p>Portfolio and Career Exploration in ELA:</p> <ul style="list-style-type: none"> • ELA teachers will guide students in creating a comprehensive portfolio as part of their final English credit requirement. • Implement the "Me in the Future" project, encouraging students to research and report on three personal career options. • Develop a detailed rubric for the "Me in the Future" project to ensure clear expectations and meaningful feedback. <p>College Readiness and Scholarship Support:</p> <ul style="list-style-type: none"> • Provide counseling services to help students initiate the FAFSA process and navigate applications for college, trade programs, military, or employment in partnership with Solano Community College. • Regularly inform seniors about scholarship opportunities to support their post-secondary goals. 		<p>District Funded 1000-1999: Certificated Personnel Salaries</p>
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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.

TEC continues to demonstrate a strong commitment to guiding students toward graduation, with focused strategies to achieve this goal. While there was a slight decline in the graduation indicator, the reasons behind it have been identified, and the action plan moving forward aims to address these challenges effectively. This can also be seen in the lower number of students who found themselves on academic probation from the previous year.

Recognizing the need to improve low ELA and Math scores, TEC has prioritized incorporating assessment tools and reflecting on best practices for instruction. Professional development and training are key components of the plan, equipping teachers with the skills to analyze results and adapt lesson planning to enhance student learning outcomes. These efforts are designed to foster meaningful changes in instructional practices that directly address student needs.

The Multi-Tiered System of Support (MTSS) meetings play a vital role in identifying students requiring additional interventions and supports. Staff collaboration during these meetings ensures swift action to address individual student needs, creating a responsive and supportive learning environment.

In addition to academic achievement, TEC places a strong emphasis on career exploration. The TEC administrator and counselor actively seek opportunities to provide students with access to career pathways, while the teaching staff supports these initiatives. By integrating college and career exploration into courses, TEC continues to expand opportunities for students to connect their learning to real-world applications.

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

For now we can support each of our action items with the allotted budget.

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

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.

Socio-Emotional Wellness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

- 2.1. Improve the success of secondary students through providing socio-emotional support and support in maintaining behavior conducive to a productive learning environment.
- 2.2. Sustain an environment that fosters growth for staff and students through a lens of equity.
- 2.3 Maximize our Wellness Center usage
- 2.4 Maintain strong Tier I and Tier II strategies to encourage positive behaviors

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
Wellness Center usage	end of 2023 - 123 uses end of 2024- 23 uses 86.5% 25%	Higher usage of wellness center by another 50%
Suspension incidents (not percentage of students)	end of 2023/ 10 (10%)/ end of 2024-14 (15%)	Stay at a minimum of 10% or less
Graduation rate	end of 2023 - 95%/ end of 2024 - 94.1%	Reach 95% or higher graduation rate
Attendance rate	end of 2023 - 85%/ end of 2024 90.51%	Maintain 90% or higher attendance

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	Suicide Prevention and Intervention: <ul style="list-style-type: none"> • The PBIS Tier II team will develop and implement a comprehensive suicide prevention and intervention program to identify at-risk students, provide 	All students	District Funded 2000-2999: Classified Personnel Salaries

	<p>appropriate support, and educate all stakeholders on prevention strategies.</p> <p>Expanded Socio-Emotional Support:</p> <ul style="list-style-type: none"> • Use the Student Support Specialist (SSS) to manage the wellness center, facilitate wellness practices, and support PBIS implementation. • Foster a safe and supportive campus environment through collaboration between the SSS and campus monitor, including leading positive lunchtime activities to reduce isolation and engage students struggling with behavior. <p>Trauma-Informed Practices:</p> <ul style="list-style-type: none"> • The staff will partake in ongoing training and discussions about trauma, adverse childhood experiences (ACEs), and PBIS best practices to cultivate trauma-sensitive classrooms and school climate. <p>Data-Driven Support Identification:</p> <ul style="list-style-type: none"> • Conduct surveys such as needs assessments, end-of-quarter class surveys, Wellness Center feedback, and the California Healthy Kids Survey (CHKS) to identify students requiring additional support and resources. • Utilize Wellness Center data to track student visits and measure emotional regulation outcomes after accessing services. <p>Social-Emotional Learning (SEL):</p> <ul style="list-style-type: none"> • Implement the Ripple Effects SEL curriculum at least twice monthly during guidance classes and explore alternative SEL programs better tailored to secondary students' needs. • Review and pilot Wayfinder as a possible replacement to Ripple Effect <p>Professional Development:</p> <ul style="list-style-type: none"> • Provide staff with opportunities to attend training on trauma-invested practices, cultural awareness, and inclusivity to strengthen their ability to support diverse student populations effectively. <p>Behavior and Attendance Support Systems:</p> <ul style="list-style-type: none"> • Continuously refine and improve SART (Student Attendance Review Team), SARB (Student Attendance Review Board), and SST (Student Support Team) processes to provide targeted interventions for students struggling with attendance, behavior, and academic challenges. 		<p>LCAP 5800: Professional/Consulting Services And Operating Expenditures</p>
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	<p>Tier III Interventions and Specialized Services:</p> <ul style="list-style-type: none"> • Maintain Tier III support services, including partnerships with A Better Way, district social workers, and Care Solace, to address complex socio-emotional and mental health needs. • Ensure special education students have access to mental health clinicians and school psychologists for specialized interventions and support. 		
2.2	<p>Cultural Awareness and Responsiveness Training:</p> <ul style="list-style-type: none"> • TEC staff will participate in ongoing professional development focused on cultural awareness, responsiveness, and equity to deepen understanding and application of inclusive practices. <p>Equity-Centered PBIS and Character Development:</p> <ul style="list-style-type: none"> • Collaborate with CA-ISP to enhance TEC’s PBIS program and Character Development initiatives, ensuring schoolwide expectations, events, and celebrations are culturally sensitive and inclusive. • Engage in reflective practices, such as exploring unconscious bias, to foster equitable interactions and decisions within the school community. <p>Data-Driven Equity Review:</p> <ul style="list-style-type: none"> • Analyze discipline and achievement data through SWIS to identify and address any disproportionalities. Develop targeted interventions to ensure fair treatment and opportunities for all students. <p>Culturally Responsive Curriculum:</p> <ul style="list-style-type: none"> • Embed cultural awareness and responsiveness naturally into course content. Incorporate activities and strategies introduced during CA-ISP trainings, such as “My Name, My Identity,” to promote student connection and inclusivity. <p>Compliance, Improvement, and Monitoring (CIM):</p> <ul style="list-style-type: none"> • Continue working on the CIM with district partners to ensure equitable access and inclusion in learning opportunities for all students, focusing on removing barriers to success. <p>Equity-Focused Instructional Practices:</p> <ul style="list-style-type: none"> • Adopt and refine first-best instructional practices to engage all students and promote equitable learning outcomes. 	All students	<p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 5800: Professional/Consulting Services And Operating Expenditures</p> <p>LCAP 5800: Professional/Consulting Services And Operating Expenditures</p>

	<ul style="list-style-type: none"> Collaborate to share strategies that support diverse learners effectively. 		
2.3	<p>Collaborations to Expand Wellness Services:</p> <ul style="list-style-type: none"> The Student Support Specialist (SSS) and counselor will actively promote the Wellness Center by partnering with SCOE to organize wellness-focused groups and events, increasing visibility and engagement. Per the suggestion of TEC's student representative - rebrand the Wellness Center with a different name chosen by students to reverse any stigma that might be attached. <p>Guided Wellness Activities:</p> <ul style="list-style-type: none"> The SSS will host regular guided activities, such as mindfulness exercises, stress management workshops, and relaxation techniques, to foster a culture of wellness among students. <p>Usage Monitoring and Follow-Up Support:</p> <ul style="list-style-type: none"> The counselor, SSS, and Tier II PBIS team will maintain detailed records of Wellness Center usage. They will monitor frequent users to assess their needs and provide additional support or referrals as necessary. <p>Promoting Wellness Center Benefits:</p> <ul style="list-style-type: none"> The PBIS Tier II team will actively market the benefits of the Wellness Center to students and staff through presentations, testimonials, and schoolwide campaigns, emphasizing its positive impact on mental health and overall well-being. 	All students	<p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 1000-1999: Certificated Personnel Salaries</p>
2.4	<p>Fidelity of Tier I Supports:</p> <ul style="list-style-type: none"> The PBIS Tier I team will hold regular meetings to monitor and sustain the fidelity of Tier I strategies, ensuring consistent implementation schoolwide. <p>Promoting Positive Behavior through Incentives:</p> <ul style="list-style-type: none"> The PBIS Tier I team will actively promote the effective use of "character cash" as a tool to reinforce and reward positive behavior aligned with TEC's expectations. <p>Fostering Belonging and Inclusivity:</p> <ul style="list-style-type: none"> TEC will prioritize fundraising efforts to support PBIS recognition initiatives and organize schoolwide events that promote a sense of belonging and inclusivity among students. 	All students	<p>2000.00 Donations None Specified</p> <p>LCAP 5800: Professional/Consulting Services And Operating Expenditures</p> <p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p>

	<ul style="list-style-type: none"> • Student Voice and Leadership: • The counselor and leadership teacher will engage TEC Ambassadors and leadership students to provide ongoing feedback and input on school climate and culture, fostering a collaborative and inclusive environment. <p>Tier II Support and Intervention Planning:</p> <ul style="list-style-type: none"> • The PBIS Tier II team will continue to meet regularly to identify and support students requiring additional interventions, creating tailored plans to address individual needs. <p>Collaborative Interventions:</p> <ul style="list-style-type: none"> • The SSS will work closely with the counselor and Tier II team to implement and facilitate the Check-In/Check-Out (CICO) program, ensuring targeted behavioral support. <p>PBIS Partnership and Training:</p> <ul style="list-style-type: none"> • Both PBIS teams will maintain their partnership with SCOE to ensure the fidelity of PBIS implementation at TEC and to enhance staff expertise. <p>Restorative Practices Training:</p> <ul style="list-style-type: none"> • TEC is committed to collaborating with SCOE to provide additional training in restorative practices for staff, fostering a supportive and equitable approach to behavior management. <p>Supplemental Training Opportunities:</p> <ul style="list-style-type: none"> • TEC staff will remain open to additional PBIS training through CA-ISP to supplement and enhance current practices, ensuring continuous improvement. 		
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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.

With the collaborative work between our PBIS teams and the undeniable buy-in from our staff this action plan will assure students have a safe and inclusive learning environment. The PBIS team will need to stay committed to meeting regularly and follow processes in place to keep the fidelity of the program.

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

The PBIS and SWIS data collector are funding by the district. The consulting and trainings to maintain effective PBIS practices are also funded by the district. In order to sustain the recognition and rewards built into Tier I & II strategies for PBIS, the school relies on donations and fundraising.

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.

Family Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Increase parental participation in meetings related to their student and have more parents attend school-wide events that foster a sense of community.

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
Number of parents participating at events (orientation, back 2 school, award nights, feast and multicultural)	2023-2024 - 28 for orientation Other baseline numbers are not available	Increase parent participation for every event
Number of presenters and guest speakers	2023-2024 - 26 between the career fair and other speakers (social science, science, mental health)	Increase number of speakers to provide information in the area of relevant class content, mental health awareness, and career exploration.

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
3.1	<p>Virtual Access to Meetings:</p> <ul style="list-style-type: none"> TEC will provide virtual access to key school meetings, such as parent/teacher conferences, to accommodate parents' schedules and increase participation. <p>Ongoing Communication and Feedback:</p> <ul style="list-style-type: none"> TEC administration will continue to seek input from parents through surveys, emails, and phone calls to gather valuable feedback and maintain an open line of communication. 	All Students	200.00 Site Formula Funds 5000-5999: Services And Other Operating Expenditures

Positive Reinforcement through Mail:

- TEC staff will regularly mail positive postcards to parents to recognize student achievements and maintain a positive connection with the school community.

Centralized Communication through Parent Square:

- School-wide updates and important news will be shared consistently via the Parent Square portal and the school website

Promoting Parent Resources:

- TEC will actively promote relevant parent resources, such as Parent University, and Parent Project, to offer additional support and engagement opportunities for families. Additionally, Care Solace connects families to mental health support.

Building Connections through Back-to-School Night:

- TEC administration will continue to host an annual back-to-school night to foster personal connections with parents, building rapport and strengthening relationships.

College and Career Fair:

- The counselor will organize and host the annual College and Career Fair to provide families with important post-secondary options and opportunities for their students.

Partnership with Solano College:

- TEC will continue partnering with Solano College to provide transition support for graduating students and ensure parents are informed about college programs and resources.

FAFSA Support for Parents:

- TEC will provide parents with clear, accessible information and support for completing the FAFSA application to help students access financial aid opportunities.

Guest Speakers and Presenters:

- TEC will continue bringing in guest speakers from various fields, including post-secondary trades, local city officials, health practitioners, and drug/alcohol education specialists, to enrich student learning and engage parents in meaningful discussions.

	<p>Regular Classroom Communication:</p> <ul style="list-style-type: none"> Teachers and staff will consistently use Parent Square to share updates about class information, assignments, and student progress, keeping parents and caregivers well-informed. 		
3.2	<p>Guest Speakers for Content Areas:</p> <ul style="list-style-type: none"> TEC will continue to create opportunities for guest speakers across various content areas. Each teacher will commit to organizing at least one guest speaker session per year to enrich the curriculum and provide real-world insights. <p>Expanding College and Career Fair Participation:</p> <ul style="list-style-type: none"> The school counselor will actively network with community members and organizations to secure a diverse range of participants for the annual - - College and Career Fair, ensuring students are exposed to various career and college opportunities. <p>Partnerships for Social-Emotional Wellness Speakers:</p> <ul style="list-style-type: none"> The school counselor will continue to collaborate with community partners to bring in speakers who focus on social-emotional wellness, providing valuable resources and support for students' mental and emotional well-being. 	All Students	

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.

TEC will need to keep record of all participants in events to have an accurate baseline. This has been a work in progress. Additionally, the administrator will continue to encourage and remind teachers to reach out to parents on a regularly basis.

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

We are able to manage the budget with site funds for printing flyers etc. and it varies from year to year as materials deplete. Otherwise none of the other actions items require funds.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Basic Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

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

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

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
4.1	<p>Active Involvement in Districtwide Committees:</p> <ul style="list-style-type: none"> TEC staff and students will continue to participate in districtwide committees, such as Safety, Equity, Strategic Planning, TEC Ambassadors, DLAC, and School Site Council, to provide input, advocate for the school's needs, and contribute to district initiatives. <p>Encouraging Participation from All Stakeholders:</p> <ul style="list-style-type: none"> TEC administration will actively encourage participation from students, staff, and families in decision-making processes, ensuring that all voices are heard and considered in school planning and improvement efforts. 	All Students	<p>District Funded 4000-4999: Books And Supplies</p> <p>District Funded</p>

	<p>Consistent Communication and Engagement with Families:</p> <ul style="list-style-type: none"> • TEC administration will provide weekly updates and voice messages to keep families well-informed about school and district events, information sessions, and workshops, fostering ongoing family engagement and ensuring they are aware of the resources available to them. 		
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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.

TEC staff and students have an active voice and are provided opportunities to provide input through surveys and serving on various committees. At this point in time students at TEC have sufficient equipment (laptops, textbooks, and materials). Should the student enrollment surpass 78 laptops we'd need to address the identified goal that has 1:1 laptops for students.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$4,200.00
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 (\$)
District Funded	\$200.00
Donations	\$2,000.00
LCAP	\$1,000.00
Site Formula Funds	\$1,000.00

Subtotal of state or local funds included for this school: \$4,200.00

Total of federal, state, and/or local funds for this school: \$4,200.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Donations	1441.00	-559.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	200.00
Donations	2,000.00
LCAP	1,000.00
Site Formula Funds	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	200.00
5000-5999: Services And Other Operating Expenditures	200.00
5800: Professional/Consulting Services And Operating Expenditures	1,800.00
None Specified	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	200.00
None Specified	Donations	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	1,000.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	200.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,000.00

Goal 2

2,000.00

Goal 3

200.00

School Site Council Membership

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

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

Name of Members	Role
Janelle Preston	Principal
Elizabeth Urabe	Other School Staff
Doug Ivie	Classroom Teacher
Julie Spaulding	Classroom Teacher
Marti Stralla	Classroom Teacher
Rhonda Hopson	Classroom Teacher
Phillip Endicott	Classroom Teacher
Christy Montoya	Other School Staff
Braydon Francis	Secondary Student
Karina Prado	Secondary Student
Chole Mullins	Secondary Student
Crystal Mullins	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 1/22/25.

Attested:



Principal, Janelle Preston on 1/22/25



SSC Chairperson, Elizabeth Urabe on 1/22/25

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.

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.

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.

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

School Site Council Membership 2024-2025: Site Council Meeting

1/22/25

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.1 The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent/Community Member	Secondary Student
Janelle Preston 	X				
Elizabeth Urabe - chair 			X		
Christy Montoya 			X		
Marti Stralla 		X			
Doug Ivie 		X			
Rhonda Hopson 		X			
Phill Endicott 		X			
Julie Spaulding 		X			
Crystal Mullins 				X	
Anthony Sumpter				X	
Marquett White				X	
Braydon Francis 					X
Isaiah Mayfield					X
Karina Prado 					X
Chloe Mullins 					X