

School Year:

2025-26



## 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	1/14/2026	2/10/2026

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.

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# Plan Description

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

This plan is being used by 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 February. Finally, TEC's updated SPSA plan will be available for everyone to view 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 insights from our perception surveys and WASC self-study, we are continuously refining our action plan to align with identified needs. The WASC visiting team recommended maintaining our focus on implementing research-based instructional strategies and collaborating with the comprehensive site to address staff-related stigma, while continuing to strengthen partnerships.

Our site remains actively engaged with our neighboring high school. Teachers participate in learning walks, using peer observations to highlight and share engaging, student-centered strategies. These efforts emphasize deeper content discussions and the integration of Webb's Depth of Knowledge to promote higher-level thinking and instructional practices.

# 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 2024–25 school year was categorized as “Orange” for Graduation Rate, reflecting a 4.5% decline.

The College and Career Readiness Indicator continues to fall in the “Red” category, with 2.1% students considered prepared and a decline of 5.7%.

Due to the small number of participants, TEC does not have color-coded performance indicators for ELA and Math. In full transparency, overall ELA scores are 90.3 points below the standard, reflecting a decline of 3 points. Math remains a district-wide challenge, with TEC students performing 170.7 points below the standard; however, there was an improvement of 17.6 points compared to the previous year.

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 the 2024–25 school year was categorized as “Orange” for Graduation Rate, reflecting a 4.5% decline. - While this outcome is disappointing, our staff remains confident that every available resource and intervention was utilized to support the small group of students who did not graduate on time. Notably, three of these students had IEPs and have since enrolled in adult school programs to complete their requirements.

The College and Career Readiness Indicator continues to fall in the “Red” category, with 2.1% students considered prepared and a decline of 5.7%. - TEC faces persistent challenges in meeting this metric due to the absence of staffing for a Career and Technical Education (CTE) pathway. Although our counselor successfully facilitates dual enrollment opportunities at the neighboring community college, many students do not remain at TEC long enough to complete the two full semesters required for this indicator.

Despite these challenges, TEC is committed to improving performance on the College and Career Readiness Indicator. Without dedicated CTE staffing, we are exploring alternative strategies to meet the criteria. In the meantime, TEC excels at exposing students to diverse college and career opportunities through initiatives such as the annual College and Career Fair, which features representatives from trades, industries, local community colleges, and specialized programs. Additionally, TEC organizes yearly field trips to the community college and local trades fairs when available. Recently, the school secured board approval for Career Exploration Courses utilizing Paxton Patterson Labs, providing students with hands-on experience through interactive career modules.

Looking ahead, there is optimism for growth, including plans to support a staff member in earning a CTE credential in Careers in Education. This course, currently offered as a general elective, has demonstrated significant impact—several TEC graduates have transitioned into paraprofessional roles within the district. This success underscores the value of the program and reflects TEC’s ongoing commitment to preparing students for meaningful careers.

Due to the small number of participants, TEC does not have color-coded performance indicators for ELA and Math. In full transparency, overall ELA scores are 90.3 points below the standard, reflecting a decline of 3 points. Math remains a district-wide challenge, with TEC students performing 170.7 points below the standard; however, there was an improvement of 17.6 points compared to the previous year. - It is important to note that the CAASPP assessment is not an ideal measure for students attending a continuation high school. Many students enroll at TEC in their junior year or later, resulting in a transient population. Additionally, test apathy is common, as a significant portion of our students are not university-bound immediately after graduation. Instead, they pursue community college, trade programs, or enter the workforce, making it difficult for them to see the relevance of this assessment.

Despite these challenges, TEC teachers remain focused on increasing academic rigor and refining instructional practices. There has been a strong push toward student-centered teaching strategies to enhance engagement and toward lessons that promote higher levels of depth of knowledge. These efforts aim to ensure that all students receive meaningful, high-quality instruction that prepares them for success beyond high school.

## 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	21.43%	26.76%	14.93%	15	19	10
Asian	0%	2.82%	1.49%	0	2	1
Filipino	4.29%	7.04%	4.48%	3	5	3
Hispanic/Latino	34.29%	25.35%	46.27%	24	18	31
Pacific Islander	0%	%	2.99%	0		2
White	27.14%	23.94%	17.91%	19	17	12
Two or More Races	11.43%	12.68%	11.94%	8	9	8
Not Reported	1.43%	1.41%	%	1	1	
<b>Total Enrollment</b>				70	71	67

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 10	2	2	
Grade 11	29	23	28
Grade 12	39	46	39
<b>Total Enrollment</b>	70	71	67

#### Conclusions based on this data:

- Travis Unified School District serves students from Vacaville, Fairfield-Suisun, and Travis Air Force Base, with an average military population of about 30%, causing annual fluctuations in enrollment. At Travis Education Center (TEC), enrollment is additionally fluid, driven by placement needs from the traditional high school. The largest transitions typically occur at the start of each semester, after grades are posted and counselors review transcripts for appropriate placement.  
 Student Demographics:  
  
 Race/Ethnicity: 12% Multiple, 3% Pacific Islander, 4.4% Filipino, 14.9% Black or African American, 18% White, 1.5% Asian, and 46.2% Hispanic or Latino.  
 Enrollment averages around 67 students, with a cap of 80 to maintain a 20:1 ratio for Model School status.

TEC is a diverse, close-knit learning community. Its smaller size allows for a “family-like” environment, rapid implementation of new initiatives, and strong collaboration among staff. Students frequently credit their academic success to small class sizes and the personalized support that comes with limited enrollment.

2. In the 2025–26 school year, TEC experienced a reduction in staff, which required creative scheduling and collaboration across sites. While class sizes are slightly larger than in previous years, the small team continues to prioritize strong relationships and a supportive learning environment, even though these adjustments place additional demands on staff and make building rapport a longer process.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	3	1	0	4.3%	1.4%	0
Fluent English Proficient (FEP)	7	5	9	10.0%	7.0%	13.4%

### Conclusions based on this data:

1. TEC has typically had a small percentage of English Language Learners. For the 24-25 school year TEC only had Fluent English Proficient. Student designated as EL 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	43	35	38	42	34	37	42	34	37	97.7	97.1	97.4
All Grades	43	35	38	42	34	37	42	34	37	97.7	97.1	97.4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2478.	2481.	2513.	0.00	0.00	10.81	11.90	14.71	13.51	33.33	35.29	24.32	54.76	50.00	51.35
All Grades	N/A	N/A	N/A	0.00	0.00	10.81	11.90	14.71	13.51	33.33	35.29	24.32	54.76	50.00	51.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	8.82	8.11	57.14	52.94	64.86	42.86	38.24	27.03
All Grades	0.00	8.82	8.11	57.14	52.94	64.86	42.86	38.24	27.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.76	2.94	5.41	30.95	26.47	45.95	64.29	70.59	48.65
All Grades	4.76	2.94	5.41	30.95	26.47	45.95	64.29	70.59	48.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.76	11.76	8.11	69.05	67.65	62.16	26.19	20.59	29.73
All Grades	4.76	11.76	8.11	69.05	67.65	62.16	26.19	20.59	29.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.76	0.00	8.11	66.67	67.65	51.35	28.57	32.35	40.54
All Grades	4.76	0.00	8.11	66.67	67.65	51.35	28.57	32.35	40.54

**Conclusions based on this data:**

- TEC staff demonstrated great effort in achieving near-total student participation in testing during the 2024-25 school year, even closer than the previous year.

In the 24-25 school year, at least 1 student exceeded the Overall Standard. In previous years, no one had made it on that scale. The percentage of students who met the Standards took a slight dip from 14.71% to 13.51% and students who nearly met Standards went down even more, 24.32% from 35.29%. 51.25% of students did not meet the Overall Standards, 1.35% more than the previous year.

TEC remains committed to implementing strategies and supports that will foster continued progress and accelerate student achievement in future years.
- The effectiveness of using CAASPP results as the sole metric for evaluating TEC's academic program is significantly limited by two primary factors: the small student cohort size participating in testing and the highly fluid nature of the student population. Many students transfer to TEC at various points during their junior year, sometimes days before the testing window. Consequently, their CAASPP scores are often an unreliable reflection of the instruction received at TEC, serving instead as a representation of their cumulative schooling experience to date.

Recognizing this critical limitation, TEC staff proactively identified the need for more responsive and reliable tools to monitor individual student academic growth during a previous WASC self-study. As a result, teachers utilize the NWEA MAP assessment, which is administered twice annually to measure student progress. Teachers are encouraged to use MAP results to guide lesson planning and instructional adjustments, though implementation is still in progress and not yet consistent across all classrooms. This focus remains key to accurately identifying students' instructional starting points and addressing existing skill gaps in both ELA and Math.

Historically, student buy-in for these benchmark assessments presented a challenge. However, TEC staff actively worked to incentivize student participation and reinforce the value of these assessments in tracking personal growth and learning. For CAASPP testing, students can earn credits based on their scores, which serves as a strong motivator to take the assessment seriously while reinforcing mastery of the content areas being measured. For MAP testing, the emphasis is on monitoring individual growth: students were observed conversing about their results and actively writing personal goals based on their scores. Many reported meeting their goals, which in turn boosted confidence in academic areas where it had previously been lacking.

To sustain this momentum, teachers have been instructed this year to provide students with visual representations of their goals and scores to further encourage intrinsic value and personal ownership of their academic growth. TEC continues to rely on a broad range of 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 a data-driven approach 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	43	35	39	42	34	38	42	34	38	97.7	97.1	97.4
All Grades	43	35	39	42	34	38	42	34	38	97.7	97.1	97.4

\* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2416.	2450.	2473.	0.00	0.00	0.00	0.00	0.00	10.53	7.14	11.76	7.89	92.86	88.24	81.58
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	10.53	7.14	11.76	7.89	92.86	88.24	81.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	9.52	23.53	21.05	90.48	76.47	78.95
All Grades	0.00	0.00	0.00	9.52	23.53	21.05	90.48	76.47	78.95

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	2.94	0.00	52.38	55.88	36.84	47.62	41.18	63.16
All Grades	0.00	2.94	0.00	52.38	55.88	36.84	47.62	41.18	63.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	5.26	52.38	73.53	50.00	47.62	26.47	44.74
All Grades	0.00	0.00	5.26	52.38	73.53	50.00	47.62	26.47	44.74

**Conclusions based on this data:**

1. Math continues to be a major area of growth. Zero students exceeded the overall math standard; 10.53% of the students met the standards which is up from 0 last year. 7.89% nearly met the Standards, which went down from 11.76% from the previous year. 81.58% of students were below the 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/te/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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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. ELPAC assessment would happen in partnership with our comprehensive site.

# School and Student Performance Data

## Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
67	59.7%	0.0%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	0	0.0%
Foster Youth	0	0.0%
Homeless	1	1.5%
Socioeconomically Disadvantaged	40	59.7%
Students with Disabilities	10	14.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	14.9%
American Indian	0	0.0%
Asian	1	1.5%
Filipino	3	4.5%
Hispanic	31	46.3%
Two or More Races	8	11.9%
Pacific Islander	2	3%
White	12	17.9%

### 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. 14.9% 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. For the 2025–26 school year, staffing was reduced by one teacher, resulting in slightly larger class sizes and requiring creative scheduling solutions. TEC remains committed to preserving its supportive environment and ensuring that every student receives the individualized attention they need to succeed.

# School and Student Performance Data

## Overall Performance






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### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  No Performance Color		
<b>College/Career</b>  Red		

### Conclusions based on this data:

1. With a sustained graduation rate consistently above 95%, TEC demonstrates high academic success. Non-graduates are generally limited to students who completed their requirements in a fifth year (often due to Individualized Education Programs/IEPs) or those who formally enrolled in an adult school. During the period, TEC recorded only two students who fully dropped out and did not complete a diploma through any recognized program. Staff analysis confirms that significant interventions and resources were strategically deployed to support all students nearing the completion of their diploma requirements.

2. TEC is happy to see the Suspension Rate is now in Green vs. Orange from last year. 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 fully meeting key CTE indicators due to the current lack of staffing to fully develop and manage a formal Career and Technical Education pathway. While the counseling department effectively supports student exploration, including assisting students in becoming dual-enrolled at our neighboring community college, the fluid nature of TEC's student population often prevents completion. Many students are not enrolled at TEC long enough to complete the required two full semesters for pathway certification.

Despite these staffing and enrollment limitations, TEC is committed to exposing students to diverse career options through various methods:

- School's College and Career Fair: Providing direct interaction with representatives from various institutions and industries.
- Trades Field Trips: Offering practical, firsthand exposure to technical and vocational careers.
- Community College Field Trip -if offered by the comprehensive site.

Looking ahead, TEC has secured a significant advancement in its CTE efforts: the Board recently approved new coursework designed to provide students with hands-on learning experiences across a variety of career and technical trades. This new curriculum is a critical step toward integrating practical, job-relevant skills into the core program.

# School and Student Performance Data

## Academic Performance English Language Arts

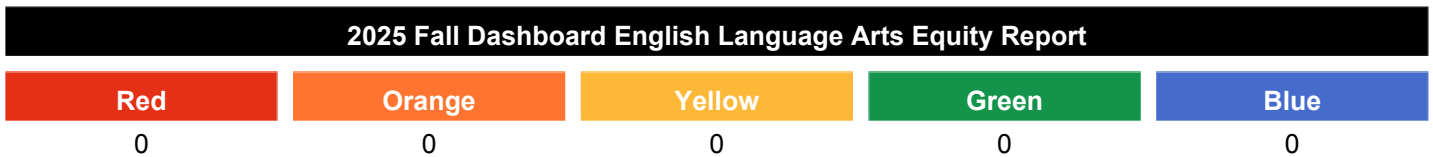
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p></p> <p>No Performance Color</p> <p>90.3 points below standard</p> <p>Declined 3 points</p> <p>23 Students</p>	<p><b>English Learners</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>No Performance Color</p> <p>89.9 points below standard</p> <p>Increased 44.3 points</p> <p>15 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color</p> <p>80.5 points below standard</p> <p>11 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>

**Conclusions based on this data:**

1. The effectiveness of using CAASPP results as the sole metric for evaluating TEC's academic program is significantly limited by two primary factors: the small student cohort size participating in testing and the highly fluid nature of the student population. Many students transfer to TEC at various points during their junior year, sometimes days before the testing window. Consequently, their CAASPP scores are often an unreliable reflection of the instruction received at TEC, serving instead as a representation of their cumulative schooling experience to date.

Recognizing this critical limitation, TEC staff proactively identified the need for more responsive and reliable tools to monitor individual student academic growth during a previous WASC self-study. As a result, teachers utilize the NWEA MAP assessment, which is administered twice annually to measure student progress. Staff are strategically tasked with using the data from the most recent MAP results in English Language Arts (ELA). In the current year, there has been more of a focus on literacy and integrating more vocabulary and literacy strategies in all content areas. We have a staff member encouraging more reading during their guidance class, allowing students to read books of their choosing.

Historically, student buy-in for these benchmark assessments presented a challenge. However, TEC staff actively worked to incentivize student participation and reinforce the value of these assessments in tracking personal growth and learning. This intervention yielded successful outcomes during the 2024-2025 school year:

- Students were observed conversing about their results and actively writing personal goals based on their scores.
- Students reported meeting their goals, which in turn boosted confidence in academic areas where it had previously been lacking.

To sustain this momentum, teachers have been instructed this year to provide students with visual representations of their goals and scores to further encourage intrinsic value and personal ownership of their academic growth.

TEC continues to rely on a broad range of 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 a data-driven approach to promote growth and ensure academic success for all students.

# School and Student Performance Data

## Academic Performance Mathematics

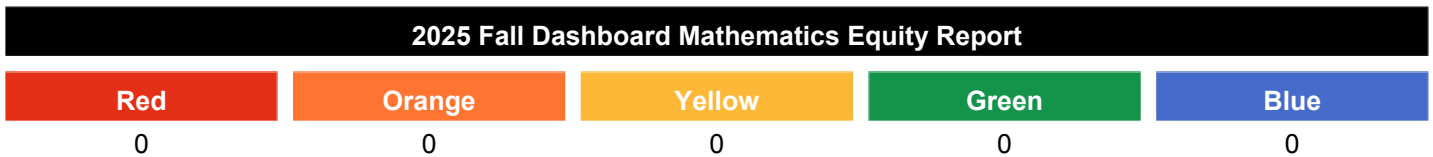
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p></p> <p>No Performance Color</p> <p>170.7 points below standard</p> <p>Increased 17.6 points</p> <p>23 Students</p>	<p><b>English Learners</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>No Performance Color</p> <p>180.2 points below standard</p> <p>Increased 30.7 points</p> <p>15 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 174.2 points below standard 11 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>

**Conclusions based on this data:**

1. Student performance increased slightly, but the scores are still significantly low. This continues to be an area of growth for TEC students and district wide.

# School and Student Performance Data

## Academic Performance Science

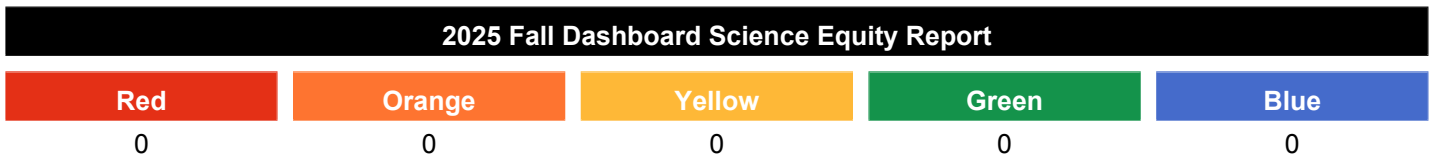
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p></p> <p>No Performance Color</p> <p>44.8 science points</p> <p>Maintained 1.5 points</p> <p>24 Students</p>	<p><b>English Learners</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Long-Term English Learners</b></p> <p></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>No Performance Color</p> <p>43.2 science points</p> <p>Increased 9.3 points</p> <p>17 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 44.5 science points 11 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>White</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>

**Conclusions based on this data:**

- TEC's CAASPP Science results indicate that student performance maintained overall, with an average score of 44.8 points-1.5 points higher than the previous year. This places TEC students below the midpoint statewide, as approximately 55% of students across California scored higher. While this data provides a snapshot, its effectiveness as a sole measure of TEC's academic program is limited by two key factors: the small number of students tested and the highly fluid nature of the student population. Many students enroll at TEC during their junior year, sometimes just days before the testing window, making CAASPP scores more reflective of cumulative prior schooling rather than instruction received at TEC.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>	<b>Long-Term English Learner Progress</b>
making progress.	making progress.
Number Students:	Number Students:

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.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>

### Conclusions based on this data:

1. In the 24-25 school year, there were no students designated EL at TEC.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2025 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.

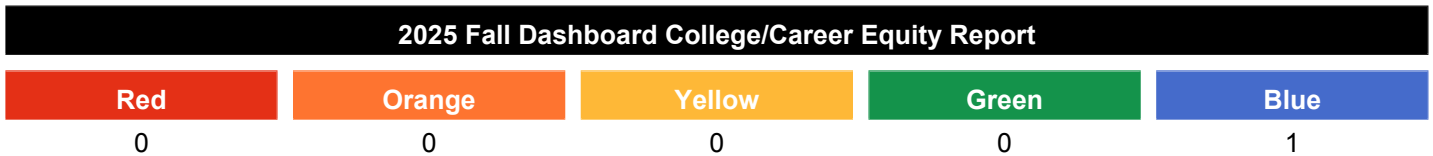
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>Prepared 2.1%</p> <p>Declined 5.7%</p> <p>47 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>Prepared 0%</p> <p>Declined 7.7%</p> <p>33 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color</p> <p>Prepared 0%</p> <p>Declined 23.1%</p> <p>20 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

**Conclusions based on this data:**

- TEC faces challenges in fully meeting key CTE indicators due to the current lack of staffing to fully develop and manage a formal Career and Technical Education pathway. While the counseling department effectively supports student exploration, including assisting students in becoming dual-enrolled at our neighboring community college, the fluid nature of TEC's student population often prevents completion. Many students are not enrolled at TEC long enough to complete the required two full semesters for pathway certification.

Despite these staffing and enrollment limitations, TEC is committed to exposing students to diverse career options through various methods:

- School's College and Career Fair: Providing direct interaction with representatives from various institutions and industries.
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Looking ahead, TEC has secured a significant advancement in its CTE efforts: the Board recently approved new coursework designed to provide students with hands-on learning experiences across a variety of career and technical trades. This new curriculum is a critical step toward integrating practical, job-relevant skills into the core program.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

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.

2025 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 above the 85% range. TEC tries to create an environment where students want to attend. The staff is trying to work on ways to boost attendance among the chronically absent.

# School and Student Performance Data

## Academic Engagement Graduation Rate

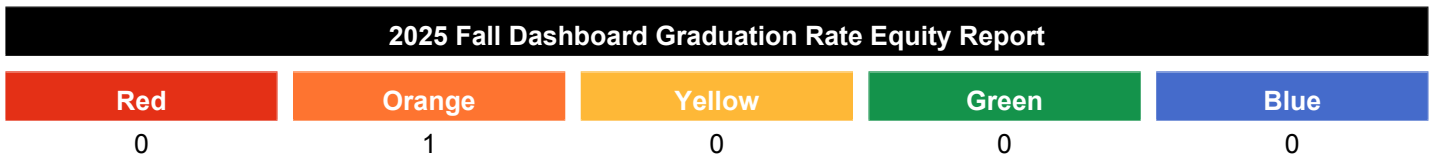
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>89.6% graduated</p> <p>Declined 4.5%</p> <p>48 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>85.3% graduated</p> <p>Declined 9.6%</p> <p>34 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 10 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 9 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 90% graduated Declined 2.3% 20 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>White</b></p>  <p>No Performance Color 100% graduated Increased 13.3% 11 Students</p>

**Conclusions based on this data:**

1. With a sustained graduation rate consistently above 95%, TEC demonstrates high academic success. Non-graduates are generally limited to students who completed their requirements in a fifth year (often due to Individualized Education Programs/IEPs) or those who formally enrolled in an adult school. During the period, TEC recorded only two students who fully dropped out and did not complete a diploma through any recognized program. Staff analysis confirms that significant interventions and resources were strategically deployed to support all students nearing the completion of their diploma requirements.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

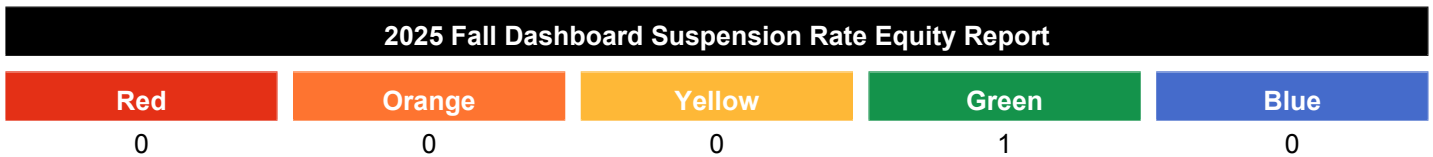
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>4.7% suspended at least one day</p> <p>Declined 5.1%</p> <p>106 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>3.1% suspended at least one day</p> <p>Declined 9.7%</p> <p>65 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>18.8% suspended at least one day</p> <p>Declined 2.7%</p> <p>16 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>13.3% suspended at least one day</p> <p>Declined 13.6%</p> <p>15 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Hispanic</b></p> <p> No Performance Color</p> <p>2.2% suspended at least one day</p> <p>Declined 2.2%</p> <p>46 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>15.4% suspended at least one day</p> <p>Increased 15.4%</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.3%</p> <p>24 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. It's good to see a decline in suspension in many of the indicators and the level going to Green. 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

Increase overall student academic achievement by ensuring progress toward mastery of grade-level standards, support sufficient credit recovery, and shift schoolwide culture away from minimum-grade expectations toward high-quality work, academic ownership, and measurable individual 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 prepare 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. Strengthen academic expectations and supports (e.g., progress monitoring, after-school support, and redos), and shift student culture from “minimum grades” to high-quality work and measurable growth.
- 1.2. Increased use of student-centered, dynamic instructional strategies that require deeper cognitive engagement and promote higher-level thinking across all student groups.
- 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 2024 - 90.51%/ end of 2025 89.6%	Get back to 95% graduation rate
Academic Probation numbers	end of 2024 - 18 (20%)/ end of 2025 21 (20%)	Keep Academic Probation average below 20%
GPA average	end of 2024 - 2.06/ end of 2025 - 2.05	Increase GPA average by .45 points
D/F rate	end of 2024 - 15%/ end of 2025 - 19%	Lessen D/F rate by 4%
Individual student growth on NWEA MAPs	2024- Growth in Reading – 43% (53 scores)	Individual growth average up by 6% in Reading
Individual student growth on NWEA MAPs	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>Establish Clear, High-Quality Academic Expectations: These steps help students and staff understand what "mastery" actually looks like</p> <ul style="list-style-type: none"> <li>• Define mastery criteria for each course</li> <li>• Teachers to identify 3–5 essential standards per content area each quarter.</li> <li>• Create mastery rubrics for common use</li> <li>• Replace "minimum grade" with opportunities to redo for mastery</li> <li>• Create exemplars and non-exemplars for student understanding of expectations</li> <li>• Teachers can provide feedback on graded work</li> <li>• Student growth awards or student spotlights specific to their accomplished works</li> </ul> <p>Implement Progress Monitoring Systems:</p> <ul style="list-style-type: none"> <li>• bi-weekly credit checks</li> <li>• early intervention</li> <li>• Check in Check out with staff</li> <li>• Enforce after-school support to provide additional help</li> </ul>	All Students	<p>1000.00 LCAP 5800: Professional/Consulting Services And Operating Expenditures</p> <p>200.00 LCAP 4000-4999: Books And Supplies</p>
1.2	<p>Utilizing Benchmark Assessments:</p> <ul style="list-style-type: none"> <li>• Administer NWEA MAP assessments to evaluate and track student growth effectively in the Fall and Spring</li> <li>• Use MAPs-embedded goal-setting practices with students to promote ownership of their learning journey</li> </ul> <p>-Have a visual Goals map to encourage student buy-in to maximize testing effort</p> <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>Data-Driven Instructional Accountability:</p> <ul style="list-style-type: none"> <li>• Facilitate thorough data reviews during classes to increase student accountability and engagement.</li> <li>• Leverage tools aligned with MAP, such as MAPS Accelerator and practice tests, to address individual learning needs</li> </ul> <p>Professional Development for MAP Utilization:</p> <ul style="list-style-type: none"> <li>• Engage staff in professional development to optimize the use of MAP tools and insights for guiding daily instruction</li> </ul>	All Students	<p>800.00 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Consistent Grading Practices: -Provide students with more rubrics to gain a better understanding of the teacher's expectations</p> <p>Advanced Lesson Planning:</p> <ul style="list-style-type: none"> <li>• Develop and implement learning objectives based on higher levels in Depth of Knowledge, emphasizing their relevance throughout each lesson</li> </ul> <p>Collaborative Curriculum Enrichment:</p> <ul style="list-style-type: none"> <li>• Schedule periodic collaboration sessions for teachers to enrich lessons and plan cross-curricular activities after school on Non CPD Wednesdays</li> <li>• Participate in Learning Walks to observe and integrate innovative instructional strategies from other classrooms and schools</li> <li>• Practice more student-centered and dynamic teaching strategies to encourage more student engagement</li> </ul> <p>Rigorous, Standards-Based Instruction:</p> <ul style="list-style-type: none"> <li>• Design lessons informed by student data, ensuring alignment with standards-based curricula that emphasizes high expectations and academic rigor</li> <li>• Incorporate a diverse range of inclusive and equitable texts and literature to reflect various perspectives and cultures</li> </ul> <p>-Support teachers when they have an interest in various professional developments to build their repertoire of strategies</p>		
1.3	<p>Hands-On College and Career Preparation:</p> <ul style="list-style-type: none"> <li>• Maintain job shadowing opportunities, beginning with district departments such as maintenance, transportation, and food services.</li> <li>• Continue offering elective courses that build job skills and provide real-world work experience</li> </ul> <p>Partnerships for College and Career Exploration:</p> <ul style="list-style-type: none"> <li>• Collaborate with neighboring community colleges to provide students with insights into academic and trade programs, financial aid options, and dual enrollment opportunities</li> <li>• Host an annual College and Career Fair featuring local colleges, trades, apprenticeships, and diverse career representatives</li> <li>• Organize field trips to local trade schools and colleges to expose students to post-secondary opportunities</li> </ul>	All students	33,500.00 District Funded 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Elective Courses for Career Development:</p> <ul style="list-style-type: none"> <li>• Offer electives such as Career Exploration (Guidance class), Job Preparedness (Work Experience), and Careers in Education to prepare students for future pathways</li> <li>• Facilitate "What's Your Plan?" activities in April through Guidance classes, helping students evaluate post-secondary options</li> </ul> <p>Support for Students with IEPs and Special Needs:</p> <ul style="list-style-type: none"> <li>• Use the district Workability Coach to provide job skills training and resources for students with IEPs twice monthly</li> <li>• Collaborate with Solano County Foster Youth Liaison to deliver targeted support for foster youth</li> </ul> <p>Portfolio and Career Exploration in ELA:</p> <ul style="list-style-type: none"> <li>• ELA teachers will guide students in creating a comprehensive portfolio as part of their final English credit requirement</li> <li>• Implement the "Me in the Future" project, encouraging students to research and report on three personal career options</li> <li>• Develop a detailed rubric for the "Me in the Future" project to ensure clear expectations and meaningful feedback</li> </ul> <p>College Readiness and Scholarship Support:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Regularly inform seniors about scholarship opportunities to support their post-secondary goals, particularly the Assist-A-Grad scholarships</li> <li>• There was recent board approval of Paxton Patterson Labs to provide hands-on exploratory learning of various trades</li> </ul>		

## Annual Review

## SPSA Year Reviewed: 2024-25

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, student-centered commitment to improving academic achievement, strengthening instructional practice, and preparing students for post-secondary success. While the school experienced a recent decline in the graduation indicator, staff have identified the contributing factors and addressed them to the best of their ability. Despite recent reductions in student support staffing, TEC maintains a collaborative approach to monitoring student progress and ensuring timely interventions.

Recognizing the need to improve ELA and Math performance, TEC has prioritized the use of assessment tools and reflection on best instructional practices. Ongoing professional development will continue to equip teachers with the skills to analyze results and adjust lesson planning to enhance student learning outcomes. Teachers currently administer NWEA MAP assessments and conduct goal-setting conferences to increase student ownership of learning. Moving forward, TEC plans to expand MAP-related professional development, implement MAP-aligned tools such as MAP Accelerator, and incorporate visual goal-tracking systems to strengthen student accountability. Staff will also work to increase consistency in grading practices, implement mastery-based rubrics, raise instructional rigor through enhanced lesson planning aligned to higher Depth of Knowledge levels, and integrate more student-centered approaches to help students evaluate and understand their academic growth.

TEC is also committed to shifting the schoolwide culture away from minimum-grade expectations toward mastery and sustained growth. Existing strategies—such as exemplars, teacher feedback, and opportunities for redo-for-mastery—will be reinforced with new systems for student self-assessment, mastery check-ins, and bi-weekly progress monitoring cycles. These actions aim to increase transparency, improve engagement, and promote a schoolwide growth mindset.

In addition to strengthening academic outcomes, TEC continues to emphasize hands-on college and career preparation. Current opportunities include job shadowing, Workability support for students with IEPs, portfolio development in ELA, and the “Me in the Future” exploration project. The action plan broadens these efforts through expanded partnerships with community colleges, annual college and career events, increased field trips to post-secondary programs, and targeted guidance to support FAFSA completion and individualized post-secondary planning. TEC is also preparing for the implementation of the newly approved Paxton Patterson Labs, scheduled for Fall 2026, which will significantly expand students’ access to real-world, career-aligned learning experiences.

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

There were no significant differences between the intended implementation and the budgeted expenditures. Most current and planned activities can be fully supported through the school’s regular budget. The start-up costs for the Paxton Patterson Labs will be funded through CTIEG, and ongoing operational expenses are expected to be sustained through the school’s general budget without requiring additional or unplanned allocations.

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.

Based on the analysis, TEC will make several refinements to strengthen academic expectations and progress monitoring. Teachers will continue defining mastery criteria and essential standards, but the SPSA now emphasizes creating rubrics and exemplars to clarify expectations and providing opportunities for students to redo work for mastery. Progress monitoring will remain a priority through bi-weekly credit checks and early interventions, with added emphasis on after-school support. Benchmark assessments using NWEA MAP will continue, but strategies now include visual goal maps and increased student goal-setting to boost engagement. Professional development for MAP utilization will be encouraged to improve instructional alignment, though implementation is still in progress. Collaborative practices such as Learning Walks and cross-curricular planning will be maintained to promote rigorous, student-centered instruction. Additionally, TEC will expand college and career readiness through Paxton Patterson Labs, job shadowing, and partnerships with community colleges. These changes are reflected in the SPSA under strategies for Establishing Clear Academic Expectations, Progress Monitoring, Benchmark Assessments, Professional Development, and College and Career Preparation.

# 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 2024- 23 uses / end of 2025 - 23 uses 25% 22%	Higher usage of wellness center by another 25%
Suspension incidents (not percentage of students)	end of 2024- 14 (16%) / end of 2025 - 5 (5%)	Stay at a minimum of 8% or less
Graduation rate	end of 2024 - 94.1%/ end of 2025 - 89.6%	Reach 95% or higher graduation rate
Attendance rate	end of 2024 90.51%/ end of 2025 87.28%	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	Expanded Socio-Emotional Support: <ul style="list-style-type: none"> <li>• Use the Student Support Specialist (SSS) to manage the Wellness Center, facilitate wellness practices, and support PBIS implementation. We are doing the best we can with the reduction to .5 of the SSS time</li> </ul>	All students	District Funded  2000.00 DoDEA Grant

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> <li>• 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. The SSS will sometimes have activities that she suggests to the Principal to have students complete, since the SSS is not present during lunch anymore</li> <li>• Partner with Mindful Rising - They will tailor services to TEC's specific site needs. This organization focuses on teaching meditation methods and fosters emotional intelligence, resilience, and compassion. They will be available to both students and staff, even families, if time permits</li> </ul> <p>-Schoolwide field trip to encourage belonging and connectedness among students.</p> <p>Suicide Prevention and Intervention:</p> <ul style="list-style-type: none"> <li>• The PBIS Tier II team will develop and implement a comprehensive suicide prevention and intervention program to identify at-risk students, provide appropriate support, and educate all stakeholders on prevention strategies</li> </ul> <p>Trauma-Informed Practices:</p> <ul style="list-style-type: none"> <li>• 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, including CA-ISP trainings provided by the Santa Clara Office of Ed.</li> </ul> <p>Data-Driven Support Identification:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Utilize Wellness Center data to track student visits and measure emotional regulation outcomes after accessing services</li> </ul> <p>Social-Emotional Learning (SEL):</p> <ul style="list-style-type: none"> <li>• Implement the newly acquired Wayfinder SEL curriculum at least twice monthly during Guidance classes, as well as integrate more SEL in the daily content areas when appropriate. It's been suggested to pay a staff member to</li> </ul>		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>conduct more research in Wayfinder to help integrate more lessons for content areas</p> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>Encourage staff to attend professional development trainings on trauma-invested practices, cultural awareness, and inclusivity to strengthen their ability to support diverse student populations effectively</li> </ul> <p>Behavior and Attendance Support Systems:</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Tier III Interventions and Specialized Services:</p> <ul style="list-style-type: none"> <li>TEC no longer has a Social Worker; to maintain Tier III support services, the counselor and administrator encourage Care Solace referrals to address complex socio-emotional and mental health needs</li> <li>Ensure special education students have access to mental health clinicians and school psychologists for specialized interventions and support</li> </ul>		
2.2	<p>Cultural Awareness and Responsiveness Training:</p> <ul style="list-style-type: none"> <li>TEC staff are encouraged to participate in professional development focused on cultural awareness, responsiveness, and equity to deepen understanding and application of inclusive practices</li> </ul> <p>Equity-Centered PBIS and Character Development:</p> <ul style="list-style-type: none"> <li>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</li> <li>Engage in reflective practices, such as exploring unconscious bias, to foster equitable interactions and decisions within the school community</li> </ul> <p>Data-Driven Equity Review:</p> <ul style="list-style-type: none"> <li>Analyze discipline and achievement data through SWIS to identify and address any disproportionalities. Develop</li> </ul>	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>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>targeted interventions to ensure fair treatment and opportunities for all students</p> <p>Culturally Responsive Curriculum:</p> <ul style="list-style-type: none"> <li>• Embed cultural awareness and responsiveness naturally into course content. Teachers periodically incorporate activities and strategies that connect students to their own identity and recognize and celebrate diversity within TEC when these opportunities arise organically in their lessons.</li> </ul> <p>Equity-Focused Instructional Practices:</p> <ul style="list-style-type: none"> <li>• Adopt and refine first-best instructional practices to engage all students and promote equitable learning outcomes with Learning Walks, and incorporate student-centered instruction</li> <li>• Collaborate to share strategies that support diverse learners effectively</li> </ul>		
<p><b>2.3</b></p>	<p>Collaborations to Expand Wellness Services: Guided Wellness Activities:</p> <ul style="list-style-type: none"> <li>• The SSS will Host some guided activities, through community partnerships, such as mindfulness exercises, stress management workshops, and relaxation techniques, to foster a culture of wellness among students</li> <li>• Partner with Mindful Rising - They can support TEC's specific site needs and train the SSS in teaching meditation methods and fostering emotional intelligence, resilience, and compassion</li> </ul> <p>Usage Monitoring and Follow-Up Support:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Promoting Wellness Center Benefits: -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</p>	<p>All students</p>	<p>District Funded 5800: Professional/Consulting Services And Operating Expenditures</p>
<p><b>2.4</b></p>	<p>Fidelity of Tier I Supports:</p> <ul style="list-style-type: none"> <li>• The PBIS Tier I team will hold regular meetings to monitor and sustain the fidelity of Tier I strategies, ensuring consistent implementation schoolwide.</li> </ul>	<p>All students</p>	<p>2000.00 Donations None Specified</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Promoting Positive Behavior through Incentives:</p> <ul style="list-style-type: none"> <li>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. Character cash can be spent in TEC's student store</li> </ul> <p>Fostering Belonging and Inclusivity:</p> <ul style="list-style-type: none"> <li>TEC aims to prioritize fundraising efforts to support PBIS recognition initiatives and organize schoolwide events that promote a sense of belonging and inclusivity among students. While staffing reductions and split assignments may present challenges, the commitment to creating a positive and inclusive school culture remains a priority.</li> </ul> <p>Tier II Support and Intervention Planning:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Collaborative Interventions:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>PBIS Partnership and Training:</p> <ul style="list-style-type: none"> <li>Both PBIS teams will maintain their partnership with SCOE when possible to ensure the fidelity of PBIS implementation at TEC and to enhance staff expertise.</li> </ul> <p>Supplemental Training Opportunities:</p> <ul style="list-style-type: none"> <li>TEC staff will remain open to additional PBIS training through CA-ISP to supplement and enhance current practices, ensuring continuous improvement.</li> </ul>		<p>LCAP 5800: Professional/Consulting Services And Operating Expenditures</p> <p>District Funded 1000-1999: Certificated Personnel Salaries</p>

## Annual Review

## SPSA Year Reviewed: 2024-25

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 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. The staff continues to be supportive of TEC's Wellness Center and the SSS is open to attending future training to encourage wellness among students and staff.

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

There were no major differences between the intended implementation and the actual expenditures. However, it is important to note the distinctions in how each component of the initiative is funded. The PBIS framework and the SWIS data collection system continue to be fully funded by the district. Implementation of Wayfinder and the partnership with Mindful Rising are supported through a district-awarded DoDEA grant, which is separate from the school's site-specific DoDEA allocation. Additionally, district funding covers the consultation and professional development necessary to sustain effective PBIS practices. To maintain the incentives and recognition systems aligned with Tier I and Tier II PBIS strategies, the school relies on community donations and site-based fundraising efforts.

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.

Based on the analysis, TEC will make several adjustments to strengthen socio-emotional support and equity-focused practices. Strategies will be refined to reflect current staffing realities. Mindful Rising will be added as a new partner to provide mindfulness and wellness practices for staff and students. Teachers will continue to integrate social-emotional learning (SEL) and culturally responsive activities organically within their content areas, and Learning Walks will remain a strategy to promote equity-focused instructional practices. Additionally, TEC will do the best they can with fundraising to sustain PBIS recognition and schoolwide events that foster belonging. These changes are reflected in the SPSA under strategies for Expanded Socio-Emotional Support, Suicide Prevention and Intervention, Trauma-Informed Practices, SEL implementation, PBIS initiatives, and Cultural Responsiveness.

# 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 students 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)	2023-24 - 28 for orientation / 2024-25 - 33 Awards Night - 10 Both Feasts - 12 Back 2 School - 16	We will improve by 5% of the parent participation for each event from our baseline 2024-25 school year.
Number of presenters and guest speakers	2023-24 - 26 between the career fair and other speakers (social science, science, mental health) 2024-25 - Career Fair - 23 Other speakers - 11 (mental health & science, financial literacy)	Maintain 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	Virtual Access to Meetings: <ul style="list-style-type: none"> <li>TEC will provide virtual access to key school meetings, such as parent/teacher conferences, to accommodate parents' schedules and increase participation</li> </ul> Ongoing Communication and Feedback:	All Students	200.00 Site Formula Funds 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> <li>• The TEC principal sends a weekly newsletter that highlights important information, celebrates student achievements, shares upcoming events and activities, and showcases instructional practices so families can see how students are learning</li> <li>• TEC administration will continue to gather input from parents through surveys, emails, and phone calls to ensure valuable feedback is collected and open communication is maintained</li> </ul> <p>Positive Recognitions:</p> <ul style="list-style-type: none"> <li>• TEC staff will regularly mail positive postcards to parents to recognize student achievements and maintain a positive connection with the school community</li> </ul> <p>-Awards nights will be incorporated into existing events, such as TEC’s November Feast and Multicultural Day, to recognize student achievements and encourage greater family participation</p> <p>Centralized Communication through Parent Square:</p> <ul style="list-style-type: none"> <li>• School-wide updates and important news will be shared consistently via the Parent Square portal, social media, and the school website</li> </ul> <p>Promoting Parent Resources:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Building Connections through Back-to-School Night:</p> <ul style="list-style-type: none"> <li>• TEC administration continues to host an annual back-to-school night to foster personal connections with parents, building rapport and strengthening relationships</li> </ul> <p>College and Career Fair:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Partnership with Solano College:</p> <ul style="list-style-type: none"> <li>• TEC will continue partnering with Solano College to provide transition support for</li> </ul>		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>graduating students and ensure parents are informed about college programs and resources</p> <p>FAFSA Support for Parents:</p> <ul style="list-style-type: none"> <li>• TEC informs parents with information and resources in support of completing the FAFSA application</li> </ul> <p>Guest Speakers and Presenters:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The staff will track participation of speakers through a shared Google Doc.</li> </ul> <p>Regular Classroom Communication:</p> <ul style="list-style-type: none"> <li>• Teachers and staff will consistently use Parent Square to share updates about class information, assignments, and student progress, keeping parents and caregivers well-informed</li> </ul>		
3.2	<p>Guest Speakers for Content Areas:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Expanding College and Career Fair Participation: -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> <p>Partnerships for Social-Emotional Wellness Speakers:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	All Students	

## Annual Review

## SPSA Year Reviewed: 2024-25

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.

Strategies were implemented consistently through multiple communication channels and engagement activities. Virtual meeting access, Parent Square updates, and weekly newsletters improved accessibility and transparency. Events such as Back-to-School Night, College and Career Fair, and guest speaker sessions provided meaningful opportunities for parent involvement. Positive reinforcement and promotion of resources strengthened family-school connections. Overall, these efforts effectively supported the goal of increasing parent engagement, though continued focus on participation from all families remains important.

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.

Based on the analysis, TEC will largely continue its current family engagement strategies, as they have proven effective in fostering strong school-home connections. The only significant changes include incorporating award recognition into existing schoolwide events, such as the November Feast and Multicultural Day, to encourage greater family participation, and implementing a Google Sheet to track guest speaker participation for accountability. All other strategies, including virtual meeting access, ongoing communication through newsletters and Parent Square, promoting parent resources, and hosting college and career events, will remain in place to sustain family involvement.

# 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 for the year
Continue to provide elective courses that support job skills and work experience.	Currently we are offering 17 elective courses	We will add two courses that will provide 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
4.1	<p>Assurance of resources, equipment, and facilities for students and staff:</p> <ul style="list-style-type: none"> <li>TEC staff and students will continue to participate in districtwide committees, such as Safety, Equity, AI in Education, DoDEA oversight, TEC Ambassadors, DLAC, and School Site Council, to provide input, advocate for the school's needs, and contribute to district initiatives.</li> <li>In the Fall of 2026, TEC will have 2 more elective courses for Career Exploration through the Paxton Patterson Lab Modules.</li> <li>Every class has laptop carts to hold the laptops that are assigned to students.</li> </ul>	All Students	District Funded 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Encourage Participation from All Stakeholders:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Consistent Communication and Engagement with Families:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 TEC would need to address the identified goal of having 1:1 laptops for students. Looking to the future, staff and students are excited about implementing two additional elective courses.

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

The start-up costs of the two new elective courses will be funded by the district DoDEA grant, future sustainability for the courses will be covered by the school's site budget.

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

TEC will continue its current strategies for planning and utilizing funds collaboratively with stakeholder groups, as these practices have been effective. The only notable changes include adding two new elective courses for Career Exploration through Paxton Patterson Lab modules in Fall 2026 and maintaining a system to ensure consistent communication and engagement with families. All other strategies—such as participation in district committees, assurance of technology and resources, and stakeholder involvement, remain unchanged. These updates can be found in the SPSA under strategies for Assurance of Resources and Career Exploration Opportunities.

# 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: 2024-25**

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	\$39,700.00
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	\$33,500.00
DoDEA Grant	\$2,000.00
Donations	\$2,000.00
LCAP	\$1,200.00
Site Formula Funds	\$1,000.00

Subtotal of state or local funds included for this school: \$39,700.00

Total of federal, state, and/or local funds for this school: \$39,700.00

# 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
LCAP	3,627.00	2,427.00
DoDEA Grant	7,000.00	5,000.00
Prop 28	11,670.00	11,670.00
District Funded	33,700.00	200.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	33,500.00
DoDEA Grant	2,000.00
Donations	2,000.00
LCAP	1,200.00
Site Formula Funds	1,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
4000-4999: Books And Supplies	200.00
5000-5999: Services And Other Operating Expenditures	33,700.00
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
5000-5999: Services And Other Operating Expenditures	District Funded	33,500.00
	DoDEA Grant	2,000.00
None Specified	Donations	2,000.00
4000-4999: Books And Supplies	LCAP	200.00

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	35,500.00
Goal 2	4,000.00
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
Phillip Endicott	Classroom Teacher
Christy Montoya	Other School Staff
Katie Simas	Parent or Community Member
Candrice Coleman	Parent or Community Member
Janea Coleman	Secondary Student
Hayden Simas	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 1/14/26.

Attested:



Principal, Janelle Preston on 1/14/26



SSC Chairperson, Elizabeth Urabe on 1/14/26

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

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

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

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

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

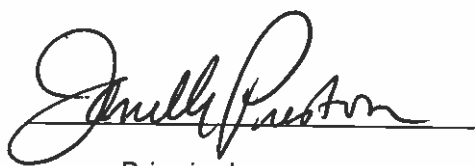
For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>


Updated by the California Department of Education, October 2023

**School Site Approval of Single Plan for Student Achievement  
Signature Page**

The School Site Council at TEC School approved the Single Plan for Student  
Achievement at our meeting dated 1/14/2026.

Handwritten signature of J. Kelly Paeston in cursive script, written over a horizontal line.

Principal

Handwritten signature of E. Urabe in cursive script, written over a horizontal line.

SSC Chairperson