



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John C. Kimball High School	39-75499-0119040	April 29, 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 John C. Kimball High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
 Additional Targeted Support and Improvement
 KHS qualifies for ATSI this year in the student subgroup - Students with Disabilities in the suspension category.

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 John C. Kimball High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

KHS qualifies for ATSI this year in the student subgroup - Students with Disabilities in the suspension category.

Our plan has been developed with input from all appropriate educational partner groups. This includes our students, staff, and parents, including our School Site Council and ELAC.

Educational Partner Involvement

How, when, and with whom did John C. Kimball High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the school year the School Site Council (SSC) is briefed about the variety of programs that exist on the campus and what they are doing to support student achievement. The budget for these programs is also reviewed in this process, multiple times throughout the year. The SSC asks questions about the programs and is able to voice concerns about changes that may need to be made, or offer their approval about what is being accomplished. The final draft of the SPSA is presented to the SSC in April for approval. In addition to the SSC, the ELAC and PTSA are presented with updates and elements of programs at Kimball High School, and they offer suggestions or give their affirmation, all of which is taken into account in drafting the plan.

SSC Meeting Dates: 9/25/25, 10/23/25, 12/11/25, 1/22/26, 2/4/26, 2/26/26, 3/26/26, 4/30/26

Teachers and staff are involved by looking at the previous SPSA action plan and providing their input on how the action plan should be updated to provide greater clarity, focus, and staff buy-in. This has generally taken place during Monday staff meetings, department, and PLC collaboration meetings. Site and ERM meetings include: 8/4/25, 8/11/25, 8/18/25, 9/8/25, 9/29/25, 10/13/25, 11/17/25, 12/8/25, 1/12/26, 2/2/26, 3/2/26, 3/16/26, 3/30/26, 4/20/26, 5/18/26. The administration synthesized all input into a draft plan, which was presented to the SSC, Kimball Department chairs, and Kimball staff.

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.

KHS qualifies for ATSI in the student subgroups Students with Disabilities in the suspension category. The African American, Students with Disabilities, and Homeless subgroups were in the Red category. Resources and services were allocated to support student's with social-emotional needs, however more work needs to be done to support students prior to discipline. An Intervention was established district-wide as an alternative to suspension. Students who attend intervention meet with counselors, discuss alternatives for behavior and choices, and are provided time to reflect and create a correction plan. The intervention program has made a tremendous positive impact on reducing suspensions across the board and especially with our impacted subgroups. After reviewing the California Data Dashboard information for KHS, it was observed that overall achievement in English Language Arts and Math for English Learners is in the very low category for these subgroups. A study skills class was developed to support Students with Disabilities along with general education students who are struggling academically. 2025-26 was a foundation year for collecting data regarding this class. More intervention and resources need to be allocated for target support for students who are struggling academically and who are not on track to graduate in four years. This work is being done with the Counseling Team and their work through the RAMP process. In addition, a GRIT (Graduation Readiness Intervention Team) was created to review data and trends for struggling students in order to provide additional resources and support. This work began during the second half of the 2025-26 school year. In the College and Career Readiness category, no student subgroups were in the very low category, but there were several in the low category: English Learners, Students with

Disabilities, and Filipino. Kimball High School qualifies for ATSI in the areas of Suspension and Career and College under the new accountability system, with the Dashboard Indicator and subgroup data.

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.

For Academics, there was one group in the Red category for ELA, Math, and College/Career: Students w/Disabilities. For suspensions, there were no sub groups in the Red category. English Learners in the English Learner Progress Indicator was in the Red Category. Groups in the orange category are: Homeless (suspensions), and English Learners (ELA).

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.

Subgroups two levels below "all student" performance: ELA = Students w/Disabilities ; Math = Students w/Disabilities and EL Students. There is one subgroup two levels below "all students" in College and Career: Students w/Disabilities

Other Needs

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

The counseling Department completed the RAMP Certification and will continue their work with the RAMP process to identify struggling students in order to provide additional support and resources to help increase students achievement. They will also continue working to increase the A-G completion rate and College and Career Readiness. Metrics to include: grades, intervention participation rates, A-G completion rates, C&C data, and attendance. The GRIT members have begun work with developing a process to monitor the effectiveness of MTSS programs and to provide additional academic support for students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for John C. Kimball High School. 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	0.12%	0.24%	0.44%	2	4	7
African American	7.22%	6.59%	6.05%	116	109	96
Asian	21.97%	24.79%	28.54%	353	410	453
Filipino	8.71%	7.98%	8.07%	140	132	128
Hispanic/Latino	35.72%	35.07%	33.90%	574	580	538
Pacific Islander	1.12%	0.97%	1.01%	18	16	16
White	19.1%	18.20%	16.26%	307	301	258
Two or More Races	6.04%	6.17%	5.73%	97	102	91
Not Reported	0%	%	%	0		
Total Enrollment				1607	1654	1587

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	394	395	429
Grade 10	424	409	380
Grade 11	459	413	378
Grade 12	330	437	400
Total Enrollment	1,607	1,654	1,587

Conclusions based on this data:

1. Enrollment has been fairly static over the past several years with a slight jump in 2023-24. Enrollment projections again show a slight increase in enrollment for the 2026-27 School Year.
2. The Hispanic Subgroup is still the largest subgroup of students on campus but seems to be on a slight decline over the past two years from 35.72% to 33.9%.
3. The Asian Subgroup is the 2nd largest subgroup which has been slowly increasing from 21.78 to 28.5% over the last four years.

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	142	116	103	8.8%	7.0%	6.5%
Fluent English Proficient (FEP)	525	587	584	32.7%	35.5%	36.8%
Reclassified Fluent English Proficient (RFEP)	460			28.6%		

Conclusions based on this data:

1. Solid progress continues to be made in assessing students and helping them successfully make progress to be re-designated.
2. The number of EL's has been slowly declining over the past few years.
3. Long-term English Learners continue to struggle academically as measured by the CAASPP and ELPAC with low redesignation rates.

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	438	399	370	428	395	364	428	395	364	97.7	99	98.4
All Grades	438	399	370	428	395	364	428	395	364	97.7	99	98.4

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	2610.	2623.	2615.	25.70	32.15	33.52	37.62	37.47	31.87	22.43	16.46	17.31	14.25	13.92	17.31
All Grades	N/A	N/A	N/A	25.70	32.15	33.52	37.62	37.47	31.87	22.43	16.46	17.31	14.25	13.92	17.31

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	25.29	30.63	29.95	62.76	54.43	56.04	11.94	14.94	14.01
All Grades	25.29	30.63	29.95	62.76	54.43	56.04	11.94	14.94	14.01

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	34.11	40.25	39.29	49.77	44.56	43.96	16.12	15.19	16.76
All Grades	34.11	40.25	39.29	49.77	44.56	43.96	16.12	15.19	16.76

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	16.36	19.49	18.41	74.07	72.91	72.80	9.58	7.59	8.79
All Grades	16.36	19.49	18.41	74.07	72.91	72.80	9.58	7.59	8.79

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	21.96	30.89	28.85	67.06	60.51	58.52	10.98	8.61	12.64
All Grades	21.96	30.89	28.85	67.06	60.51	58.52	10.98	8.61	12.64

Conclusions based on this data:

1. There was a slight decrease in scores across the board in ELA Students At or Above Standard. The number of students scoring At or Above Standard increased by over 4% last year and 14% over the last two years.
Overall Scores At or Above Standard: 69.62% in 23-24 to 65.39% in 24-25.
Overall Scores Standard Nearly Met: increased slight from 16.46% to 17.31%
Overall Scores Standard Not Met: increased from 13.92% to 17.31%
2. In Each of the Subsections there was also a slight decrease in the percentage of students Above Standard from 2023-24 to 2024-25
Reading: 30.63% in 23-24 decreased to 29.95% in 24-25
Writing: 40.25% in 23-24 decreased to 39.29% in 24-25.
Listening: 19.49% in 23-24 decreased to 18.41% in 24-25.
Research & Inquiry: 30.89% in 23-24 decreased to 28.85% in 24-25.
3. The Listening section of the CAASPP continues to be significantly lower than the other subsections.

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	437	399	369	427	396	364	427	396	364	97.7	99.2	98.6
All Grades	437	399	369	427	396	364	427	396	364	97.7	99.2	98.6

* 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	2577.	2567.	2569.	12.41	13.64	16.21	24.82	18.43	19.51	24.12	23.74	21.70	38.64	44.19	42.58
All Grades	N/A	N/A	N/A	12.41	13.64	16.21	24.82	18.43	19.51	24.12	23.74	21.70	38.64	44.19	42.58

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	20.14	18.18	22.80	43.09	42.17	33.24	36.77	39.65	43.96
All Grades	20.14	18.18	22.80	43.09	42.17	33.24	36.77	39.65	43.96

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	11.71	12.37	13.46	65.34	61.36	55.22	22.95	26.26	31.32
All Grades	11.71	12.37	13.46	65.34	61.36	55.22	22.95	26.26	31.32

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	12.41	12.88	15.38	66.51	61.11	58.52	21.08	26.01	26.10
All Grades	12.41	12.88	15.38	66.51	61.11	58.52	21.08	26.01	26.10

Conclusions based on this data:

1. The scores in math for the percentage of students who scored at or above standard increased from 32.07% to 35.72%.
2. There was significant movement upwards for the Math Sub-Categories.
 Concepts & Procedures: increased from 18.18% to 22.80%.
 Problem Solving & Data Analysis: increased slightly 12.37% to 13.46%.
 Communicating Reasoning: increased from 12.88% to 15.38%.
3. The number of students performing in the Below Standard unfortunately increased:
 Concepts & Procedures: increased from 39.65% to 43.96%
 Problem Solving & Data Analysis: increased from 26.26% to 31.32%
 Communicating Reasoning: increased slightly from 26.01% to 26.10%

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1542.1	1543.9	1515.6	1544.1	1536.4	1505.3	1539.6	1550.7	1525.4	42	21	34
10	1596.2	1554.8	1515.3	1621.8	1549.3	1501.6	1570.1	1559.9	1528.4	32	36	26
11	1576.6	1574.0	1551.3	1582.7	1581.9	1535.4	1570.0	1565.8	1566.9	34	23	31
12	1547.7	1545.2	1522.0	1547.8	1549.0	1518.8	1547.4	1540.9	1524.7	14	21	17
All Grades										122	101	108

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
9	11.90	14.29	11.76	50.00	28.57	29.41	23.81	38.10	20.59	14.29	19.05	38.24	42	21	34
10	37.50	16.67	7.69	34.38	50.00	30.77	25.00	13.89	19.23	3.13	19.44	42.31	32	36	26
11	20.59	21.74	29.03	44.12	47.83	19.35	26.47	21.74	22.58	8.82	8.70	29.03	34	23	31
12	0.00	4.76	0.00	50.00	42.86	23.53	28.57	28.57	58.82	21.43	23.81	17.65	14	21	17
All Grades	19.67	14.85	13.89	44.26	43.56	25.93	25.41	23.76	26.85	10.66	17.82	33.33	122	101	108

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
9	30.95	23.81	35.29	45.24	38.10	14.71	11.90	23.81	20.59	11.90	14.29	29.41	42	21	34
10	50.00	36.11	26.92	43.75	38.89	15.38	3.13	8.33	19.23	3.13	16.67	38.46	32	36	26
11	47.06	47.83	45.16	29.41	39.13	12.90	14.71	4.35	12.90	8.82	8.70	29.03	34	23	31
12	28.57	33.33	11.76	50.00	42.86	58.82	14.29	14.29	11.76	7.14	9.52	17.65	14	21	17
All Grades	40.16	35.64	32.41	40.98	39.60	21.30	10.66	11.88	16.67	8.20	12.87	29.63	122	101	108

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
9	4.76	4.76	2.94	28.57	33.33	26.47	33.33	33.33	26.47	33.33	28.57	44.12	42	21	34
10	9.38	13.89	3.85	31.25	33.33	19.23	40.63	27.78	34.62	18.75	25.00	42.31	32	36	26
11	8.82	8.70	19.35	20.59	17.39	22.58	44.12	47.83	22.58	26.47	26.09	35.48	34	23	31
12	0.00	4.76	0.00	21.43	4.76	11.76	35.71	47.62	35.29	42.86	42.86	52.94	14	21	17
All Grades	6.56	8.91	7.41	26.23	23.76	21.30	38.52	37.62	28.70	28.69	29.70	42.59	122	101	108

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
9	4.76	4.76	5.88	76.19	71.43	50.00	19.05	23.81	44.12	42	21	34
10	12.50	5.56	11.54	84.38	75.00	38.46	3.13	19.44	50.00	32	36	26
11	8.82	4.35	3.23	70.59	73.91	54.84	20.59	21.74	41.94	34	23	31
12	0.00	4.76	0.00	78.57	61.90	58.82	21.43	33.33	41.18	14	21	17
All Grades	7.38	4.95	5.56	77.05	71.29	50.00	15.57	23.76	44.44	122	101	108

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
9	83.33	52.38	62.50	4.76	28.57	15.63	11.90	19.05	21.88	42	21	32
10	96.88	80.56	50.00	0.00	2.78	15.38	3.13	16.67	34.62	32	36	26
11	76.47	91.30	54.84	14.71	4.35	22.58	8.82	4.35	22.58	34	23	31
12	100.00	80.95	70.59	0.00	9.52	11.76	0.00	9.52	17.65	13	21	17
All Grades	86.78	77.23	58.49	5.79	9.90	16.98	7.44	12.87	24.53	121	101	106

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
9	14.29	19.05	2.94	47.62	38.10	38.24	38.10	42.86	58.82	42	21	34
10	15.63	25.00	11.54	53.13	41.67	34.62	31.25	33.33	53.85	32	36	26
11	11.76	13.04	16.13	52.94	39.13	45.16	35.29	47.83	38.71	34	23	31
12	0.00	0.00	0.00	57.14	42.86	23.53	42.86	57.14	76.47	14	21	17
All Grades	12.30	15.84	8.33	51.64	40.59	37.04	36.07	43.56	54.63	122	101	108

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
9	4.76	0.00	0.00	73.81	76.19	70.59	21.43	23.81	29.41	42	21	34
10	9.38	2.78	0.00	81.25	80.56	61.54	9.38	16.67	38.46	32	36	26
11	14.71	8.70	16.13	73.53	78.26	58.06	11.76	13.04	25.81	34	23	31
12	0.00	4.76	0.00	78.57	76.19	76.47	21.43	19.05	23.53	14	21	17
All Grades	8.20	3.96	4.63	76.23	78.22	65.74	15.57	17.82	29.63	122	101	108

Conclusions based on this data:

1. The overall performance of students on the ELPAC has remained fairly static over the last several years, but there was a noticable dip from 2023-24 to 2024-25
2. There was a slight drop in students scoring an overall "4" from 8.91% to 7.41%. There was a drop in students scoring an overall "3" from 23.76% to 21.30%. The number of students scoring a "2" decreased from 37.62% to 28.70, with a large increase in students scoring an overall "1" from 29.72% to 42.59%.
3. The percentage of students scoring overall in the "4" category has been dropping steadily with a significant increase in the number of students scoring in the lowest category of "1".

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
1587	54.3%	6.5%	0.1%
Total Number of Students enrolled in John C. Kimball High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	6.5%
Foster Youth	1	0.1%
Homeless	38	2.4%
Socioeconomically Disadvantaged	862	54.3%
Students with Disabilities	131	8.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	96	6%
American Indian	7	0.4%
Asian	453	28.5%
Filipino	128	8.1%
Hispanic	538	33.9%
Two or More Races	91	5.7%
Pacific Islander	16	1%
White	258	16.3%

Conclusions based on this data:

1. Kimball High School has an ethnically diverse student population with no majority within the population.

2. The EL population at Kimball High is down slightly to 6.5% and is fairly low compared to other sites in TUSD.
3. The number of students classified as Socio-Economically Disadvantaged rose significantly between 22-23 and 23-24 (from 27% to 53%) and was upslightly to 54.3% in 2024-25%. KHS qualified as a Title 1 school for the 23-24 School Year and continues with this designation.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  Red		
College/Career  Green		

Conclusions based on this data:

- 1. There were several indicators in the Green Category showing tremendous growth overall as a school: ELA, Math, College/Career, and Suspension Rate. The Graduation Rate is in the Blue Category.
- 2. Overall English Learner progress is in the Red Category and remains a school-wide concern.
- 3. The suspension rate dropped significantly and is showing a positive trend over the past three years. The suspension rate went from the Red Category to the Green Category from 2023-24 to 2024-25.

School and Student Performance Data

Academic Performance English Language Arts

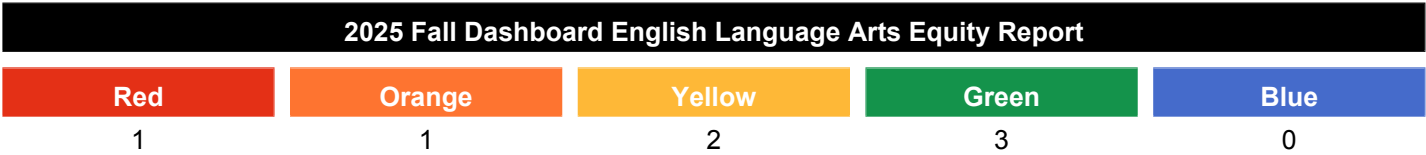
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This section provides number of student groups in each level.



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		
All Students  Green 37.2 points above standard Declined 4.7 points 350 Students	English Learners  Orange 32.5 points below standard Maintained 2.1 points 57 Students	Long-Term English Learners  No Performance Color 42.4 points below standard Increased 51.9 points 19 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 50.7 points below standard 11 Students	Socioeconomically Disadvantaged  Yellow 11.8 points above standard Declined 13.3 points 191 Students

Students with Disabilities  Red 119.7 points below standard Maintained -2.7 points 38 Students	African American  No Performance Color 26.8 points below standard Declined 24.9 points 22 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 73.6 points above standard Declined 10.9 points 91 Students	Filipino  Green 61.1 points above standard Declined 10.5 points 35 Students	Hispanic  Yellow 9 points above standard Maintained -2.6 points 118 Students
Two or More Races  No Performance Color 56.1 points above standard Increased 40 points 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 43.7 points above standard Declined 6 points 67 Students

Conclusions based on this data:

1. The overall scores for ELA decreased from the previous year, but they are still 37.2 points above the state average.
2. Scores for most groups are in the yellow or green category which shows growth for those subgroups. Both the EL student subgroup (Orange Category) and the Students with Disability subgroup (Red Category) reflect a decrease in scores. The EL subgroup did grow by 2.1 points, but are still 32.5 points below standard. Long Term EL's grew by 51.9 points, but remain 42.4 points below standard. The Students with Disability Subgroup dropped 2.7 points and is 119.7 points below standard.
3. There are several groups performing above standard: Asian (73.6 pts above), Filipino (61.1 pts. above), White (43.7 pts. above), Socioeconomically Disadvantaged (11.8 pts. above), and Hispanic (9 pts. above).

School and Student Performance Data

Academic Performance Mathematics

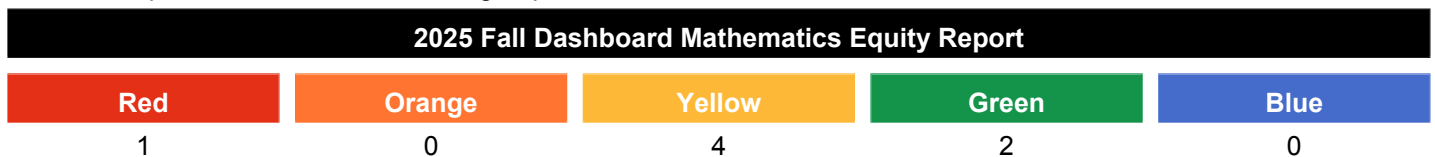
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This section provides number of student groups in each level.



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		
All Students  Green 53.6 points below standard Increased 5.5 points 351 Students	English Learners  Yellow 105.1 points below standard Increased 36.2 points 58 Students	Long-Term English Learners  No Performance Color 163.9 points below standard Increased 19.2 points 19 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 192.7 points below standard 12 Students	Socioeconomically Disadvantaged  Yellow 80.6 points below standard Increased 7.4 points 192 Students

Students with Disabilities  Red 208.9 points below standard Maintained 2.1 points 38 Students	African American  No Performance Color 143.6 points below standard Declined 40.4 points 22 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 13.4 points above standard Increased 5.2 points 92 Students	Filipino  Yellow 30.9 points below standard Declined 14 points 35 Students	Hispanic  Yellow 96.7 points below standard Increased 13.1 points 118 Students
Two or More Races  No Performance Color 88.1 points below standard Increased 16.1 points 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 43 points below standard Increased 8 points 67 Students

Conclusions based on this data:

1. Scores in Math across all subgroups are significantly lower than scores in ELA. Overall students were in the Yellow and Green range on this scale with a slight increase in scores from the previous year.
2. Students w/Disabilities dropped slightly by 2.1 points, but they are still 208.9 pts below standard. Several groups increased or maintained: Hispanic (+13.1), White (+8), Asian (+5.2), Socioeconomically Disadvantaged (+7.4), English Learners (+36.2), Longterm ELs (+19.2), and All students (+5.5)
3. All student sub-groups are below standard on the point scale except for the Asian subgroup which is 13.4 points above average.

School and Student Performance Data

Academic Performance Science

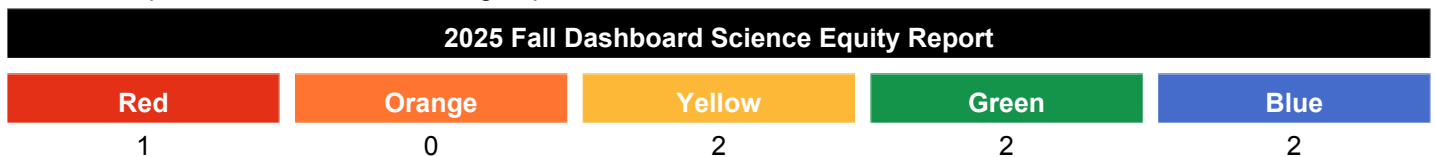
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This section provides number of student groups in each level.



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		
All Students Green 55.9 science points Maintained 0.4 points 349 Students	English Learners Green 46.1 science points Increased 2.9 points 57 Students	Long-Term English Learners No Performance Color 39.7 science points Increased 2.2 points 16 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 42 science points 12 Students	Socioeconomically Disadvantaged Yellow 51.8 science points Maintained 0.4 points 202 Students

Students with Disabilities  Red 32.3 science points Maintained -1.9 points 41 Students	African American  No Performance Color 45.5 science points Declined 5.5 points 25 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 64.3 science points Increased 5 points 90 Students	Filipino  Blue 66 science points Increased 7.5 points 30 Students	Hispanic  Yellow 49.3 science points Declined 2.5 points 122 Students
Two or More Races  No Performance Color 55.2 science points Declined 2.1 points 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Green 56.2 science points Maintained -0.6 points 61 Students

Conclusions based on this data:

1. There are several groups in the Yellow (Hispanic, Socioeconomically Disadvantaged), Green (White, English Learners, All Students), and Blue (Asian, Filipino)
2. There was an overall increase in math scores across the board except for one subgroup.
3. The Students W/Disabilities subgroup maintained (-1.9pts) but are in the Red category.

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	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
29.4 making progress.	31.9 making progress.
Number Students: 85 Students	Number Students: 47 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			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.5%	47.1%	0%	29.4%

Conclusions based on this data:

1. Based on this data, 76.5% of the EL's either maintained a level 1-4 or progressed at least one level. This is down from 84.4% from the previous year.
2. Overall English Learner Progress and Long Term English Learners are in the Red category. Both groups dropped from the previous year. With a small subgroup of students, there will be wide fluctuations in percentages.
3. 29.4% of the students progressed at least one level which is down from 43.8% and 23.5% decreased one level which is up from 15.6% from the previous year.

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.

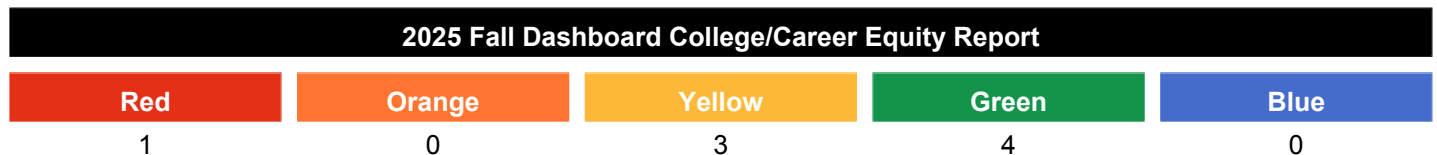
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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		
All Students  Green Prepared 48.4% Increased 5.6% 401 Students	English Learners  Yellow Prepared 20% Increased 8.3% 55 Students	Long-Term English Learners  Yellow Prepared 17.9% Increased 4.6% 39 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Prepared 36.4% Maintained 0.6% 11 Students	Socioeconomically Disadvantaged  Green Prepared 42.2% Increased 8.5% 263 Students

Students with Disabilities  Red Prepared 3.3% Maintained -1.9% 30 Students	African American  No Performance Color Prepared 32.1% Maintained 1.1% 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green Prepared 68.5% Increased 11.7% 108 Students	Filipino  Green Prepared 66.7% Increased 16.7% 33 Students	Hispanic  Green Prepared 35% Increased 3.8% 137 Students
Two or More Races  No Performance Color Prepared 42.1% Declined 21.2% 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Yellow Prepared 42% Maintained -1.6% 69 Students

Conclusions based on this data:

1. There was an increase again this year in students identified as Prepared for College and Career with 48.4%. This is up from 42.2% and 38.2% the year before that.
2. Students identified as Most Prepared are Asian (68.5%), Filipino students (66.7%), and White students (42%).
3. The lowest prepared group is the Students w/Disabilities (3.3%). There were gains in the English Learners (+8.3%), African American (1.1%), Long Term ELs (+4.6%), and Socioeconomically Disadvantaged (+8.5%). All groups except Students w/Disabilities maintained or made gains.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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. There is no data for Chronic Absenteeism. Chronic Absenteeism for the 2023-24 school year was at 15.3%. This was up slightly from 14.6% in 2022-23 and from 19.6% in 2021-22
2. Chronic absenteeism is still much higher than before the COVID pandemic. Pre-pandemic levels were 7.4% in 2018-19, 7.7% in 2017-18, and 7.8% in 2016-17.

School and Student Performance Data

Academic Engagement Graduation Rate

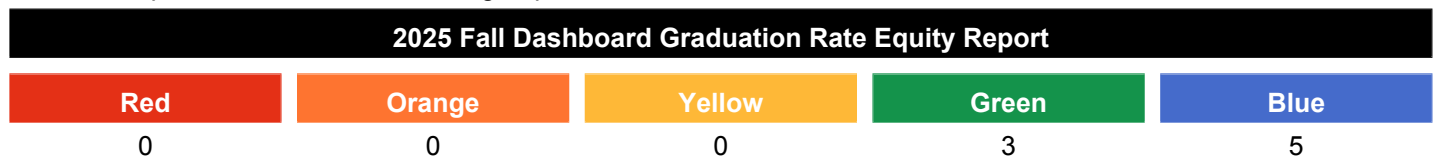
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This section provides number of student groups in each level.



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		
All Students Blue 96% graduated Increased 6.1% 402 Students	English Learners Green 92.7% graduated Increased 14.4% 55 Students	Long-Term English Learners Blue 97.4% graduated Increased 10.8% 39 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 90.9% graduated Increased 5.2% 11 Students	Socioeconomically Disadvantaged Blue 97% graduated Increased 6.9% 263 Students

Students with Disabilities  Green 90.3% graduated Increased 14% 31 Students	African American  No Performance Color 96.4% graduated Increased 6.8% 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 98.1% graduated Increased 9.9% 108 Students	Filipino  Blue 100% graduated Increased 2.9% 33 Students	Hispanic  Blue 97.1% graduated Increased 7.1% 137 Students
Two or More Races  No Performance Color 94.7% graduated Declined 1.9% 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 88.6% graduated Increased 2.4% 70 Students

Conclusions based on this data:

1. Graduation rates for all subgroups are in the Green and Blue Category. Rates went up from 89.9% to 96%.
2. All groups were listed as above 90%.
3. One small subgroup, Two or More Races, dropped 1.9% and is at 94.7%.

School and Student Performance Data

Conditions & Climate Suspension Rate

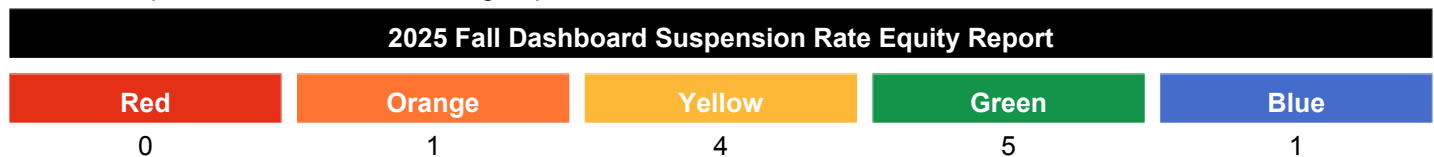
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 4.6% suspended at least one day Declined 6% 1666 Students	English Learners  Green 6% suspended at least one day Declined 8.9% 151 Students	Long-Term English Learners  Green 3.7% suspended at least one day Declined 13% 82 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Orange 11.1% suspended at least one day Declined 6.2% 54 Students	Socioeconomically Disadvantaged  Yellow 6.2% suspended at least one day Declined 7.8% 941 Students

Students with Disabilities  Yellow 9.1% suspended at least one day Declined 14% 143 Students	African American  Yellow 9.3% suspended at least one day Declined 19.6% 107 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Green 2.1% suspended at least one day Declined 4.7% 468 Students	Filipino  Blue 0% suspended at least one day Declined 4.5% 128 Students	Hispanic  Yellow 7.2% suspended at least one day Declined 4.6% 573 Students
Two or More Races  Green 4.2% suspended at least one day Declined 10.5% 96 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 5.6% 16 Students	White  Green 3.7% suspended at least one day Declined 4% 271 Students

Conclusions based on this data:

1. The suspension rate dropped overall by 6%.
2. All subgroups rates of suspension declined, with many dropping significantly.
3. There has been a concerted effort in supporting students prior to being suspended and the data shows that gains have been made.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

College and Career Readiness & Student Achievement

Prepare all students to be college and career ready by having more students be A-G eligible, complete career pathways, and demonstrate proficiency on CAASPP testing.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

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.

The number of A-G eligible students is relatively low.

There is a belief that our CAASPP data is not the most accurate measure for how much our students know. There needs to be more emphasis on practicing the CAASPP (Interim Assessments) to ensure students are familiar with the test.

A significant number of teachers, students and parents are not aware of or do not understand how the state measures whether students are college and career ready, A-G eligibility, NCAA eligibility, and graduation requirements.

Students and teachers need to more clearly understand how career pathways work.

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
College and Career readiness, as measured on the California State dashboard.	The CC rate was 48.4% in 24-25. This is up from 42.2% in 23-24 and 38.2% in 22-23 school year.	Increase College and Career readiness, as measured on the California State dashboard, by 3%
CAASPP test results as reported on the California State dashboard.	65.39% of KHS students met or exceeded the standard in ELA on the SBAC in 2024-25. Down slightly from 67.94% in 23-24. 35.72% of KHS students met or exceeded the standard in Math on the SBAC in 2024-25. Up from 32.07% in 23-24. 39.83% of KHS students met or exceeded the standard in Science on the CAST in 2024-25. Up from 37.68% in 23-24.	Increase Math, ELA, and Science rates by 3% by students that met or exceeded the standard. There was a significant drop in 21-22.
A-G eligibility as reported through Aeries.	A-G eligibility rate for KHS in 2024-25: UC/CSU = 39.3% 23-24 = 36.3% 22-23 = 35.3%	Increase A-G eligibility rate by 2% for both UC and CSU.

FAIB CAASPP Assessments	ELA, Math, and Science FAIB Completion 2025-26: Only ELA completed at least one FAIBs.	All ELA, Math, and Science Complete at least one FAIB each Qtr.
FastBridge Data	FastBridge Math: (Fall / Winter) College Pathway = 33% / 31% (25-26) 25% / 21% (24-25) Low Risk = 29% / 27% (25-26) 30% / 28% (24-25) Some Risk = 26% / 29% (25-26) 31% / 33% (24-25) High Risk = 12% / 13% (25-26) 14% / 18% (24-25) Reading: (Fall / Winter) College Pathway = 31% / 25% (25-26) 27% / 19% (24-25) Low Risk = 33% / 33% (25-26) 37% / 36% (24-25) Some Risk = 18% / 23% (25-26) 8% / 26% (24-25) High Risk = 18% / 19% (25-26) 18% / 19% (24-25) In math, the scores increased slightly with positive moves in the college pathways and a decrease in the high risk category. Both indicated positive growth. In Language Arts there was an increase in scores for college pathway, but a fairly significant increase in some risk. The High Risk category has been fairly static at around 18-19%. Overall the scores show some growth from the previous year. There is still a high number of students in the high risk category. This data is used in the GRIT Process.	Improve all metrics by 5%.
MySAEBRS Data	mySAEBRS data from Fall to Winter Low Risk = 85% / 85% (25-26) 83% / 83% (24-25) Some Risk = 13% / 14% (25-26) 16% / 16% (24-25) High Risk = 1% / 1% (25-26) 1% / 1% (24-25) The my SAEBRS data improved slightly from the 2024-25 school year and it was static from the beginning of the year through the middle of the year. There is a very small percentage of students in the high risk category and relatively small number in the some risk category.	Percentages of students in High Risk and Some Risk should decrease throughout the year to demonstrate that we are identifying students at risk and providing them adequate support to reduce their risk.

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	Increase and improve communication about the College and Career Readiness metric with students, parents, and staff to include written literature, parents meetings and presentations, student meetings and presentations. Increase information about the similarities and differences of the A-G requirements and graduation requirements.	All students	5500 LCFF
1.2	Provide opportunities for students to take interim assessments to practice online testing so that they feel comfortable and confident in taking CAASPP assessments.	All students	
1.3	Provide opportunities for teachers to analyze CAASPP data and identify areas of their curriculum where they could provide strategic focus on target standards.	All students	
1.4	Provide material support for the comprehensive instructional program that promotes college and career readiness. Department Budgets, materials, supplies, paper, etc.	All students	36900 LCFF 24900 Title I
1.5	Support program development of academic-based extra-curricular activities that promote student achievement and applying learning to real world applications. (AcaDec, HOSA, Science Olympiad, Speech & Debate, Mock Trials, Robotics, etc.)	All students	2000 LCFF 7000 Title I
1.6	Continue work with the GRIT Process and explore a schedule which includes intervention support within the school day.	All students	None Specified None Specified
1.7	Provide support for EL students through materials, field trips, and resources to support instruction.	English Language Learning Students	14735 LCFF - Supplemental
1.8	Provide professional development and planning time for ELD teachers to support ELD Instruction.	English Language Learning Students	7018 LCFF - Supplemental
1.9	Provide an ELD Coordinator and 7-hour ELD Paraprofessional to assist with monitoring the progress of EL students, facilitate ELPAC Testing, and ensuring they make adequate progress each year. Provide resources for planning and meeting with parents (reclassification, placement, etc.).	English Language Learning Students	68608 LCFF - Supplemental
1.10	Provide Academic support, College Preparation, and guidance through the AVID Program	Target Students - Students with a GPA of	29928 LCFF - Supplemental

		typically from 2.5-3.4 who may be first generation college students or students from under-represented groups.	1000 Title I
1.11	Purchase equipment and technology to support instruction, communication, and programs.	All Students	20500 LCFF None Specified
1.12	Increase dual enrollment opportunities.		
1.13	Target under-represented groups for enrollment in AVID, MHSA & CTE programs.		
1.14	Establish and implement an intervention team (Graduation Readiness Intervention Team) to monitor support and intervention programs for students struggling academically. Coordinate efforts with the COST team.		

Annual Review

SPSA Year Reviewed: 2025-26

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.

Through the RAMP process, the counseling department has made gains in identifying struggling students and to provide support and resources to increase student achievement. The counseling department also spent significant time meeting with students and providing class presentations to provide students with information about programs, A-G requirements, graduation requirements, College & Career opportunities and other information. The strategies and activities outlined in the SPSA to support Goal 1 were effective in providing teachers with resources and support to actively engage students in learning, provide real-life and hands-on activities, and to provide before/after school support. We have been seeing steady gains. The EL coordinator and EL support para were able to test all new/incoming students and annual ELPAC testing. In addition, the EL para was able to provide small group instruction and teacher support to meet the needs to new/beginning EL students. There has been steady progress and increases in reclassifying students. We also began a GRIT (Graduation Readiness Intervention Team) process to support struggling 9th grade students. This program is in its infancy, but the work has been positive and production so far.

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 intended implementation and budgeted expenditures, however, in some program areas funding was not utilized as much as had been planned. Funding was budgeted, but not all of it was used to the full amount budgeted. Collectively, this left a fairly sizable amount of funding in Title 1.

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

The counseling department completed their work with the RAMP Certification Process to support student achievement and to raise A-G and College and Career Readiness Rates. They have been using the following metrics: student achievement data (grades, CAASPP, FastBridge data), discipline and suspension data, activity involvement data (5-Star), before/after school intervention attendance data, regular attendance data, and formative assessment data (Dept. PLC collaboration), EL data, and passing rates. There is a significant need to provide students with timely intervention and academic support and the GRIT Process was formally started during the 2nd half of the 25-26 school year. Online tutoring and other alternative resources to support students outside of the school day (at night/weekends) need to be

used and implemented more effectively to meet the needs as students. In addition, schedules will need to be explored (via the GRIT process) and implemented to provide more intervention support during the school day to better meet the needs of students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

School Climate and Learning Environment

Provide a safe and collective learning environment for all students and staff through the development of a school climate based on positive and supportive relationships.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and collective learning environment for our students and staff.

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.

Though Kimball High made growth or remained fairly close in parents', students', and staff members' perception of positive school climate and safety, there is still room to make more improvement. The impact of the pandemic and distance learning will be felt for many years. That has created new social/emotional needs among students and all stakeholders. The staff will conduct a cycle of inquiry on the survey data around the districts' climate and safety survey to identify strategies to be more responsive to our students needs. We also want to make sure that students haven't fallen out of the habit of regular school attendance due to the disengagement as student engagement and motivation are still a major focus and concern.

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
Kimball High School climate and safety surveys	Based on the LCAP survey for the 2024-25 school year, 85.68% of all parents, 76.06% of all students, and 88.29% of all staff members had positive attitudes toward the overall climate at Kimball High School. Both the parent and student percentages were down slightly, while staff rating went up. On the safety survey the percentages of positive responses were 92.46% for parents, 82.38% for students, and 88.97% for staff. The ratings for parents and students were up slightly and the staff rating down slightly by less than 1%.	Increase the percentage of students, parents and teachers that respond positively on the School climate and safety surveys by 5% in all categories, with the exception of the staff climate portion, where the goal will be 100% (currently at 85.86%).
Attendance	The attendance rate: 2021-22 = 93.59% 2022-23 = 94.37% 2023-24 = 94.34% 2024-25 = 94.70% 2025-26 = 94.56% (as of 4/16/26)	Increase attendance rates to pre-COVID levels of 96% or better. Reduce the percentage of students who are chronically absent to less than 10%.

	Pre-COVID attendance rates were at or above 96%. (96.07% in 2018-19) Chronic Absenteeism: 2024-25 = not measured individually on the dashboard 2023-24 = 15.3% 2022-23 = 14.6% 2021-22 = 19.8% 2020-21 = 2.1% (distance learning) 2019-20 = N/A 2018-19 = 7.4% 2017-18 = 7.7% 2026-17 = 7.8%	
Suspensions	The overall suspension rate was 4.6% which is down significantly from 10.6% for 2023-24 and 10.3% in 2022-23. Suspensions rates for subgroups and changes from 24-25. African American Students: 9.3%, down from 28.9% Students with Disabilities: 9.1%, down from 23.1% Homeless Students: 11.1%, down from 17.3% EL Students: 6%, down from 14.9% Long Term EL Students: 3.7%, down from 16.7% Socio-Economically Disadvantaged: 6.2%, down from 14% Hispanic: 7.2%, down from 11.8% Two or More Races: 4.2%, down from 14.7% White: 3.7%, down from 7.7% Asian: 2.1%, down from 6.8%	Decrease the suspension rate for each of these subcategories by at least 5%.
Student Engagement & Participatin in School Activities & Events	5 Star Metrics Student Involvement for 2025-26 98.9% of students involved 62.9% = Participating in at least one activity (sports, clubs, productions) 31.9% = Participating in 2 or more activities 96.8% = Attended at least 1 event (games, spirit days, polls, etc.) 90.5% = Attended 2 or more events Staff Engagement for 2025-26 91.5% of staff involved 10.1 % = Participating in at least one activity (coaching, producing a show, etc) 90.7% = Participating in at least 1 event (games, spirit days, polls, etc.) 89.1% = Participating in 2 or more events 2024-25 School Year Data Student Involvement	Increase the percentage of students participating in school activities (sports, clubs, productions) by 5%. Increase the percentage of students participating in activities (attending games, participating in spirit days) to 100%. Increase the percentage of staff participating in school activities (attending games, spirit days, polls, voting, etc.) to 100%.

	98.3% of students involved in activities & event 67.5% participated in at least one activity 43.0% participated in 2 or more activities 97.6% attended at least 1 event 91.5% attended 2 or more events 97.0% of 9th graders involved 97.6% of 10th graders involved 99.2% of 11th graders involved 99.5% of 12th graders involved	
Student Voice and Input	School Advisory Committee Meetings Student Polls/Voting (5 Star) 13 Surveys (20.6% participation) 27 Polls (31.9% participation) RSVP Program - 2026-27 Begin this formal process in Fall 2026 to gather input from all students in all grades.	Increase participation in surveys & polls / Increase the number of surveys & polls

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	Staff review climate and safety survey data and identify areas that need to be addressed. The Safety Committee will review safety survey results and identify areas of concern and need. The Student Advisory Council will meet monthly with site admin to review data, trends, and to make recommendations to improve school safety and climate.	All students	0
2.2	Provide a freshman peer mentor program to support student acclimation to high school and to ensure 9th graders have a successful transition to Kimball HS.	All students, with particular attention to freshmen	500 LCFF 2500 Title I
2.3	Monitor attendance each month and communicate with parents of students with attendance issues (including tardies) to identify appropriate interventions. Hold regular SARB meetings with parents.	All students	0
2.4	Communicate information and trends related to safety and the safety plan that all groups (parents, students and staff) are informed and feel safe at school and school events.. This is particularly important around training for active shooter situations.	All Students	0

2.5	Provide student recognition for achievement in academics, athletics, and other extra curricular activities through the use of banners, signs, and daily announcements. Provide materials and support for graduation.	All Students	11000 LCFF None Specified
2.6	Implement programs and activities to build school climate and to foster collective involvement. Provide guest speakers and outside support programs to support school climate and safety. Provide transportation and sub coverage to implement programs.	All Students	10000 Title I 2000 LCFF
2.7	Programs to support at-risk students (tutoring and counseling)	Targeted Students (At-risk, foster youth, EL)	22500 Title I None Specified
2.8	Provide parent education programs to support parent engagement and support for student achievement. Provide material support for Parent Outreach Programs and Activities.	All Students	2000 Title I
2.9	Ensure that students' social-emotional needs are being met through the analysis of mySAEBRS data in the FastBridge platform. Students at high risk should be immediately referred to counseling services and students at some risk should be followed up with to verify their immediate needs.	At-Risk Students	
2.10	Implement alternative discipline models (Intervention, etc.) to support students with discipline.		None Specified
2.11	Monitor and reduce suspension rates for at-risk student groups and groups with disproportionately high suspension rates.		
2.12	Establish a process to ensure equitable representation and access to leadership opportunities (Student Advisory, Leadership, etc.).		
2.13	Continue bi-weekly COST meetings to ensure support for students in need to mental health intervention.		
2.14	Implement Mindfulness and stress management programs and activities to support student well-being.		

Annual Review

SPSA Year Reviewed: 2025-26

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.

The school implemented a school climate "house" system to increase student engagement and involvement in school during the 23-24 school year. This had been very successful. Building a positive and engaging school environment will enhance students' ability to achieve at higher levels and will enhance social emotional wellbeing. There were significant gains made with getting students more involved in school activities and events. There has been a dramatic shift in the

school climate with a significant decrease in discipline and suspensions over the past three years. The House system and consistency with implementation of school policies and rules has had a positive impact on the school. There were several assemblies and programs introduced to support students with motivation, achievement, and to bring awareness of the dangers of drugs and vaping. The COST team continues to provide students with a wide range of emotional and academic support through school provided resources and external resources. The COST team continues to make a positive impact on identifying and providing students in need with the support they need to be successful in school. The GRIT Process started in Spring of 2026 and will be an integral piece for monitoring student academic progress and intervention.

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 several activities planned to provide students with support academically and social-emotionally. About half of the budgeted funding for this was not used during this school year. Funding in this specific category will be reduced to reflect needs and redirected to other programs and services. .

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

The goal, activities, and programs will continue as planned to further the work that has been done to provide students with academic and social-emotional support. Additional support is necessary to provide students with more opportunities for academic support outside of school hours and also within the school day. Funding and resources will need to be allocated to fund activities and programs (e.g. online tutoring) to provide timely academic intervention for students. The counseling department has completed training and certification through the RAMP process to identify, monitor, and support students who are struggling academically and not meeting A-G completion. Goal 2 Metrics to be used include: student achievement data (grades, CAASPP, FastBridge data), discipline and suspension data, activity involvement data (5-Star), attendance data, and Parent Involvement Data.

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.

Staff Development and Collaboration

Continue to improve instruction through the focused implementation of rigor, relevance, and relationships. Use the Professional Learning Communities (PLC) collaboration time to review data and instructional strategies. Provide ongoing Staff Development to implement school-wide instructional strategies (e.g. AVID) and to build a positive school culture.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Site Specific Goal

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.

There are several newer teachers on campus who have not had formal training in PLC Collaboration using data from assessments to drive collaboration. There is a need to provide staff (notably new staff members) with professional development about the Rigor Rubric, with AVID training, and other academically supportive educational opportunities. There is also a strong need to build a positive school climate where all students feel welcome and connected to the school. Staff development aimed at building a positive school climate is critical to support the efforts to teacher leaders and the admin team.

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
Evidence that PLCs are administering one common formative assessment per quarter and that they are analyzing the data from these assessments to adjust instructional practices.	Some of the PLC collaboration teams are currently offering students common formative assessments and teachers inconsistently look at data from such assessments. Teams participating in meetings and completing PLC Collaboration Notes Math = used consistently with Algebra 1, but inconsistently with Alg. 2 & Geometry. English = Rolling agenda not utilized. VAPA = Met in District Mtgs. CTE = Team has been keeping notes in the rolling agenda consistently. World Language = Notes kept in rolling agenda consistently all year. Science = Rolling agenda used consistently in Physics, Chem, and Bio for the first half. Social Science = Notes kept, but not in a rolling agenda. Inconsistent notes. Special Education = Rolling Agenda not utilized. PE = Rolling Agenda not utilized. Teams administering at least one CFA needs to be established for each department. There has been sporadic use of CFAs.	PLC collaboration team members will administer one CFA quarterly where data is analyzed through a cycle of inquiry and teachers refine their instructional practices as a result. PLC Collaboration Teams will complete regular meeting notes and outcomes
Develop the capacity of teachers to consistently deliver rigorous and relevant instruction that increases students engagement as recorded through an observation rubric.	WICOR data Student engagement strategies and the use of WICOR will be used in the 2025-26 school year to monitor implementation of WICOR strategies and to hone in on effective student engagement strategies. This information will be used to drive professional development. WICOR Rubric: 4 = Majority of students (>75%) 3 = Task aligned to objective (50-75%) 2 = Some observed (<50%) 1 = Brief or Isolated observation 0 = No students observed Baseline Data represents the percentage of classrooms implementing WICOR strategies	Rigor will continue to be the area of focus for the 2024-25 school year to support teachers new to the profession and new to Kimball High School. We will continue work so that all teachers understand the Rigor Rubric and how to use engagement and WICOR strategies more effectively to support student achievement.

in lessons during Walkabout
Instructional Rounds.

Writing

4: 69%

3: 8%

2: 8%

1: 0%

0: 15%

Inquiry

4: 46%

3: 15%

2: 23%

1: 8%

0: 0%

Collaboration

4: 46%

3: 8%

2: 15%

1: 31%

0: 0%

Organization

4: 85%

3: 8%

2: 8%

1: 0%

0: 0%

Reading

4: 38%

3: 8%

2: 8%

1: 0%

0: 46%

Overall WICOR Score

4: 54%

3: 23%

2: 23%

1: 0%

0: 0%

Primary WICOR Emphasis

Writing: 23%

Inquiry: 15%

Collaboration: 15%

Organization: 31%

Reading: 15%

AVID Professional Development	Number of Teachers with formal AVID Training 2025-26 5 Staff Training in Summer 2026	Increase the number of teachers formally trained with AVID at Summer Training Events
ERM Site Meetings & Training Attendance	2025-26 ERM Attendance (Teachers, Classified) August (88.4%) 8/4/25 59/65 5/7 8/11/25 59/65 5/7 8/18/25 57/65 6/7 September (86.6%) 9/8/25 56/65 7/7 9/15/25 58/65 7/7 9/29/25 54/65 5/7 October (83.3%) 10/27/25 54/65 6/7 November (88.9%) 11/17/25 58/65 6/7 December (88.9%) 12/8/25 59/65 5/7 January (86.8%) 1/12/26 55/65 11/11 February (86.6%) 2/2/28 56/65 10/11 March (78.1%) 3/2/26 50/65 8/11 3/16/25 43/65 11/11 3/30/26 56/65 10/11 April 4/20/26	Increase the percentage of teachers and staff attending ERM meetings and trainings by 5%.

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	Provide teachers with time during Early Release Mondays time PLC collaboration. Provide structured guidelines and format to review and evaluate data and instruction effectively.	All students	0 None Specified
3.2	Continue to provide professional development for staff to increase student achievement and to train staff on new strategies that increase student engagement around rigorous activities. Also	All students	33000 LCFF 23000

	continue to reinforce and review previously taught strategies through in-service staff development days and staff meetings led by the KLT (Kimball Leadership Team) and other teacher leaders.		Title I
3.3	Provide planning time for teachers to collaborate and plan and for subs to cover classes for planning. Provide planning time and sub coverage for teachers to support other teachers and classrooms.	All students	14000 LCFF 13000 Title I
3.4	Analyze and evaluate CAASPP, Interim Assessment, Common Formative Assessments, and Fast Bridge assessment data. Identify needs for improvement in specific standards and collaborate as a staff for intervention strategies. Continue to monitor through Fast Bridge data for both academics and social-emotional support.	All students	
3.5	Continue the use of Technology Support Advisors (TSAs) as educational technology leaders on campus for the professional development of all teachers regarding the effective use of technology in the classroom, with a focus on assessment tools for the collection and analysis of data. Provide resources to support staff to attend site training.	All students	1000 LCFF None Specified
3.6	Form a committee of teachers, counselors, and admin to look at intervention strategies that can be used within the existing bell schedule as a part of a Multi-Tiered System of Support (MTSS). Work as a staff to develop intervention time within the existing bell schedule, or develop a proposal for a change in schedules so that teachers can meet the identified needs of students based on PLC data analysis.	All students	
3.7	Provide material support for staff and students to ensure that there are adequate instructional supplies, equipment, and materials. Provide sub coverage for teachers to support educational programs and activities. Provide materials support for communication with the school community.	Provide material support for staff and students to ensure that there are adequate instructional supplies, equipment, and materials. Provide sub coverage for teachers to support educational programs and activities. Provide materials support to support communication with the school community.	45020 LCFF 2716 Title I
3.8			None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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.

The staff spent a considerable amount of time focusing on PLC Collaboration time to look at lesson planning, instruction, and assessments. AVID strategies and activities continued to be the main focus of professional development. The Kimball Leadership Team and Instructional Leadership Team (K/ILT) met several times during the year to provide staff development related to AVID (specifically WICOR) and Positive School Climate.

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 imbalances between budgeted items and expenditures. Title 1 funding was not utilized to the fullest extent it was budgeted and collectively there was funding left over. This was reallocated by the SSC for summer planning and classroom supplies.

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.

There will be considerable training and time allocated to continue improving PLC collaboration. There will also be an increase in staff development related to AVID and WICOR strategies.

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.

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: 2025-26

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.

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: 2025-26

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	\$400,325.00
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 (\$)
Title I	\$108,616.00

Subtotal of additional federal funds included for this school: \$108,616.00

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 (\$)
	\$0.00
LCFF	\$171,420.00
LCFF - Supplemental	\$120,289.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$291,709.00

Total of federal, state, and/or local funds for this school: \$400,325.00

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
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Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	171,420.00
LCFF - Supplemental	120,289.00
None Specified	0.00
Title I	108,616.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	218,089.00
Goal 2	50,500.00
Goal 3	131,736.00

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

Name of Members	Role
William Maslyar	Principal
Christopher Munger	Classroom Teacher
Ana McMath	Classroom Teacher
Octavio Lopez	Classroom Teacher
Jason Yang	Classroom Teacher
Roxana Rivas	Other School Staff
Vijay Pasapula	Parent or Community Member
Kerina Bianchini	Parent or Community Member
Alma Morley	Parent or Community Member
Shayla Mol	Secondary Student
Eshaan Sandhar	Secondary Student
Auden Lopez Aguilar	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



English Learner Advisory Committee

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 5/13/25.

Attested:



Principal, William Maslyar on 4.29.26



SSC Chairperson, Alma Morley on 4.29.26

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.

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023