



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Temescal Canyon High School	33-75176-3330487	5/19/2026	06/11/2026

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 Temescal Canyon High School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

In alignment with LEUSD's LCAP, this plan was developed as a result of a comprehensive needs assessment inclusive of a root cause analysis with evidence based actions in order to meet the needs of students most at-risk of not meeting standards.

Educational Partner Involvement

How, when, and with whom did your Temescal Canyon 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

The school collaborated with the following partners: English Learner Advisory Council (ELAC), School Site Council (SSC), Site Leadership, School Staff, and the District Office. These meeting occurred on the following dates:

SSC

10/28/2025: SSC reviewed the SPSA . Reviewed current goals, progress towards the goals and actions that have been completed or are in process and status of actions..

12/14/2025: SSC reviewed CA School Dashboard results. This included CAASPP data and College and Career Readiness Indicator Data. Highlighted need to focus on English Learners and Students with Disabilities. Discussed potential actions to address identified problems and needs. Specifically, exposure to colleges and information from parents. Mr. Hill shared that CCI was a focus of the High School principal PLC. SSC reviewed and approved safety plan.

2/12/2026: Reviewed UC a-g data. Council members discussed data and highlighted strengths, weaknesses, and further wonderings. All agreed that the emphasis adults placed on the UC a-g requirements would help motivate students to try harder. Discussion ensued about how to encourage that including students dropping Algebra 2 and AP statistics.

Discussed the need to market math classes to 12th grade students.

4/21/2026: SSC provided input into actions for 2025-26 SPSA. Council members expressed an interest in intervention, teacher training, and field trips for students. Council members considered input from ELAC and determined that the proposed actions addressed expressed needs. High interest in Bilingual Community Liaison position. Mrs. Moreno highlighted how big of a need translation services are.

5/19/2026: SSC reviewed proposed goals, actions, and related expenditures for the 2025-26 SPSA.

ELAC: (list each meeting, the topics and input from group)

10/21/2025: ELAC discussed explanation of ELAC and purpose. Discussed DLAC and importance of parent input and feedback.

12/3/2025: ELAC discussed geometry concerns. Input was provided regarding ELD scheduling and cohorting. Counselor provided input regarding supports provided to struggling students.

3/25/2026: ELAC met and counselor shared update on supports being provided to students and scheduling update for 2026-27. Provided information about grade checks with 12th grade students. Principal solicited input on SPSA. Shared previous discussions with SSC, Leadership Team, and staff meetings about obstacles to student success as well as opportunities. Highlighted EL and LTEL performance. Noted trends in ELPAC scores as well as gap between EL subgroups, schoolwide, and other subgroups. ELAC highlighted issues with parent involvement and ways to get more parents involved. Addition of a community liaison was discussed and Project 2 Inspire. Principal discussed expense of PIQE. Shared current PD for staff including McRel training for English, Math, Social Science, and Science teachers and training in data analysis. Parents encouraged to attend April 21, 2026 SSC meeting.

5/19/2026: ELAC reviewed proposed goals, actions, and related expenditures for the 2026-27 SPSA. Members were excited for the community liaison position and the continued action of college field trips for ELs and LTELs. SPSA was approved as presented.

PTSA:

8/26/2025: Reviewed SPSA goals and highlighted actions. Solicited input on Title 1 Parent Compact and Family Engagement Policy. Reviewed Title 1 status and input on the school safety plan.

Site Leadership Team:

1/28/26: Discussed dual enrollment plan. Shared concept of PD for staff centered around collaborative team work.

3/17/26: Members of the visiting team visited Bernice Ayer Middle School and Marco Forster Middle School to observe intervention programming.

3/24/26: Met with WASC visiting chair for mid-term review. Provided update on intervention and reviewed data. Discussed impact of collaborative team work and current status of implementation regarding curricular alignment, assessment development, and data discussions.

4/15/26: Reviewed SPSA draft goals. Staff provided input and feedback on proposed actions. Discussed Titan Time and potential schedules for the 2026-27 school year.

School Staff

8/7/2025: Reviewed SPSA Goals and Actions and communicated expectations to staff.

9/3/2025: Training on Titan Time intervention system logistics.

10/1/2025: Reviewed ELA and Math SBA data to identify student performance patterns and potential barriers to learning.

1/14/2026: Reviewed data from Semester 1 intervention implementation. Discussed Tier 1 supports in SEL, Behavior, and Academics.

2/11/2026: Reviewed CCI and discussed obstacles to student success.

3/11/2026: Reviewed CCI and Discussed outcomes and potential solutions to supporting students.

5/6/2026: Reviewed proposal for Tier 1 interventions and new bell schedule. Staff voted on whether or not to approve a new bell schedule with 30 minutes of Titan Time built into the school day.

District Office: the LEA supported the school during 5 improvement meetings on the following dates:

9/15/2025 - Day 1: The LEA provided training on monitoring and evaluation and system development

12/16/2025 - Day 2: The LEA provided training and feedback on the comprehensive needs assessment and education partner involvement

3/13/2026 - Day 3: The LEA provided training and feedback on comprehensive needs assessment, program review, and action development

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 only.

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.

Goal 1a. English Language Arts

- EL fell 22.2 points to 103.1 points below standard.
- SWD rose 18.6 points to 110.3 points below standard.
- AA rose 33.3 points to 10.2 points below standard.

Priority Root Causes:

1. Students are not completing activities designed to develop proficiency with state standards.
2. Content taught in classes is not aligned with state assessments or does not prepare students adequately for state assessments.

Temescal Canyon High School has developed 1.1, 1.2 and 3.1 in the SPSA to address these needs.

Goal 1b. Math

- All student group rose 21.4 points to 60.9 points below standard
- SED subgroup rose 48.4 points to 95.3 points below standard
- SWD rose 18.1 points to 167.5 points below standard
- AA increased 2.7 points to 111.4 points below standard.

Priority Root Causes:

1. Students are not completing activities designed to develop proficiency with state standards.
2. Content taught in classes is not aligned with state assessments or does not prepare students adequately for state assessments.

Temescal Canyon High School has developed 1.1, 1.2 and 3.1 in the SPSA to address these needs.

Goal 1c. English Learner Progress

- Percent of students making progress decreased 23.2 percentage points to 40.8% percent of students making progress

Priority Root Causes:

1. Students are not completing activities designed to develop proficiency with state standards.
2. Content taught in classes is not aligned with state assessments or does not prepare students adequately for state assessments.
3. Adequate accommodations or supports are not being implemented with fidelity.
4. Students are not enrolled in appropriate designated ELD classes.

TCCHS has developed Action 1.1, 1.2, 2.1, 2.2, and 3.1 to address this identified need.

Goal 2a. Suspension Rate

- EL student group suspension rate increased by 1.1 percentage points to 6.1% of students suspended.
- Homeless student group suspension rate decreased by 2.2 percentage points to 4.3% of students suspended.
- AA student group suspension rate decreased suspension rate by 3 percentage points to 5.4% of students suspended.
- SWD student group suspension rate increased by 2.3 percentage points to 6% of students suspended.

Priority Root Causes:

1. Student inability to resolve conflicts with other students in a positive manner.
2. Student miscommunication or overcommunication including gossip, social media posting, and direct confrontation regarding issues such as saying negative things about students' current or previous relationships or people they are close to, making comments about the way students dress or look, or saying things meant to intimidate others such as asking them about gang affiliation or accusing them of disrespecting them or their friends.
3. Peer pressure, stress, and addiction.

Action 1.1 and 2.2 has been developed to address these identified needs

Goal 2b. College and Career Readiness Indicator

- All student group declined 2.2 percentage points to 54.7% of students meeting requirements.
- AA student group declined 12.2 percentage points to 43.3% of students meeting requirements.
- EL student group increased 2 percentage points to 16.3% of students meeting requirements.
- SED student group increased 0.6 percentage points to 48% of students meeting requirements.
- SWD student group increased 14.9 percentage points to 29.7% of students meeting requirements.

Priority Root Causes:

1. School programs are not aligned to ensure access for all students to be college and career ready.
2. Students chose to take courses that are not aligned to a college and career ready pathway.

Actions 2.1, 2.2, and 2.3 will be implemented to address these needs.

Goal 2c. Graduation Rate

-88.9% of Homeless students graduated. Declined 1.1 percentage points from prior year.

Priority Root Causes:

1. Students who are homeless struggle to have consistent attendance or experience transiency. Some grading policies are not accommodating of students who struggle to attend school or transfer from other schools in the middle of a semester.

Actions 2.1, and 2.3 have been developed to address these needs.

Goal 3a. Professional Development

- Adults do not believe or communicate that state assessments are important. A root cause analysis into the reasons that students did not perform well on CAASPP testing in ELA, Math, and ELPAC concluded that many students have a negative attitude about the assessments and do not try on them. Staff members, members of the SSC and ELAC believe that these attitudes reflect the attitudes of staff members and parents regarding these assessments. Members of the school leadership team, SSC, and ELAC determined that emphasizing CA Dashboard data and using it as the ultimate measure of school success as well as emphasizing the importance of these assessments to students will help students participate more meaningfully in the assessment process. Strategy 3.1, 3.2, and 3.3 outlined below will address this need by reinforcing the importance of the standards that are assessed through CAASPP and ELPAC testing to ensure that teachers embrace the standards, understand what they mean, have the resources necessary to teach them effectively including curricular materials and effective instructional practices, know how to assess them, and understand how to provide interventions and extension of the learning to students as needed. Strategy 1.1 in Goal 1 will also reinforce the importance of these assessments by monitoring and tracking student performance on the CAASPP and ELPAC as it relates to the implementation of the actions outlined in this plan. While improvements in CAASPP and ELPAC scores are anticipated, the actions outlined below will specifically be assessed using rubrics that will measure the effectiveness of the practices in place at TCHS.
- Content taught in classes is not aligned with state assessments or does not prepare students adequately for state assessments. The root cause analysis referenced above also indicated that staff do not really understand state content standards and frameworks, have access to curricular resources to ensure rigorous and culturally relevant content, demonstrate proficiency in effective and standards aligned teaching practices, and understand how to effectively differentiate for students based on their needs. Strategy 3.1, 3.2, and 3.3 listed below will ensure that staff members are provided with the training and time needed to develop proficiency in these areas. Training will specifically address the importance of standards and frameworks, curricular resources that are available to ensure rigorous and culturally relevant content, effective and standards aligned teaching practices, and differentiation. Staff will be provided with time to collaborate with colleagues to clarify expectations for student learning, determine common methods of assessing student learning, reviewing and analyzing the results of common assessments, and identifying students for intervention and extension and planning to respond to student needs. Staff

members will understand components of an effective SEL program and identify supports that ensure students' needs are met. Anticipated improvements in CAASPP and ELPAC scores are articulated in Goal 1. The effectiveness of the actions emphasized below will also be measured through rubrics that define and help evaluate the implementation and adoption of evidence based practices in the areas of PLCs and SEL.

Priority Root Causes:

1. Staff have not been provided training to help them understand state content standards and frameworks, curricular resources that are available to ensure rigorous and culturally relevant content, effective and standards aligned teaching practices, and differentiation.
2. Staff have not been provided time to collaborate with colleagues to clarify expectations for student learning, determine common methods of assessing student learning, reviewing and analyzing the results of common assessments, and identifying students for intervention and extension and planning to respond to student needs.

Action 3.1 has been developed to address these needs. Goal 1 action 2 has also been developed with the intent of addressing this area of concern.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Temescal Canyon 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.13%	0.17%	0.09%	3	4	2
African American	5.20%	5.14%	5.44%	117	122	125
Asian	2.71%	2.61%	2.48%	61	62	57
Filipino	2.67%	2.49%	2.18%	60	59	50
Hispanic/Latino	58.94%	60.01%	60.79%	1325	1424	1397
Pacific Islander	0.31%	0.29%	0.26%	7	7	6
White	25.00%	24.53%	24.15%	562	582	555
Multiple/No Response	5.03%	4.76%	4.61%	113	113	106
Total Enrollment				2248	2373	2298

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	644	640	610
Grade 10	590	652	614
Grade 11	543	541	573
Grade 12	471	540	501
Total Enrollment	2,248	2,373	2,298

Conclusions based on this data:

1. The number of students enrolled at TCHS has remained around 2100 for the past several years. The largest adjustment has been a demographic shift in the number of White students which has decreased from around 41% to 24% of the population and the number of Hispanic students which has increased from about 43% to 56% of the population.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	101	125	100	4.6%	4.5%	4.4%
Fluent English Proficient (FEP)	618	606	565	28.4%	27.5%	24.6%

Conclusions based on this data:

1. The EL population at TCHS remains stable at about 100 students. 28% of TCHS students are raised in homes where English is not the primary language, but they were determined to be fluent and proficient with English when they enrolled in school.
2. Huge strides have been made in reclassifying the EL students and getting them into the regular component of classes. Administrators make weekly walk-throughs a priority and documentation of those walkthroughs are submitted electronically to the District Office. The goal is for every Administrator to complete 8 walkthroughs a month for a total of 40 walkthroughs a month for TCHS. When we return to on campus learning this trend will continue as it is effective.

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	461	512	495	454	493	481	452	492	480	98.5	96.3	97.2
All Grades	461	512	495	454	493	481	452	492	480	98.5	96.3	97.2

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	2566.	2585.	2593.	17.26	19.51	23.13	27.43	36.18	36.88	30.75	23.37	20.42	24.56	20.93	19.58
All Grades	N/A	N/A	N/A	17.26	19.51	23.13	27.43	36.18	36.88	30.75	23.37	20.42	24.56	20.93	19.58

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	19.03	22.15	23.64	58.63	56.10	59.62	22.35	21.75	16.74
All Grades	19.03	22.15	23.64	58.63	56.10	59.62	22.35	21.75	16.74

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	18.85	22.20	28.09	55.88	56.42	51.99	25.28	21.38	19.92
All Grades	18.85	22.20	28.09	55.88	56.42	51.99	25.28	21.38	19.92

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	10.18	12.20	12.97	73.89	77.64	71.55	15.93	10.16	15.48
All Grades	10.18	12.20	12.97	73.89	77.64	71.55	15.93	10.16	15.48

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	16.15	20.73	24.22	67.26	65.85	61.80	16.59	13.41	13.99
All Grades	16.15	20.73	24.22	67.26	65.85	61.80	16.59	13.41	13.99

Conclusions based on this data:

1. Smarter Balanced Assessment (SBA) results highlight additional disparities. During the 2018-19 school year, 59% of students met or exceeded the standard in ELA while 31% of the students met or exceeded the standard in math. During the 2021-22 administration, 48% of students met or exceeded the standard in ELA while 25% of the students met or exceeded the standard in math. This reflects a decline of 11 percentage points in ELA and 6 percentage points in math or a 23% decrease in the number of students at or above standard in ELA and a 19% decrease in the number of students at or above standard in math. The impact was worse at TCHS compared the state which only saw a 10% decrease in the number of students at or above standard in ELA and a 16% decrease in math.
2. There is a disparity in subgroup performance between the Hispanic and White subgroups on the ELA assessment. Students in the Hispanic subgroup performed slightly lower than the overall school performance at 44% of students at or above standard verses the schoolwide factor of 48%. They performed 13 percentage points lower than students in the White subgroup whose performance indicated that 57% of the students were at or above standard. The gap is a little wider at TCHS than it is among 11th grade students throughout the District where 36% of the Hispanic students are at or above standard verses 47% of students in the White subgroup. Overall both subgroups performed better at TCHS than at other LEUSD schools. Compared to state figures where 44% of students in the Hispanic subgroup were at or above standard and 66% of students in the White subgroup were at or above standard, the gap that exists at TCHS is only smaller due to the fact that fewer of the students in the White subgroup at TCHS score as highly as other students in the state.

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	460	513	493	451	488	477	450	488	477	98.0	95.1	96.8
All Grades	460	513	493	451	488	477	450	488	477	98.0	95.1	96.8

* 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	2544.	2555.	2566.	9.56	8.20	11.74	16.44	21.11	20.13	24.00	22.54	26.83	50.00	48.16	41.30
All Grades	N/A	N/A	N/A	9.56	8.20	11.74	16.44	21.11	20.13	24.00	22.54	26.83	50.00	48.16	41.30

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	13.11	13.11	15.51	40.44	45.08	41.72	46.44	41.80	42.77
All Grades	13.11	13.11	15.51	40.44	45.08	41.72	46.44	41.80	42.77

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	12.00	12.09	11.32	57.11	59.22	62.68	30.89	28.69	26.00
All Grades	12.00	12.09	11.32	57.11	59.22	62.68	30.89	28.69	26.00

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	10.22	9.43	10.69	63.33	65.57	66.88	26.44	25.00	22.43
All Grades	10.22	9.43	10.69	63.33	65.57	66.88	26.44	25.00	22.43

Conclusions based on this data:

1. Smarter Balanced Assessment (SBA) results highlight additional disparities. During the 2018-19 school year, 59% of students met or exceeded the standard in ELA while 31% of the students met or exceeded the standard in math. During the 2021-22 administration, 48% of students met or exceeded the standard in ELA while 25% of the students met or exceeded the standard in math. This reflects a decline of 11 percentage points in ELA and 6 percentage points in math or a 23% decrease in the number of students at or above standard in ELA and a 19% decrease in the number of students at or above standard in math. The impact was worse at TCHS compared the state which only saw a 10% decrease in the number of students at or above standard in ELA and a 16% decrease in math.
2. The percentage of students overall who were at or above standard in math was 25% compared to 19% of students in the Hispanic subgroup and 32% of students in the White subgroup. This reflects a 13 percentage point difference. This is more pronounced than the difference between students in these subgroups at LEUSD where 10% of students in the Hispanic subgroup and 20% of students in the White subgroup met or exceeded the standard, but less drastic than the statewide figures where 14% of students in the Hispanic subgroup met or exceeded the standard compared to 38% of students in the White subgroup.

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	1534.5	1542.3	1530.9	1523.4	1539.9	1531.5	1545.0	1544.1	1530.0	26	32	39
10	1545.4	1531.1	1555.3	1529.1	1524.0	1568.0	1560.9	1537.7	1542.0	31	30	30
11	1567.5	1540.1	1523.9	1562.5	1537.1	1505.0	1571.8	1542.7	1542.4	11	16	20
12	1451.3	1552.9	1535.9	1421.8	1543.8	1527.5	1480.2	1561.8	1543.6	11	12	22
All Grades										79	90	111

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	11.54	21.88	7.69	34.62	31.25	41.03	26.92	15.63	25.64	26.92	31.25	25.64	26	32	39
10	22.58	20.00	30.00	35.48	23.33	26.67	12.90	30.00	16.67	29.03	26.67	26.67	31	30	30
11	45.45	18.75	15.00	9.09	31.25	20.00	18.18	18.75	15.00	27.27	31.25	50.00	11	16	20
12	0.00	33.33	18.18	0.00	16.67	22.73	27.27	0.00	27.27	72.73	50.00	31.82	11	12	22
All Grades	18.99	22.22	17.12	26.58	26.67	29.73	20.25	18.89	21.62	34.18	32.22	31.53	79	90	111

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	30.77	37.50	33.33	23.08	25.00	28.21	26.92	15.63	15.38	19.23	21.88	23.08	26	32	39
10	32.26	30.00	43.33	32.26	30.00	23.33	9.68	16.67	6.67	25.81	23.33	26.67	31	30	30
11	54.55	43.75	30.00	9.09	12.50	10.00	9.09	12.50	15.00	27.27	31.25	45.00	11	16	20
12	0.00	41.67	22.73	9.09	8.33	45.45	18.18	0.00	0.00	72.73	50.00	31.82	11	12	22
All Grades	30.38	36.67	33.33	22.78	22.22	27.03	16.46	13.33	9.91	30.38	27.78	29.73	79	90	111

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	3.85	3.13	0.00	30.77	34.38	23.08	23.08	21.88	28.21	42.31	40.63	48.72	26	32	39
10	19.35	10.00	0.00	16.13	13.33	26.67	32.26	33.33	40.00	32.26	43.33	33.33	31	30	30
11	18.18	0.00	5.00	27.27	12.50	15.00	27.27	56.25	25.00	27.27	31.25	55.00	11	16	20
12	0.00	16.67	4.55	0.00	25.00	22.73	27.27	8.33	22.73	72.73	50.00	50.00	11	12	22
All Grades	11.39	6.67	1.80	20.25	22.22	22.52	27.85	30.00	29.73	40.51	41.11	45.95	79	90	111

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	7.69	6.25	10.26	61.54	62.50	46.15	30.77	31.25	43.59	26	32	39
10	6.45	6.67	23.33	64.52	66.67	50.00	29.03	26.67	26.67	31	30	30
11	27.27	6.25	0.00	36.36	56.25	30.00	36.36	37.50	70.00	11	16	20
12	0.00	8.33	4.55	18.18	41.67	50.00	81.82	50.00	45.45	11	12	22
All Grades	8.86	6.67	10.81	53.16	60.00	45.05	37.97	33.33	44.14	79	90	111

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	53.85	68.75	71.79	26.92	9.38	7.69	19.23	21.88	20.51	26	32	39
10	64.52	63.33	60.00	12.90	10.00	16.67	22.58	26.67	23.33	31	30	30
11	63.64	62.50	55.00	9.09	6.25	10.00	27.27	31.25	35.00	11	16	20
12	27.27	50.00	68.18	9.09	8.33	9.09	63.64	41.67	22.73	11	12	22
All Grades	55.70	63.33	64.86	16.46	8.89	10.81	27.85	27.78	24.32	79	90	111

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	11.54	9.38	2.56	42.31	46.88	41.03	46.15	43.75	56.41	26	32	39
10	22.58	16.67	6.67	41.94	26.67	56.67	35.48	56.67	36.67	31	30	30
11	18.18	0.00	5.00	45.45	43.75	30.00	36.36	56.25	65.00	11	16	20
12	0.00	16.67	9.09	18.18	33.33	36.36	81.82	50.00	54.55	11	12	22
All Grades	15.19	11.11	5.41	39.24	37.78	42.34	45.57	51.11	52.25	79	90	111

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	0.00	0.00	0.00	80.77	68.75	82.05	19.23	31.25	17.95	26	32	39
10	6.45	0.00	3.33	70.97	73.33	60.00	22.58	26.67	36.67	31	30	30
11	9.09	6.25	10.00	63.64	68.75	45.00	27.27	25.00	45.00	11	16	20
12	0.00	8.33	4.55	18.18	41.67	63.64	81.82	50.00	31.82	11	12	22
All Grades	3.80	2.22	3.60	65.82	66.67	65.77	30.38	31.11	30.63	79	90	111

Conclusions based on this data:

1. The most well developed area for TCHS ELs is in the area of speaking. 63% of the 74 students tested were considered well developed in this area. Contrastingly, reading was the area where students struggled the most with 54% of the students determined to be in the beginning domain.

School and Student Performance Data

Student Population

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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
2373	68.2%	5.3%	0.7%
Total Number of Students enrolled in Temescal Canyon 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	125	5.3%
Foster Youth	17	0.7%
Homeless	99	4.2%
Socioeconomically Disadvantaged	1619	68.2%
Students with Disabilities	276	11.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	122	5.1%
American Indian	4	0.2%
Asian	62	2.6%
Filipino	59	2.5%
Hispanic	1424	60%
Two or More Races	113	4.8%
Pacific Islander	7	0.3%
White	582	24.5%

Conclusions based on this data:

1. The percentage of students who are determined to be socio-economically disadvantaged (SED) has also steadily increased over the past several years from 48% in 2012-13 to 52% in 2016-17 to 58% in 2021. Spanish is the

predominant primary language spoken in families aside from English with 27% of our families reporting that they are Spanish speaking. Other languages spoken include Filipino, Vietnamese, Arabic, and Mandarin Chinese and fewer than 2% of our population combined list one of these languages as their primary language.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The following represent the major student learner needs at TCHS:
 - Chronic absenteeism for all subgroups
 - Student readiness for Algebra 1 in 9th grade
 - SBA ELA and Math performance of students in all subgroups but primarily in the Black/African-American, students with disabilities, and English learner subgroups.
 - The number of students receiving Ds and Fs
 - Positive student connection to school by students who are not involved in activities.

Chronic absenteeism

As indicated earlier, the number of students who are classified as chronically absent increased dramatically over the pre-pandemic 2018-19 school year. We believe this was the result of a combination of factors including students and families taking advantage of relaxed attendance rules and increased support for distance learning, strict health department policies about attending school when ill or exposed to others will illnesses, and a general apathy about learning and school attendance that followed in the wake of decisions about cancelling or postponing school programming. Teachers continue to identify a connection between student grades and attendance and struggle with the decision to support students who are absent from school while feeling guilty for enabling a more lackadaisical attitude toward attending school when so much of the work can be made up outside of the classroom.

Student Readiness for Algebra 1 in 9th Grade

Test data, grades, and teacher feedback all confirm that large numbers of students enter TCHS behind in math. The school has responded by offering support classes for students who are not ready for Algebra 1 in 9th grade and has adjusted its pathways to ensure that these students have access to a pathway that will still enable the student to be UC a-g eligible, but this requires four years of math and in many cases does not prepare students with the skills or content knowledge required to meet the standard on the SBA in math in 11th grade.

SBA ELA and Math Performance

All subgroups, but particularly our Black/African-American, students with disabilities, and English learner subgroups have experienced difficulty meeting the standard in both ELA and Math, but also pronounced declines in performance between the 2019 and 2021 administrations of the tests. We believe that these results reflect learning loss and a lack of buy in to the assessments exacerbated by the pandemic, but we also recognize that we lack additional data that might help target specific skills or gaps in conceptual knowledge.

Ds and Fs

Significantly more students received Ds and Fs during the 2021-22 school year than during the 2018-19 school year. The low grades reflect student performance levels below proficiency as well as incomplete information about student progress due to missing or late work. Teachers who accommodated the submission of late work during the pandemic at higher rates than they did before the pandemic continue to struggle with whether or not to accept late work now that things have stabilized. We are still working to find the appropriate balance between being supportive and accommodating and holding students accountable for meeting classroom expectations.

Student Connection to School

Perhaps the most shocking need related to student well being. The numbers of students who expressed feeling disconnected at school, unsatisfied with their lives, or who shared that they had considered attempting suicide is very troubling. This is an area that the school will need to

research further to better understand the causes of the distress students are feeling, but it is an area of extreme concern.

School and Student Performance Data

Academic Performance English Language Arts

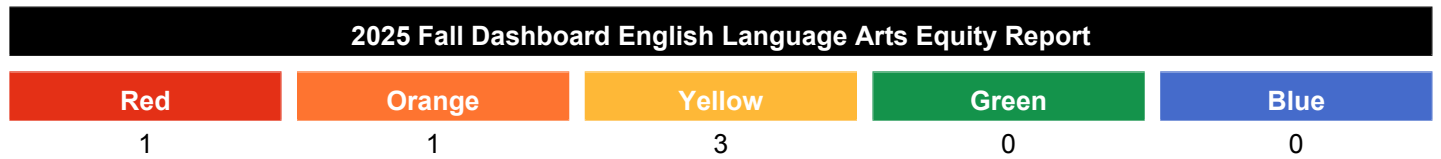
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This section provides number of student groups in each level.



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 12.2 points above standard Increased 7.7 points 479 Students	English Learners  Orange 103.1 points below standard Increased 19 points 39 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 59 points below standard Declined 55.4 points 13 Students	Socioeconomically Disadvantaged  Yellow 0.4 points below standard Increased 11.7 points 313 Students

Students with Disabilities  Red 110.3 points below standard Declined 19.7 points 48 Students	African American  No Performance Color 10.2 points below standard Increased 16.4 points 19 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 79.8 points above standard Increased 9.3 points 16 Students	Filipino  No Performance Color 41.3 points above standard Declined 46.1 points 15 Students	Hispanic  Yellow 4.9 points below standard Increased 6.3 points 270 Students
Two or More Races  No Performance Color 57.9 points above standard Increased 7.4 points 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 26.8 points above standard Maintained -0.8 points 132 Students

Conclusions based on this data:

1. Smarter Balanced Assessment (SBA) results highlight additional disparities. During the 2018-19 school year, 59% of students met or exceeded the standard in ELA while 31% of the students met or exceeded the standard in math. During the 2021-22 administration, 48% of students met or exceeded the standard in ELA while 25% of the students met or exceeded the standard in math. This reflects a decline of 11 percentage points in ELA and 6 percentage points in math or a 23% decrease in the number of students at or above standard in ELA and a 19% decrease in the number of students at or above standard in math. The impact was worse at TCHS compared the state which only saw a 10% decrease in the number of students at or above standard in ELA and a 16% decrease in math.
2. There is a disparity in subgroup performance between the Hispanic and White subgroups on the ELA assessment. Students in the Hispanic subgroup performed slightly lower than the overall school performance at 44% of students at or above standard verses the schoolwide factor of 48%. They performed 13 percentage points lower than students in the White subgroup whose performance indicated that 57% of the students were at or above standard. The gap is a little wider at TCHS than it is among 11th grade students throughout the District where 36% of the Hispanic students are at or above standard verses 47% of students in the White subgroup. Overall both subgroups performed better at TCHS than at other LEUSD schools. Compared to state figures where 44% of students in the Hispanic subgroup were at or above standard and 66% of students in the White subgroup were at or above standard, the gap that exists at TCHS is only smaller due to the fact that fewer of the students in the White subgroup at TCHS score as highly as other students in the state.
3. MAPS data provides specific information regarding individual student areas of strength and weakness. The data is mostly utilized by teachers working with individual students. Schoolwide data is limited, but some insight can be gained by looking at the aggregate scaled scores by subgroup. For instance, during the 2018-19 school year, the total school average was 192.7. Testing done during the 2021-22 school year resulted in a school average of 225.7 which reflected a 33 point increase from a pre-pandemic to a post-pandemic. The number of students being assessed

in each of the years was markedly different with 75 students being assessed during the 2018-19 school year and 1,193 students being assessed during the 2021-22 school year. More revealing is the disparity between the subgroup performance during the 2021-22 assessment. While the group average was 225.7, the Hispanic subgroup average was 221.9, four points lower than the total group average. The White subgroup outperformed the group average by six points with a subgroup average of 231.1.

School and Student Performance Data

Academic Performance Mathematics

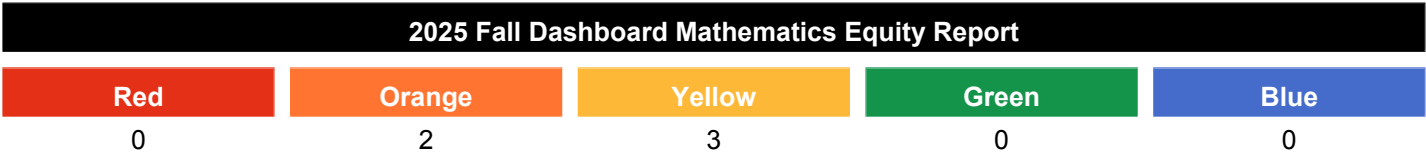
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This section provides number of student groups in each level.



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  Yellow 60.9 points below standard Increased 9.8 points 477 Students	English Learners  Orange 159.4 points below standard Increased 9.4 points 40 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 131.6 points below standard Declined 50.2 points 14 Students	Socioeconomically Disadvantaged  Yellow 82.2 points below standard Increased 13.2 points 311 Students

Students with Disabilities  Orange 167.5 points below standard Increased 30.4 points 47 Students	African American  No Performance Color 111.4 points below standard Increased 7.3 points 20 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 35.8 points above standard Declined 18 points 16 Students	Filipino  No Performance Color 21.2 points below standard Declined 37 points 15 Students	Hispanic  Yellow 84.3 points below standard Increased 10.9 points 267 Students
Two or More Races  No Performance Color 20.4 points below standard Increased 14.7 points 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 35.2 points below standard Maintained -0.8 points 133 Students

Conclusions based on this data:

1. Smarter Balanced Assessment (SBA) results highlight additional disparities. During the 2018-19 school year, 59% of students met or exceeded the standard in ELA while 31% of the students met or exceeded the standard in math. During the 2021-22 administration, 48% of students met or exceeded the standard in ELA while 25% of the students met or exceeded the standard in math. This reflects a decline of 11 percentage points in ELA and 6 percentage points in math or a 23% decrease in the number of students at or above standard in ELA and a 19% decrease in the number of students at or above standard in math. The impact was worse at TCHS compared the state which only saw a 10% decrease in the number of students at or above standard in ELA and a 16% decrease in math.
2. The percentage of students overall who were at or above standard in math was 25% compared to 19% of students in the Hispanic subgroup and 32% of students in the White subgroup. This reflects a 13 percentage point difference. This is more pronounced than the difference between students in these subgroups at LEUSD where 10% of students in the Hispanic subgroup and 20% of students in the White subgroup met or exceeded the standard, but less drastic than the statewide figures where 14% of students in the Hispanic subgroup met or exceeded the standard compared to 38% of students in the White subgroup.
3. TCHS utilizes Math Diagnostic Testing Project (MDTP) and the Northwest Evaluation Associations (NWEA) MAPS test data to generate achievement data for students in math and English classes. Math teachers rely on MDTP data to help with placement decisions in 9th grade math courses. Based on the data generated during the 2022-23 school year, 43% of the incoming ninth grade class was determined to be at grade level and ready for Algebra 1. In the previous year, 41% of the ninth grade class was ready for Algebra 1. We do not have data prior to COVID-19 to use as a comparison, so this is an area that we will continue to track moving forward.

School and Student Performance Data

Academic Performance Science

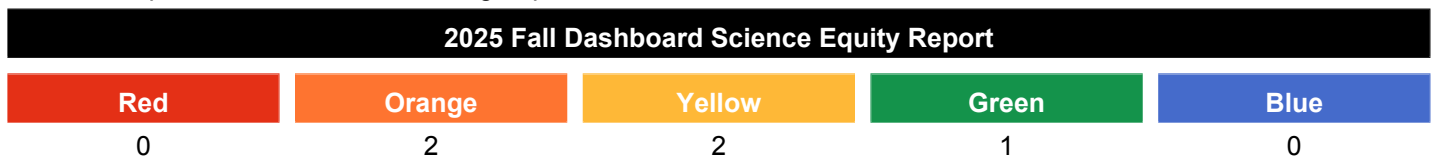
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This section provides number of student groups in each level.



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 Yellow 53.1 science points Maintained -0.5 points 481 Students	English Learners Orange 35.6 science points Maintained 1.2 points 42 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless No Performance Color 44.6 science points Declined 5.9 points 16 Students	Socioeconomically Disadvantaged Yellow 50.4 science points Maintained 0.1 points 318 Students

Students with Disabilities  Orange 35.7 science points Maintained -1.1 points 50 Students	African American  No Performance Color 48.8 science points Maintained -1 points 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 64.8 science points Declined 3.3 points 16 Students	Filipino  No Performance Color 64.4 science points Declined 2.8 points 14 Students	Hispanic  Yellow 49.8 science points Maintained 0.3 points 267 Students
Two or More Races  No Performance Color 58.6 science points Declined 2.4 points 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 56.6 science points Declined 3.9 points 133 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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 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	 Orange
40.8 making progress.	47.1 making progress.
Number Students: 98 Students	Number Students: 51 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
15.5%	43.3%	0%	41.2%

Conclusions based on this data:

- 56.9% of ELs made progress toward proficiency as measured by the ELPAC. This is compared to 50.3% of ELs statewide. At total of 24 ELs were reclassified during the 2021-22 school year, which represents 31% of the 78 ELs attending TCHS. This is a 40% increase over the previous school year where 15 students were reclassified. During the 2018-19 school year, 28% of our ELs were reclassified.

School and Student Performance Data

Academic Performance College/Career Report

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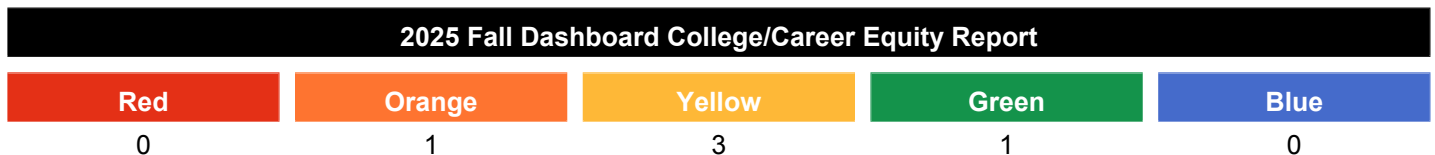
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

This section 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 Orange Prepared 54.7% Declined 2.2% 537 Students	English Learners No Performance Color Prepared 16.3% Increased 2% 43 Students	Long-Term English Learners No Performance Color Prepared 13% Declined 4.6% 23 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless Orange Prepared 29.6% Declined 12.9% 54 Students	Socioeconomically Disadvantaged Yellow Prepared 48% Maintained 0.6% 392 Students

Students with Disabilities  Yellow Prepared 29.7% Increased 14.9% 64 Students	African American  No Performance Color Prepared 43.3% Declined 12.2% 30 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Prepared 84.6% Increased 13.2% 13 Students	Filipino  No Performance Color Prepared 87.5% Declined 6.9% 16 Students	Hispanic  Yellow Prepared 47.7% Maintained -1.5% 329 Students
Two or More Races  No Performance Color Prepared 62.5% Declined 6.3% 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green Prepared 68.3% Increased 4% 120 Students

Conclusions based on this data:

1. We are very proud and happy to see the success that we see here. We have 3 CTE programs that are complete with a complete pathway. Our Medical Academy, Engineering and Welding pathways are full to capacity with many requests to transfer yearly. This year we have implemented the academy model for our engineering program and it has proven to be a huge success. The focus in all CTE classes is being career ready. Our students are supported with community mentors, on the job shadowing and student leadership organizations like the Society for Women Engineers, Health Occupations Student Association. State of the art equipment and resources also back up these great programs.
2. In the past five years, over 1800 students have taken over 3000 AP exams. The percent of students scoring a 3 or higher on the exam during the 2022 school year was 62.58% compared with 47.85% during the 2018-19 school year. 45% of the tests that were taken were taken by students in the Hispanic subgroup. 26% of the tests were taken by students in the White subgroup. 17% of the AP tests were taken by students in the Asian subgroup, and 3% of the tests were taken by students in the Black/African-American subgroup.
3. The average score earned by students taking IB exams has steadily increased as well. During the 2021-22 school year the average IB score for TCHS students was 4.27. This represents an increase of 17.3% over students who took the test during the 2018-19 school year. This is 14.5% lower than the world-wide average for 2021-22 which was 4.89.

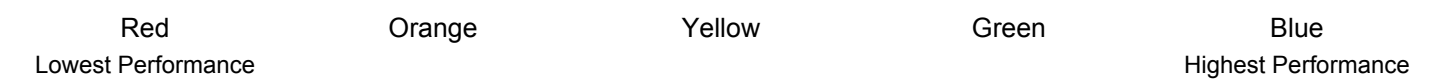
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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:

- 29.85% of TCHS students were considered chronically absent during the 2021-22 school year. Of the 665 students who missed 18 or more days of school, 60% of them were Hispanic, 28% of them were White, and 7% were Black. 4% of the students were ELs and 13% of the students were students with an IEP (SPED). These numbers are closely aligned with the demographic breakdown of the school noted earlier with the exceptions that the percentage of Hispanic and SPED students is slightly higher than the demographic groups.

In comparing this with data from the 2018-19 school year (the last normal year before the COVID-19 pandemic), the number of students who were chronically absent during the 2021-22 school year has increased dramatically. During the 2018-19 school year, only 16.3% of the students were identified as chronically absent. This represents an 83% increase. The demographic distribution of absences closely aligned with the demographic breakdown at the time with the exception of the White subgroup and the SPED subgroup. While the White subgroup accounted for 29.5% of the population in 2018-19 it accounted for 36% of the students who were determined to be chronically absent. SPED students represented 8.9% of the population yet they accounted for 16% of the students who were chronically absent.

2. The disparity between subgroup absences and school demographics has narrowed in the last three years since our mid-term visit, but the number of students who were identified as chronically absent increased sharply. The main reason for this is believed to be due to the policies that were in place because of the pandemic. Students were not only required to remain at home if they were ill, but they were encouraged to remain at home if they were a close contact of someone who was ill or exhibited symptoms that in previous years would not have been noteworthy. We anticipate having to work hard to shift the mindset about school attendance with students and families to return to a pre-pandemic paradigm, while continuing to monitor and respond to health department direction and community attitudes about illness and the best way to mitigate learning with healthy learning environments.
3. A root cause analysis conducted by the School Site Council determined that official policies and communications related to attendance as well as health concerns were the most significant factors influencing poor school attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

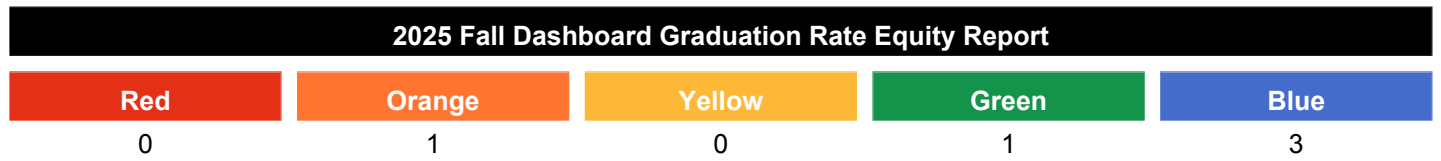
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides 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 97.2% graduated Increased 1.9% 538 Students	English Learners  No Performance Color 90.7% graduated Increased 5% 43 Students	Long-Term English Learners  No Performance Color 100% graduated Increased 11.8% 23 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  Orange 88.9% graduated Declined 1.1% 54 Students	Socioeconomically Disadvantaged  Blue 96.4% graduated Increased 1.5% 393 Students

Students with Disabilities  Green 92.3% graduated Increased 5.3% 65 Students	African American  No Performance Color 96.7% graduated Maintained 0.4% 30 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 100% graduated Increased 7.1% 13 Students	Filipino  No Performance Color 100% graduated Maintained 0% 16 Students	Hispanic  Blue 96.4% graduated Maintained 0.9% 330 Students
Two or More Races  No Performance Color 100% graduated Increased 6.3% 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 98.3% graduated Increased 3.6% 120 Students

Conclusions based on this data:

1. Students with disabilities, homeless youth, and English learners reflect the greatest need for ongoing attention related to graduation rates.

School and Student Performance Data

Conditions & Climate Suspension Rate

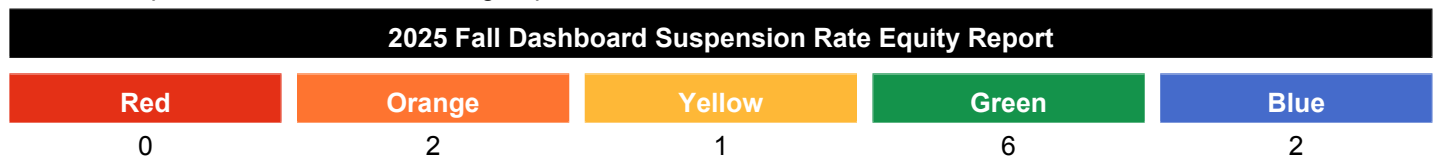
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides 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 3.2% suspended at least one day Declined 0.6% 2481 Students	English Learners Orange 6.1% suspended at least one day Increased 1.1% 148 Students	Long-Term English Learners Orange 8.2% suspended at least one day Increased 1.6% 73 Students
Foster Youth No Performance Color 12% suspended at least one day Declined 1% 25 Students	Homeless Green 4.3% suspended at least one day Declined 2.2% 117 Students	Socioeconomically Disadvantaged Green 4.2% suspended at least one day Declined 0.8% 1727 Students

Students with Disabilities  Green 6% suspended at least one day Declined 2.3% 299 Students	African American  Green 5.4% suspended at least one day Declined 3% 129 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  Green 1.6% suspended at least one day Declined 3% 64 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 59 Students	Hispanic  Yellow 4% suspended at least one day Maintained 0% 1491 Students
Two or More Races  Blue 0% suspended at least one day Declined 3.4% 117 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Green 1.8% suspended at least one day Declined 0.9% 610 Students

Conclusions based on this data:

1. TCHS bounced back during the 2021-22 school year and worked through strict regulations surrounding student and staff behavior, high absentee rates, and the social awkwardness experienced by students who were out of the habit of in-person school. The school community expressed positive feelings about being back in school, and TCHS celebrated the return of the activities and sports that make school so meaningful for so many students. Student behavior including a concerning rise in the committing of suspendable violations of Board Policy and the California Education Code were identified a major concern and staff worked hard to balance the need to be welcoming and understanding of student situations that limited or impacted participation in school with the importance of having high expectations for students and maintaining a positive school climate.
2. The suspension of students with disabilities was identified as Very High and is the cause for TCHS being identified for placement in ATSI.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Joshua Hill	X				
Lee Lovingood		X			
Christina Dykstra			X		
Evelyn Moreno				X	
Fran Jensen				X	
Angelina Salinas				X	
Rylee Brodeen					X
Heaven Hewitt					X
Ireland Wonacott					X
Karen Paino		X			
Eduardo Paez		X			
Melissa Fink		X			
Numbers of members of each category:	1	4	1	3	3

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Excellence: English Language Arts, Math, English Learner Progress. Temescal Canyon High School seeks to improve academic performance for all students in English Language Arts, Math, and English Language Development.

Goal 1a: English Language Arts: ELA increases for 2027 as measured by CAASPP

- Increase All by 10 points DFS
- Increase SED by 10 points DFS
- Increase Hisp by 10 points DFS
- Increase Homeless

Goals 1b: Math: Math increases for 2027 as measured by CAASPP

- Increase All by 22 points DFS
- Increase SED by 39 points DFS

Goal 1c: English Learner Progress: ELPI increase 14.2 percentage points so that 55% of students increase one level on ELPAC or maintain Level 4 in 2026-27

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

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.

Goal 1a. English Language Arts

- EL fell 22.2 points to 103.1 points below standard.
- SWD rose 18.6 points to 110.3 points below standard.
- AA rose 33.3 points to 10.2 points below standard.
- Homeless is at 59 points below standard

Priority Root Causes:

1. Students are not completing activities designed to develop proficiency with state standards.
2. Content taught in classes is not aligned with state assessments or does not prepare students adequately for state assessments.

Temescal Canyon High School will devise an action in the SPSA to address these needs.

Goal 1b. Math

- All student group rose 21.4 points to 60.9 points below standard
- SED subgroup rose 48.4 points to 95.3 points below standard
- SWD rose 18.1 points to 167.5 points below standard
- 2+ subgroup rose 37 points to 20.4 points below standard
- AA increased 2.7 points to 111.4 points below standard.
- Homeless is at 131.6 points below standard.

Priority Root Causes:

1. Students are not completing activities designed to develop proficiency with state standards.
2. Content taught in classes is not aligned with state assessments or does not prepare students adequately for state assessments.

Temescal Canyon High School will devise an action in the SPSA to address these needs.

Goal 1c. English Learner Progress

- Percent of students making progress decreased 23.2 percentage points to 40.8% percent of students making progress

Priority Root Causes:

1. Students are not completing activities designed to develop proficiency with state standards.
2. Content taught in classes is not aligned with state assessments or does not prepare students adequately for state assessments.
3. Adequate accommodations or supports are not being implemented with fidelity.
4. Students are not enrolled in appropriate designated ELD classes.

Analysis of CAASPP results led staff, members of the SSC and ELAC to consider potential causes of student performance on the state assessments. While these educational partners identified several potential causes such as motivation, poor instruction, low literacy levels, attendance, and social emotional factors, a root cause analysis determined the following:

- Adults do not believe or communicate that state assessments are important. A root cause analysis into the reasons that students did not perform well on CAASPP testing in ELA, Math, and ELPAC concluded that many students have a negative attitude about the assessments and do not try on them. Staff members, members of the SSC and ELAC believe that these attitudes reflect the attitudes of staff members and parents regarding these assessments. Members of the school leadership team, SSC, and ELAC determined that emphasizing CA Dashboard data and using it as the ultimate measure of school success as well as emphasizing the importance of these assessments to students will help students participate more meaningfully in the assessment process. Strategy 3.1, 3.2, and 3.3 in Goal 3 will address this need by reinforcing the importance of the standards that are

assessed through CAASPP and ELPAC testing to ensure that teachers embrace the standards, understand what they mean, have the resources necessary to teach them effectively including curricular materials and effective instructional practices, know how to assess them, and understand how to provide interventions and extension of the learning to students as needed. Strategy 1.1 outlined below will also reinforce the importance of these assessments by monitoring and tracking student performance on the CAASPP and ELPAC as it relates to the implementation of the actions outlined in this plan. While improvements in CAASPP and ELPAC scores are anticipated, the actions outlined below will specifically be assessed using rubrics that will measure the effectiveness of the practices in place at TCHS.

- Content taught in classes is not aligned with state assessments or does not prepare students adequately for state assessments. The root cause analysis referenced above also indicated that staff do not really understand state content standards and frameworks, have access to curricular resources to ensure rigorous and culturally relevant content, demonstrate proficiency in effective and standards aligned teaching practices, and understand how to effectively differentiate for students based on their needs. Strategy 3.1, 3.2, and 3.3 in Goal 3 will ensure that staff members are provided with the training and time needed to develop proficiency in these areas. Training will specifically address the importance of standards and frameworks, curricular resources that are available to ensure rigorous and culturally relevant content, effective and standards aligned teaching practices, and differentiation. Staff will be provided with time to collaborate with colleagues to clarify expectations for student learning, determine common methods of assessing student learning, reviewing and analyzing the results of common assessments, and identifying students for intervention and extension and planning to respond to student needs. Strategy 1.1 outlined below will allow for Title 1 funding to be used to pay 80 hours of extra duty to meet outside of the work day to study data related to student performance on CA Dashboard indicators, to measure the progress made on the strategies and activities related to the SPSA goals, to analyze the effectiveness of the strategies and activities, to conduct additional research in any areas where the strategies and activities have not produced the desired outcomes, and to recommend revisions or additional actions to be considered to ensure adequate student progress. The effectiveness of this action will be measured by the successful implementation of the actions outlined in the SPSA goals as well as the completion of the analysis section of each 2025-26 goal on the 2025-26 SPSA.

Priority Root Causes:

1. Staff have not been provided training to help them understand state content standards and frameworks, curricular resources that are available to ensure rigorous and culturally relevant content, effective and standards aligned teaching practices, and differentiation.
2. Staff have not been provided time to collaborate with colleagues to clarify expectations for student learning, determine common methods of assessing student learning, reviewing and analyzing the results of common assessments, and identifying students for intervention and extension and planning to respond to student needs.

TCHS has developed Action 1.1, 3.1, and 3.2 to address this identified need.

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
DFS/English Language Arts - CAASPP	12.2 DFS in ELA as measured by CAASPP 2025	22.2 DFS in ELA as measured by CAASPP 2027
DFS/English Language Arts, SED - CAASPP	0.4 DFS in ELA as measured by CAASPP 2025	14.4 DFS in ELA as measured by CAASPP 2027
DFS/English Language Arts, Hisp - CAASPP	-4.9 DFS in ELA as measured by CAASPP 2025	-14.9 DFS in ELA as measured by CAASPP 2027
DFS/English Language Arts, EL - CAASPP	-103.1 DFS in ELA as measured by CAASPP 2025	-80.9 DFS in ELA as measured by CAASPP 2027
DFS/English Language Arts, SWD - CAASPP	-110.3 DFS in ELA as measured by CAASPP 2025	-90.6 DFS in ELA as measured by CAASPP 2027
DFS/English Language Arts, AA - CAASPP	-10.2 DFS in ELA as measured by CAASPP 2025	10 DFS in ELA as measured by CAASPP 2027
DFA/English Language Arts, Homeless - CAASPP	-59 DFS in ELA measured by CAASPP 2025	-30 DFS in ELA as measured by CAASPP 2027
DFS/Math - CAASPP	-60.9 DFS in Math as measured by CAASPP 2025	-38.9 DFS in Math as measured by CAASPP 2027
DFS/Math, SED - CAASPP	-82.2 DFS in Math as measured by CAASPP 2025	-60 DFS in Math as measured by CAASPP 2027
DFS/Math, SWD - CAASPP	-167.5 DFS in Math as measured by CAASPP 2025	-115 DFS in Math as measured by CAASPP 2027
DFS/Math, AA - CAASPP	-111.4 DFS in Math as measured by CAASPP 2025	-80 DFS in Math as measured by CAASPP 2027
DFS/Math, 2+ - CAASPP	-20.4 in Math as measured by CAASPP 2025	-0 DFS in Math as measured by CAASPP 2027
DFS/Math, Homeless - CAASPP	-131.6 in Math as measured by CAASPP 2025	-90 DFS in Math as measured by CAASPP 2027
Percentage/ELPI	40.8% (ELPAC 2025)	60% (ELPAC 2027)

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	Extra duty for School Improvement Committee to implement and monitor implementation of the SPSA. Title 1 funding will be used to pay 131 hours of extra duty (117.25 x \$76.18 per hour = \$8,932.78) to meet outside of the work day to study data related to student performance on CA Dashboard indicators, to measure the progress made on the strategies and activities related to the SPSA goals, to analyze the effectiveness of the strategies and activities, to conduct additional research in any areas where the strategies and activities have not produced the desired outcomes, and to recommend revisions or additional actions to be considered to ensure adequate student progress. The effectiveness of this action will be measured by the successful implementation of the actions outlined in the SPSA goals as well as the completion of the analysis section of each 2026-27 goal on the 2027-28 SPSA.	All students	8932.78 Title I Part A: Allocation 1140: Certificated Extra Duty

1.2	Increase the effectiveness of instruction across all content areas by strengthening the Professional Learning Community (PLC) process, ensuring teachers collaboratively analyze student data, align instruction to state standards, and implement timely interventions and extensions to improve achievement for all student groups by providing release time to supplement allotted PLC meetings to improve efficacy of PLC process. Each team will highlight 4 essential standards and develop and administer common formative assessments and complete a data protocol for each standard. Title 1 funding will pay for the cost of a certificated substitute teacher for 93 teachers to have 2 release days with other members of their PLC team (81 teachers x 2 substitutes x 213.71 per day = \$34,621.02). Effectiveness will be measured by self-assessment on a rubric.	All students	34621.04 Title I Part A: Allocation 1130: Certificated Sub
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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.

Action #1: Extra duty for members of School Improvement Committee to meet to review implementation and progress of goals and actions articulated in the SPSA.

Implementation: Committee members participated in one visit to demonstration schools. Members provided logistical and technical support and training for intervention.

Effectiveness: The outcomes of the committee work were significant leading to implementation of a systematic intervention called Titan Time; however, SPSA goal 3.2 lacked implementation due to a lack of oversight in this area.

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

Action #1: Extra duty for members of School Improvement Committee to meet to review implementation and progress of goals and actions articulated in the SPSA.

Implementation: 8 out of 8 staff members participated.

Budgeted expenditures: Budgeted \$6,400 and the actual expenditure was \$6,778.44 as of 4/21/2026 due to time required to implement intervention.

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.

Goal 1 changes: More money will be added to this goal to adequately support implementation of Titan Time intervention. Actions in Goal 2 will be adjusted to provide more support for this goal.

Metric: Distance from Standard in ELA and Math and Progress toward English Language Acquisition will continue to be used to monitor the effectiveness of the actions included in this goal.

New Actions/Strategies:

Action #1 will be adjusted to include a total number of hours available to complete the committee work rather than directly tied to specific committee members.

Action #2 will be added to tie together the implementation of the professional development being provided in Goal 3 Action 1.

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.

Student Engagement: Suspension, College and Career Readiness, and Graduation Rate. Temescal Canyon High School seeks to decrease the suspension rate and increase the graduation rate and College and Career Readiness of each student.

Goal 2a: Suspension Rate: Decrease suspension rate of the following subgroups:

- EL by 2% to 4.1%
- LTEL by 2.2% to 6%

Goal 2b: College and Career Readiness: Increase UC a-g completion rate for the following groups:

- All student group to increase 5 percentage points to 63% of class of 2026 meeting requirements.
- AA student group to increase 5 percentage points to 58% of class of 2026 meeting requirements.
- EL student group to increase 10 percentage points to 30% of class of 2026 meeting requirements.
- SED student group to increase 5 percentage points to 56% of class of 2026 meeting requirements.
- SWD student group to increase 10 percentage points to 28% of class of 2026 meeting requirements.
- Hisp student group to increase 10 percentage points to 55% of class of 2026 meeting requirements.

Goal 2c: Graduation Rate: Increase grad rate of Homeless by 2% to 90.9% of class of 2026 graduating.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

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.

Goal 2a. Suspension Rate

- All student group suspension rate decreased by 0.6 percentage points to 3.2% of students suspended.
- EL student group suspension rate increased by 1.1 percentage points to 6.1% of students suspended.
- Homeless student group suspension rate decreased by 2.2 percentage points to 4.3% of students suspended.
- AA student group suspension rate decreased suspension rate by 3 percentage points to 5.4% of students suspended.
- Asian student group suspension rate increased by 3 percentage points to 1.6% of students suspended.
- Filipino student group suspension rate maintained 0% of students suspended.
- 2+ student group suspension rate decreased by 3.4 percentage points to 0% of students suspended.
- SED student group suspension rate decreased by 0.8 percentage points to 4.2% of students suspended.
- SWD student group suspension rate increased by 2.3 percentage points to 6% of students suspended.

Priority Root Causes:

1. Student inability to resolve conflicts with other students in a positive manner.
2. Student miscommunication or overcommunication including gossip, social media posting, and direct confrontation regarding issues such as saying negative things about students' current or previous relationships or people they are close to, making comments about the way students dress or look, or saying things meant to intimidate others such as asking them about gang affiliation or accusing them of disrespecting them or their friends.
3. Peer pressure, stress, and addiction.

Students are suspended for fighting or drugs. A root cause analysis was conducted by members of the school leadership team through data collected from student interviews when students were asked to identify the reasons they got into a fight or were in possession of or using drugs at school. The following areas were identified as the main root causes of the behaviors:

1. Students are not able to resolve conflicts with other students in a positive manner.
2. Students do not have the skills to communicate when their boundaries are violated or overcommunicate when boundaries are violated including gossip, social media posting, and direct confrontation. Boundary violations include issues such as saying negative things about students' current or previous relationships or people they are close to, making comments about the way students dress or look, or saying things meant to intimidate others such as asking them about gang affiliation or accusing them of disrespecting them or their friends.
3. Students possession, use, or distribute controlled substances due to peer pressure, stress, and addiction.

To address these areas, TCHS has created a RTI Committee and an SEL Committee. The RTI Committee attended an RTI at work conference in May of 2024 and will articulate appropriate supports for students whose behavior is not meeting expectations, monitor the application of those supports, analyze the effectiveness of the supports, conduct additional research in any areas where the supports have not produced the desired outcomes, and recommend revisions or additional supports to be considered to ensure adequate student progress. The effectiveness of this action will be measured by the successful implementation of the supports that are identified, the reduction in the number of incidents of misbehavior, and a reduction in the number of students suspended from school. The SEL Committee will attend the annual California MTSS conference in September 2024 (see Goal 3 Strategy/Activity 3.4) to ensure that committee members clearly understand the elements of effective SEL practices and are equipped to accurately measure staff understanding

and application of these practices. The SEL Committee will conduct an evaluation of the sites' multi-tiered system of supports emphasizing the area of SEL supports, identify areas of need, and recommend evidence based strategies and activities to foster the increase of these practices across the site. Extra duty will be provided to SEL committee members to provide time outside of the work day to support these efforts. The implementation of this strategy/activity will help establish of a baseline on the CASEL rubric to help the site measure progress as it implements site wide SEL practices and supports (see Goal 3) as well as reduce the number of incidents of misbehavior and the number of students suspended from school.

Action 1.1 and 2.2 has been developed to address these identified needs

Goal 2b. College and Career Readiness Indicator

- All student group declined 2.2 percentage points to 54.7% of students meeting requirements.
- AA student group declined 12.2 percentage points to 43.3% of students meeting requirements.
- EL student group increased 2 percentage points to 16.3% of students meeting requirements.
- SED student group increased 0.6 percentage points to 48% of students meeting requirements.
- SWD student group increased 14.9 percentage points to 29.7% of students meeting requirements.

Priority Root Causes:

1. School programs are not aligned to ensure access for all students to be college and career ready.
2. Students chose to take courses that are not aligned to a college and career ready pathway.

Students are not meeting UC a-g rate. TCHS staff, parents, and students participated in a program analysis as part of the WASC Focus on Learning process during the 2022-23 school year. One of the critical areas of follow up that the school identified was the lack of access to programs at the school that ensure all students graduate college and career ready. Further investigation of this area reveled the following root causes:

1. School programs are not aligned to ensure access for all students to be college and career ready.
2. Students chose to take courses that are not aligned to a college and career ready pathway.

TCHS has determined to host college and career readiness nights as well as to sponsor the PIQE program to help educate students and their families about the importance of college and career readiness, the programs and pathways that currently exist to prepare students for post-secondary success and opportunities, and to provide direct support for families in areas such as FAFSA completion, college applications, and scholarship opportunities. In addition, the team plans to provide college trips for students in low performing subgroups who are not already part of an academy or special program where these trips are embedded to expose students to the benefits and experience of attending a community college, a CSU, and a UC. The effectiveness of these strategies/activities will be measured by student and parent feedback where they will be asked to rate the usefulness of the information and experiences that are presented as well as by observable increases in the number of students who complete UC a-g requirements by the time they graduate from TCHS.

Actions 2.1, 2.2, and 2.3 will be implemented to address these needs.

Goal 2c. Graduation Rate

-88.9% of Homeless students graduated. Declined 1.1 percentage points from prior year.

Priority Root Causes:

1. Students who are homeless struggle to have consistent attendance or experience transiency. Some grading policies are not accommodating of students who struggle to attend school or transfer from other schools in the middle of a semester.

Students with disabilities are enrolled in programs that do not prepare students for earning a high school diploma.

Staff determined that a CAA eligibility worksheet needs to be completed for each SDC student to determine whether they are eligible to graduate with the state alternative diploma. Students who meet this eligibility will be given the opportunity to enroll in courses that will help them meet the requirements for the diploma. Staff will be provided extra duty to analyze the transcripts of eligible students to identify common areas where students are not able to access the appropriate courses and work to develop greater access for students with disabilities to ensure they are provided with the opportunity to earn a high school diploma. This will lead to a higher percentage of students with disabilities earning a high school diploma.

Actions 2.1, and 2.3 have been developed to address these needs.

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
Percentage/Suspension Rate - EL	6.1% of students suspended (2024-25)	4.1% of students suspended (2026-27)
Percentage/Suspension Rate - LTEL	8.2% of students suspended (2024-25)	6 % of students suspended (2026-27)
Percentage/UC a-g completion rate - AA	53% of students met UC a-g (Class of 2025)	58% of students meet UC a-g (Class of 2027)
Percentage/UC a-g completion rate - Hisp	45% of students met UC a-g (Class of 2025)	55% of students meet UC a-g (Class of 2027)
Percentage/UC a-g completion rate	58% of students met UC a-g (Class of 2025)	63% of students meet UC a-g (Class of 2027)
Percentage/UC a-g completion rate - EL	20% of students met UC a-g (Class of 2025)	30% of students meet UC a-g (Class of 2027)
Percentage/UC a-g completion rate - SED	46% of students met UC a-g (Class of 2025)	53% of students meet UC a-g (Class of 2027)
Percentage/UC a-g completion rate - SWD	18% of students met UC a-g (Class of 2025)	28% of students meet UC a-g (Class of 2027)
Percentage/Graduation Rate - Homeless	88.9% of students (Class of 2025)	90.9% of students graduate (Class of 2027)

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	Host College and Career Nights for students and families. TCHS has determined to host college and career readiness nights to help educate students and their families about the importance of college and career readiness, the programs and pathways that currently exist to prepare students for post-	All students	2286 Title I Part A: Parent Involvement 1140: Certificated Extra Duty 740

	secondary success and opportunities, and to provide direct support for families in areas such as FAFSA completion, college applications, and scholarship opportunities. Title 1 funds will be used to pay 5 staff members 6 hours of extra duty (5 counselors x 6 hours x \$76.18 per hour = \$2286), to provide for a special speaker or presenter (\$740), and to cover the cost of refreshments (\$3,027.93). The effectiveness of this strategy/action will be measured by the feedback of students and parents who rate the usefulness of the information that is provided as well as by an increase in the percentage of students who graduate having completed their UC a-g requirements.		Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures 3027.93 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
2.2	Employ a Spanish-speaking Community Liaison to provide supplemental family engagement, outreach, and communication supports for parents/guardians of Spanish-speaking students. The Community Liaison will serve as a direct link between the school and families to improve understanding of school procedures, programs, and expectations, and to increase meaningful parent involvement in student academic and social-emotional success. Title 1 funds will be used to pay the salary of the position (\$54,464). The effectiveness of this action will be measured by increased family participation in ELAC, SSC, and College and Career Nights and a decrease in suspensions for EL and LTEL student groups.	All students	54464 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
2.3	College trip to CSUSM and MSJC for 11th grade students. TCHS plans to provide college trips for students in low performing subgroups who are not already part of an academy or special program where these trips are embedded to expose students to the benefits and experience of attending a community college, a CSU, and a UC. Title 1 funds will be used to pay the cost of 9 certificated substitutes (1 teacher x 3 field trips x \$213.71 per day for a substitute = \$641.13) and \$7,000 for the cost of buses. The effectiveness of these strategies/activities will be measured by student feedback where they will be asked to rate the usefulness of the information and experiences that are presented as well as by observable increases in the number of students who complete UC a-g requirements by the time they graduate from TCHS.	11th grade students	641.13 Title I Part A: Allocation 1130: Certificated Sub 7000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures

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.

Action #1: Extra duty for RTI Committee development of MTSS focusing on behavior supports.

Implementation: Extra duty was paid for monitoring and evaluation of student progress. Emphasis on 9th grade students and foster youth.

Effectiveness: 30% of students requiring Tier 3 interventions were supported and moved into Tier 1 interventions. Suspension rate reduced for all subgroups except EL, LTEL, and Asian.

Action #2: Extra duty for SEL Committee to conduct evaluation of SEL implementation and determine priority areas and strategies to address needs.

Implementation: This action was not implemented.

Effectiveness: No data is available for this action.

Action # 3: Host College and Career Nights for students and families

Implementation: Two College and Career Nights were held for students and families in the fall. Approximately 50+ families attended.

Effectiveness: Student groups experienced a slight decline or increase in the CCI except for SWD which saw a 14.9 percentage point increase in the CCI. UC a-g data indicated the following:

- All student group exceeded goal of 51% (58% of students completed UC a-g requirements).
- AA student group exceeded goal of 34% (53% of students completed UC a-g requirements).
- EL student group did not meet goal of 30% (20% of students completed UC a-g requirements. This represented an increase of 2 percentage points).
- SWD student group exceeded goal of 14% (18% of students completed UC a-g requirements).
- SED student group met their goal of 46% (46% of students completed UC a-g requirements).

Action #4: Provide PIQE training for parents.

Implementation: PIQE program was held for 40 parents.

Effectiveness: The Hisp. subgroup realized an increase from 2023 data while the EL subgroup saw a decrease. Both the Hisp. and EL subgroups saw a decline in the students who are prepared according to CCI.

Action #5: College trip to CSUSM and MSJC for 11th grade students.

Implementation: College trips were held for students to attend Mt. San Jacinto Community College, Norco College, Palomar College, CSU San Marcos, and UCR. Approximately 225 total students participated in these trips.

Effectiveness: Informal feedback was positive. Several subgroups met or exceeded their goal for UC a-g readiness with EL subgroup notably not meeting its goal; while student groups experienced a slight decline or increase in the CCI except for SWD which saw a 14.9 percentage point increase in the CCI.

Action #6: Contract with Sage Consulting

Implementation: Worked with Sage consulting to identify career pathways where pre-apprenticeship programming might be possible.

Effectiveness: Identified potential pathways through Welding and Digital Media/Photography

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

Action #1: Extra duty for RTI Committee development of MTSS focusing on behavior supports.

Implementation: Hosted # meetings to identify and develop behavioral interventions.

Budgeted Expenditures: \$8,000 was budgeted. Only \$1,000 was expended due to fewer meetings than anticipated.

Action #2: Extra duty for SEL Committee to conduct evaluation of SEL implementation and determine priority areas and strategies to address needs.

Implementation: This action was not implemented.

Budgeted Expenditures: \$8,000 was budgeted. \$0 funds were expended.

Action # 3: Host College and Career Nights for students and families

Implementation: Two College and Career Nights were held for students and families.

Budgeted Expenditures: \$5,200 was budgeted. Approximately \$4,600 was expended due to costs being lower than anticipated.

Action #4: Provide PIQE training for parents.

Implementation: PIQE program was held for 40 parents.

Budgeted Expenditures: \$20,000 was budgeted and expended to support this program.

Action #5: College trip to CSUSM and MSJC for 11th grade students.

Implementation: Five college field trips were held for students.

Budgeted Expenditures: \$12,000 was budgeted. \$1,370.40 was expended as of February 17, 2026, due to not needing substitutes and transportation costs not costing as much as planned.

Action #6: Contract with Sage Consulting

Implementation: Sage Consultants worked to establish pre-apprenticeship programming.

Budgeted Expenditures: \$20,000 was budgeted. \$20,000 was expended.

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.

Goal 2 changes:

Action 1 will be removed and combined with Goal 1 Action 1.

Action 2 will be removed and combined with Goal 1 Action 1.

Action 3 will become Action 1.

Action 4 will be removed and replaced by the new Action 2.

Action 5 will become Action 3.

Action 6 will be removed.

Metric: Suspension rate, College and Career Readiness Indicator, UC a-g Readiness, and Graduation Rate will continue to be used to monitor the effectiveness of the actions included in this goal.

New Actions/Strategies:

Action #2 will be added to include the employment of a community liaison to support our EL, LTEL, and Hisp. student groups.

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.

Professional Development. Temescal Canyon High School seeks to improve standards based instruction and the utilization of common assessment data to drive student learning and intervention activities to increase student proficiency with academic standards.

Goal 3a. Professional Development: Strengthen professional capacity by implementing and sustaining a high-functioning Professional Learning Community (PLC) model in which educators collaboratively use student performance data to improve standards-aligned instruction, targeted intervention, and student outcomes for all learners.

- Each team will highlight 4 essential standards and develop and administer common formative assessments and complete a data protocol for each standard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

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.

Goal 3a. Professional Development

- Adults do not believe or communicate that state assessments are important. A root cause analysis into the reasons that students did not perform well on CAASPP testing in ELA, Math, and ELPAC concluded that many students have a negative attitude about the assessments and do not try on them. Staff members, members of the SSC and ELAC believe that these attitudes reflect the attitudes of staff members and parents regarding these assessments. Members of the school leadership team, SSC, and ELAC determined that emphasizing CA Dashboard data and using it as the ultimate measure of school success as well as emphasizing the importance of these assessments to students will help students participate more meaningfully in the assessment process. Strategy 3.1, 3.2, and 3.3 outlined below will address this need by reinforcing the importance of the standards that are assessed through CAASPP and ELPAC testing to ensure that teachers embrace the standards, understand what they mean, have the resources necessary to teach them effectively including curricular materials and effective instructional practices, know how to assess them, and understand how to provide interventions and extension of the learning to students as needed. Strategy 1.1 in Goal 1 will also reinforce the importance of these assessments by monitoring and tracking student performance on the CAASPP and ELPAC as it relates to the implementation of the actions outlined in this plan. While improvements in CAASPP and ELPAC scores are anticipated, the actions outlined below will specifically be assessed using rubrics that will measure the effectiveness of the practices in place at TCHS.
- Content taught in classes is not aligned with state assessments or does not prepare students adequately for state assessments. The root cause analysis referenced above also indicated that staff do not really understand state content standards and frameworks, have access to curricular resources to ensure rigorous and culturally relevant content, demonstrate proficiency in effective and standards aligned teaching practices, and understand how to effectively differentiate for students based on their needs. Strategy 3.1, 3.2, and 3.3 listed below will ensure that staff members are provided with the training and time needed to develop proficiency in these areas. Training will specifically address the importance of standards and frameworks, curricular resources that are available to ensure rigorous and culturally relevant content, effective and standards aligned teaching practices, and differentiation. Staff will be provided with time to collaborate with colleagues to clarify expectations for student learning, determine common methods of assessing student learning, reviewing and analyzing the results of common assessments, and identifying students for intervention and extension and planning to respond to student needs. Staff members will understand components of an effective SEL program and identify supports that ensure students' needs are met. Anticipated improvements in CAASPP and ELPAC scores are articulated in Goal 1. The effectiveness of the actions emphasized below will also be measured through rubrics that define and help evaluate the implementation and adoption of evidence based practices in the areas of PLCs and SEL.

Priority Root Causes:

1. Staff have not been provided training to help them understand state content standards and frameworks, curricular resources that are available to ensure rigorous and culturally relevant content, effective and standards aligned teaching practices, and differentiation.
2. Staff have not been provided time to collaborate with colleagues to clarify expectations for student learning, determine common methods of assessing student learning, reviewing and analyzing the results of common assessments, and identifying students for intervention and extension and planning to respond to student needs.

Action 3.1 has been developed to address these needs. Goal 1 action 2 has also been developed

with the intent of addressing this area of 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
PLC Implementation Rubric	PLC teams identify actual performance at pre-initiating or initiating levels. - Essential standards - Assessment and data analysis - Interventions	PLC teams will reflect initiating or implementing levels (one level of growth on the rubric).

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	Staff attendance at trainings and workshops tied to content standards and frameworks, curriculum development, or instructional practices. Title 1 funding is being set aside to provide high quality training for teachers to attend conferences where they will be trained in identifying essential standards, unpacking standards to identify learning targets, developing common formative assessments, analyzing data, and providing intervention and extension for students. Costs will cover the attendance of 7 teachers and one administrator at two conferences including registration (\$800 per staff member x 8 staff members x 2 conferences = \$12,800), meals (\$260 x 8 staff members x 2 conferences = \$4,160), flights (\$1,006.41 x 8 staff members = \$8,051.28), travel costs (\$563.17 per staff member x 8 staff members X 2 conferences = \$9,010.72) and accommodations (\$350 per night x 3 nights x 8 staff members x 2 conferences = \$19,000) as well as the costs of certificated substitutes (7 substitutes x \$213.71 per day x 3 days x 2 conferences = \$8,975.82). Effectiveness will be measured by self-assessment on a rubric.	All students	8975.82 Title I Part A: Allocation 1130: Certificated Sub 12800 Title I Part A: Allocation 5200: Conferences Conference registration 4160 Title I Part A: Allocation 5200: Conferences Food 8051.28 Title I Part A: Allocation 5200: Conferences Flights 16800 Title I Part A: Allocation 5200: Conferences Accommodations 9010 Title I Part A: Allocation 5200: Conferences Travel costs: mileage, luggage, parking, and shuttle/taxi

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.

Action #1: Staff attendance at trainings and workshops tied to content standards and frameworks, curriculum development, or instructional practices.

Implementation: 5 staff members will attend a conference in June.

Effectiveness: School Improvement Committee will develop training materials for PLC teams including development of rubric.

Action #2: Release time to supplement allotted PLC meetings to improve efficacy of PLC process.

Implementation: 100% of teachers engaged in release time with colleagues. These PLC teams were successful in clarifying essential standards, and developing common formative assessments.

Effectiveness: PLC teams articulated essential standards, developed common formative assessments, and analyzed student data.

Action #3: Attendance at Five Star Conference.

Implementation: 5 staff members attended Five Star Conference.

Effectiveness: Team refined process for implementing Titan Time intervention and extension activities.

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

Action #1: Staff attendance at trainings and workshops tied to content standards and frameworks, curriculum development, or instructional practices.

Implementation: 5 staff members will attend a conference in June.

Budgeted expenditures: \$38,600 was allocated for this action. This amount expended was \$21,124.25.

Action #2: Release time to supplement allotted PLC meetings to improve efficacy of PLC process.

Implementation: 100% of teachers engaged in release time with colleagues. These PLC teams were successful in clarifying essential standards, and developing common formative assessments.

Budgeted expenditures: \$39,750 was allocated for this action. \$20,000 was expended paying for substitutes because teachers only met one time instead of two.

Action #3: Attendance at Five Star Conference

Implementation: 5 staff members attended Five Star Conference (only one was paid for through Title 1 funds).

Budgeted expenditures: \$24,800 was allocated for this action. The amount expended was \$1600.

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.

Goal 3 changes: The following changes will be made to Goal 3

- Action #2 will be moved to Goal 1
- Action #3 will be discontinued.

New Actions/Strategies:

- There will be no new actions or strategies added to Goal 3 at this time.

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	\$171,509.98
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$171,509.98
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 Part A: Allocation	\$165,456.05
Title I Part A: Parent Involvement	\$6,053.93
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$171,509.98

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$171,509.98

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
Title I Part A: Allocation	165,456.05
Title I Part A: Parent Involvement	6,053.93

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	44,237.99
1140: Certificated Extra Duty	11,218.78
2000-2999: Classified Personnel Salaries	54,464.00
4000-4999: Books And Supplies	3,027.93
5000-5999: Services And Other Operating Expenditures	7,740.00
5200: Conferences	50,821.28

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I Part A: Allocation	44,237.99
1140: Certificated Extra Duty	Title I Part A: Allocation	8,932.78
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	54,464.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	7,000.00
5200: Conferences	Title I Part A: Allocation	50,821.28
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	2,286.00

4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,027.93
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	740.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,553.82
Goal 2	68,159.06
Goal 3	59,797.10

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:

- 1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. 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.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee	

- 1. 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.
- 2. 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.
- 3. This SPSA was adopted by the SSC at a public meeting on:05/19/2026.

Attested:

<u>Joshua Hill</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
<u>Rylee Brodeen</u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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/>

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