School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pilarcitos High School	41 68890 4130027	4/10/2026	June 11, 2026

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Parent engagement and communication remain high priorities, along with support for student engagement and the social-emotional needs of students requiring additional assistance. The school's plan also includes strengthening student literacy through targeted interventions and supplemental support for English Learners, while continuing to address school climate through a focus on attendance and graduation rate. These priorities are aligned with the California Accountability Dashboard, local measures, the Local Control and Accountability Plan, and other federal, state, and local programs.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Pilarcitos High School has a staff of 7 which includes 3 teachers, an administrative assistant, a resource teacher, and a principal. Informal surveys regarding student achievement, curriculum adoption, master scheduling, and school climate are held regularly during staff meetings. Students are surveyed on a regular basis both individually and as a group regarding school climate, course offerings and site logistics. Students, staff, and parents participate in surveys for school climate, safety and engagement, including the California Healthy Kids Survey.

Surveys of students, parents and teachers have the following common themes:

1. increasing social and academic engagement
2. providing counseling and mental health services
3. post-secondary education and specialization

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

This section provides a description of the types and frequency of classroom observations conducted during the school year and a summary of findings when available.

The school principal will formally observe teachers according to the Cabrillo Unified Teachers Association contract. Informal classroom observations will continue regularly. All staff at Pilarcitos are committed to helping students achieve their primary goal of earning a high school diploma while also supporting their social-emotional growth.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Each February through May, English Learner students will take the English Language Proficiency Assessments for California (ELPAC) to determine English language proficiency. Results will assist teachers in identifying appropriate English credit recovery options, including textbooks or online curriculum, and in determining how instruction should be scaffolded during direct instruction. Eleventh grade students will participate in the CAASPP assessments in English language arts, mathematics, and science. Pilarcitos will also continue using a pre- and post-test at the beginning and end of the school year to track student progress.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

ELPAC, CAASPP, Edgenuity student achievement data, and teacher assessments of student progress will continue to assist staff in modifying instruction to meet individual student needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Status met

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Pilarcitos hold single subject teaching credentials. Staff development will continue to focus on Cycle of Inquiry as part of a Professional Learning Community.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development will continue to focus on understanding and analyzing data, such as credits recovered and graduation rates, in order to assess student performance and improve practice.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Staff will continue participation in restorative practices training and other support opportunities as available.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The site principal and teachers will continue to meet weekly to discuss students' academic achievements and challenges. Areas of focus will include credit recovery, postsecondary pathways, and the impact of mental health needs on student success.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Since adopting Edgenuity as the online curriculum, Pilarcitos has aligned curriculum to content and performance standards. Adult learner curriculum will continue to support students with learning gaps in an accessible format.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not applicable.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Not applicable.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Students will continue to have access to standards-based instructional materials and curriculum designed for adult learners at varying levels.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students will continue to have access to standards-aligned instructional materials. Based on academic levels, students will be placed in courses and supports that best fit their needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Student wellness will continue to be central to the teaching approach across content areas. Self-regulation, goal setting, and motivation will remain embedded in instruction. Teachers will continue providing hands-on learning opportunities both in the classroom and outdoors, as these settings have supported strong student engagement.

Evidence-based educational practices to raise student achievement

Students will continue to participate in evidence-based educational practices, including hands-on and outdoor learning opportunities such as Farm to Desk, agricultural leadership experiences, native plant restoration, and equine education when available.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Many parents of Pilarcitos students are unsure of how to best support school-related functions. The school will continue working to create opportunities for families to participate in ways that fit their lifestyles and strengths. These opportunities may include beginning-of-the-year orientations, entry circles for students and parents, parent-teacher conferences, and parent education opportunities.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the community, parents, classroom teachers, other school personnel, and students will continue to participate in the planning, implementation, and evaluation of the SPSA. School Site Council will continue to provide a space for feedback as the plan is updated. The council is expected to review the Comprehensive Safety Plan and SPSA goals during the school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Pilarcitos High School is funded through district LCAP funds as well as categorical grants, including Title I and Title I Family Engagement funds, to support academic resiliency and services for at-promise students.

Fiscal support (EPC)

Cabrillo Unified School District will continue to provide fiscal support for the school site in meeting the state-required Nine Essential Program Components in support of academic and social-emotional student achievement aligned to the Common Core State Standards and the Local Control and Accountability Plan.

Educational Partner Involvement

How, when, and with whom did the 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

Our School Site Council (SSC), made up of the administrative assistant, teachers, parents, and student representatives, was meaningfully involved in the development of the Single Plan for Student Achievement (SPSA). During School Site Council meetings held from March 2026, April 2026, and May 2026, the council reviewed the previous year's SPSA, analyzed relevant data to develop goals for the current school year, and identified actions needed to achieve those goals. The SSC also used a circle process to listen to diverse perspectives, ask questions, and build a shared vision for how the school will move forward.

Resource Inequities

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

Resource inequities identified through the needs assessment include the need for additional structured literacy support for students performing below standard, increased English Language Development (ELD) support for English Learners, stronger systems to promote student engagement, and additional services to address the social-emotional needs of students requiring targeted support. The data also highlight the need to strengthen school climate through attention to attendance and related engagement factors. These areas of need are reflected in the California Accountability Dashboard and local measures.

School and Student Performance Data

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pilarcitos 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
African American	2.44%	%	%	1		
Filipino	2.44%	%	%	1		
Hispanic/Latino	65.85%	80.00%	79.41%	27	20	27
White	24.39%	16.00%	20.59%	10	4	7
Multiple/No Response	4.88%	4.00%	%	2	1	
			Total Enrollment	41	25	34

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10		1	1
Grade 11	13	5	14
Grade 12	28	19	19
Total Enrollment	41	25	34

Conclusions based on this data:

1. Total enrollment decreased and then increased, moving from 41 students in 23-24, down to 25 students in 24-25, and then up to 34 students in 25-26.
2. Hispanic/Latino students make up the largest student group, representing 79.41% of enrollment in 25-26, with 27 students.
3. Most students are in grades 11 and 12, with 14 students in Grade 11 and 19 students in Grade 12 in 25-26. This shows Pilarcitos mainly serves upper-grade high school students.

School and Student Performance Data

Student Enrollment
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	7	5	7	18.4%	17.1%	20.6%
Fluent English Proficient (FEP)	16	11	17	65.79%	39.0%	50.0%
Reclassified Fluent English Proficient (RFEP)				50.0%		

Conclusions based on this data:

1. English Learner enrollment remained fairly steady, with 7 students in 23-24, 5 students in 24-25, and 7 students again in 25-26.
2. The percentage of English Learners increased slightly, moving from 18.4% in 23-24, to 17.1% in 24-25, and then up to 20.6% in 25-26.
3. Fluent English Proficient students make up a large portion of enrollment, with 17 students, or 50.0%, in 25-26.

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	10	17	12	10	9	9	10	9	9	100.0	52.9	75
All Grades	10	17	12	10	9	9	10	9	9	100.0	52.9	75

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. ELA testing participation has been inconsistent, moving from 100% in 22-23, down to 52.9% in 23-24, and then increasing to 75% in 24-25.
2. Only Grade 11 students are included in the CAASPP ELA data, with 12 enrolled students and 9 students tested in 24-25.
3. ELA achievement results are not publicly reported, because the number of students tested is small, so the school should use local data, student work, and classroom assessments to understand student progress.

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	10	17	12	9	8	8	9	8	8	90.0	47.1	66.7
All Grades	10	17	12	9	8	8	9	8	8	90.0	47.1	66.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Math testing participation has been inconsistent, moving from 90.0% in 22-23, down to 47.1% in 23-24, and then increasing to 66.7% in 24-25.
2. Only Grade 11 students are included in the CAASPP Math data, with 12 enrolled students and 8 students tested in 24-25.
3. Math achievement results are not publicly reported, because the number of students tested is small, so the school should use local assessments, classroom performance, and student work to better understand math progress.

School and Student Performance Data

ELPAC Results

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) web page or the 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
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										5	*	4

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
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. ELPAC data is limited because the number of students tested is small, so most detailed performance results are suppressed for privacy.
2. ELPAC testing appears mainly in grades 10, 11, and 12, showing that English Learner data at Pilarcitos is focused on high school students.
3. Because public results are limited, English Learner progress should be monitored through local data, including ELPAC reports, classroom performance, teacher feedback, and individual student goals.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
25	**52%**	**20%**	**0.0%**
Total Number of Students enrolled in Pilarcitos 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	5	20%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	13	52%
Students with Disabilities	9	36%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	20	80%
Two or More Races	1	4%
Pacific Islander	0	0.0%
White	4	16%

Conclusions based on this data:

1. Pilarcitos had 25 students enrolled in 2024-25, showing it is a small high school program.

2. A majority of students were socioeconomically disadvantaged, with 13 students, or 52% of enrollment.
3. Hispanic students made up the largest student group, with 20 students, or 80% of total enrollment.

School and Student Performance Data

Overall Performance

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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Blue
Mathematics No Performance Color		
English Learner Progress No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

1. Pilarcitos did not receive performance colors for ELA, Math, English Learner Progress, or College/Career.
2. Dashboard data is limited because of the small student population, so several indicators show “No Performance Color.”
3. Local data will be important for understanding student progress, including credit completion, attendance, graduation progress, classroom performance, and individual student goals.

School and Student Performance Data

Academic Performance
English Language Arts

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	**English Learners**	**Long-Term English Learners**
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. ELA Dashboard data is very limited, with only 10 students included in the All Students group.
2. No performance color was assigned for ELA, because the student group size was too small to report public performance results.
3. Several student groups had fewer than 11 students, so results were not reported for privacy. Pilarcitos will need to use local data, student work, classroom assessments, and credit progress to better understand ELA growth.

School and Student Performance Data

Academic Performance
Mathematics

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	English Learners	Long-Term English Learners
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Math Dashboard data is very limited, with only 10 students included in the All Students group.
2. No performance color was assigned for Math, because the student group size was too small to report public performance results.
3. Several student groups had fewer than 11 students, so results were not reported for privacy. Pilarcitos will need to use local math assessments, classroom performance, student work, and credit progress to better understand math growth.

School and Student Performance Data

Academic Performance
Science

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
12.1 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 5.1 points	5 Students	4 Students
16 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	9.5 science points
		Declined 6.8 points
		12 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color 0 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 13 science points Declined 3.6 points 13 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. Science performance declined overall, with All Students scoring 12.1 science points and declining by 5.1 points from the previous year.
2. No performance color was assigned for Science, even though some data was reported, because the student group size was still small.
3. Socioeconomically Disadvantaged and Hispanic student groups also showed declines, with Socioeconomically Disadvantaged students declining by 6.8 points and Hispanic students declining by 3.6 points, showing science may need continued attention and support.

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.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 2 Students	Number Students: 2 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

Conclusions based on this data:

1. English Learner Progress data is very limited, with only 2 students included in the indicator.
2. No performance color was assigned, because the number of English Learner students is too small for a Dashboard performance rating.
3. Long-Term English Learner Progress also includes only 2 students, so Pilarcitos should continue monitoring language progress through ELPAC results, classroom work, teacher feedback, and individual student goals.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
Prepared 0%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained	7 Students	6 Students
23 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	Prepared 0%
	3 Students	Maintained
		15 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0 Students
8 Students	1 Student	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Prepared 0%
		Maintained
		17 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
1 Student		4 Students

Conclusions based on this data:

1. College/Career readiness is an area of need, with 0% of students identified as Prepared.
2. No performance color was assigned, because the student group size is small, even though 23 students were included in the All Students group.
3. Socioeconomically Disadvantaged and Hispanic student groups also showed 0% Prepared, which shows Pilarcitos should continue building college and career pathways, transition planning, internships, dual enrollment, CTE connections, and postsecondary support.

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic Absenteeism data was not reported on the 2025 Fall Dashboard.
2. This indicator does not appear to apply to Pilarcitos in this report, since the Dashboard section is focused on students in kindergarten through grade 8.
3. Because Dashboard data is unavailable, Pilarcitos should continue monitoring attendance locally, including chronic absenteeism, attendance patterns, student check-ins, and barriers that impact students coming to school.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
64% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 5.2%	9 Students	8 Students
25 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	58.8% graduated
	3 Students	Declined 7.8%
		17 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 68.4% graduated Increased 1.8% 19 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. The overall graduation rate was 64%, with 16 out of 25 students graduating.
2. The overall graduation rate declined by 5.2%, showing graduation remains an important area for continued support.
3. Hispanic students showed slight improvement, with a 68.4% graduation rate, increasing by 1.8%, while Socioeconomically Disadvantaged students declined to 58.8%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	1

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	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0%	9 Students	7 Students
47 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
	1 Student	Maintained 0%
		22 Students

Students with Disabilities	African American	American Indian
 No Performance Color 0% suspended at least one day Maintained 0% 17 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0% 37 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. Suspension rates are very low, with 0% of students suspended across 47 students.
2. Pilarcitos received a Blue performance level, which is the highest Dashboard rating for suspension rate.
3. This is a clear school climate strength, including for Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, all showing 0% suspended.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Data, Progress Monitoring, and Continuous Improvement

LEA/LCAP Goal

1. Student Achievement: Maximize Student Outcomes
2. At-Promise Students: Increase At-Promise Student Readiness
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement
Priority 8: Other Pupil Outcomes

Goal 1

Pilarcitos will develop and consistently use a schoolwide local data system to monitor student progress, guide instruction, and evaluate the effectiveness of school supports, with a focus on attendance, credit completion, graduation progress, Schoolwide Learner Outcomes, and postsecondary readiness.

Identified Need

Pilarcitos needs a consistent schoolwide system for collecting, reviewing, and using local student data. WASC identified the lack of local measurable data as a major area of growth and noted that without data, the school cannot clearly measure the effectiveness of changes or supports. The school needs a simple and sustainable system to monitor attendance, credits earned, credits attempted, course completion, graduation progress, student understanding of academic progress, and progress toward Schoolwide Learner Outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Schoolwide Local Data System	Pilarcitos currently uses some student data, but does not yet have a consistent schoolwide local data system to regularly track and review attendance, credit completion, graduation progress, Schoolwide Learner Outcomes, and postsecondary readiness.	By June 2027, Pilarcitos will develop and use a schoolwide local data system to monitor attendance, credit completion, graduation progress, Schoolwide Learner Outcomes, and postsecondary readiness.
Staff Data Review Meetings	Staff currently discuss student progress, but data review is not yet consistently structured around a schoolwide local data system.	By June 2027, Pilarcitos staff will review local student data at monthly staff meetings to identify student needs, guide instruction, and adjust supports.
Student Survey on Academic Progress and Attendance	Pilarcitos does not yet have a consistent monthly student survey measuring student	By June 2027, students will complete a monthly survey to track their understanding of academic progress,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	understanding of academic progress and attendance.	attendance, credits, and next steps toward graduation.
Pre/Post Assessment Completion	Pilarcitos is beginning to strengthen local measures of student learning and progress.	By June 2027, at least 80% of students will complete a pre- and post-assessment to help staff measure growth and guide instruction.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop and implement a schoolwide local data system to monitor attendance, credits earned, credits attempted, course completion, graduation progress, Schoolwide Learner Outcomes, postsecondary readiness, and pre/post assessment completion. The system will be simple, consistent, and used by staff to identify student needs and monitor progress over time.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1000	Federal — Title I, Part A
750	Local — Unrestricted Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hold monthly staff meetings focused on reviewing schoolwide local data. Staff will analyze attendance, credit completion, graduation progress, student survey results, pre/post assessment completion, and student support needs. Staff will use this information to adjust instruction, identify students needing intervention, and monitor the effectiveness of supports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	Federal — Title I, Part A
500	Local — Unrestricted Funds

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Administer a monthly student survey to help students reflect on their attendance, academic progress, credits, and next steps toward graduation. Staff will use survey results to better understand student awareness, identify barriers, and guide one-on-one student check-ins.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
250	Federal — Title I, Part A
250	Local — Unrestricted Funds

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 deleted.

ANALYSIS

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

Pilarcitos has continued to support students through relationship-based practices, credit recovery, flexible learning options, and individualized support. However, WASC identified that the school needs a stronger and more consistent local data system to measure the effectiveness of these supports. Without consistent data on attendance, credit completion, graduation progress, student understanding, and academic growth, it is difficult to determine which strategies are working and which need to be adjusted. This goal creates a simple structure for staff to collect, review, and use data on a monthly basis.

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

This is a revised goal that shifts the focus from only tracking graduation outcomes to building a broader schoolwide progress-monitoring system. The major difference is that staff will now use a consistent local data system, monthly data review meetings, student surveys, and pre/post assessments to monitor progress throughout the year instead of relying mainly on end-of-year data.

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.

This goal has been revised to align with WASC recommendations by focusing on local data collection, progress monitoring, and continuous improvement. The revised metrics and strategies can be found in Goal 1 and include the development of a schoolwide local data system, monthly staff data review meetings, monthly student surveys, and 80% student completion of pre- and post-assessments.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Attendance, Engagement, and Consistent Progress Toward Graduation

LEA/LCAP Goal

Student Achievement: Maximize Student Outcomes
At-Promise Students: Increase At-Promise Student Readiness
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement
Priority 7: Course Access
Priority 8: Other Pupil Outcomes

Goal 2

Pilarcitos will improve student attendance, engagement, and sustained credit completion by creating stronger systems for student accountability, relationship-based support, consistent pacing, and increased access to live teacher-led instruction.

Identified Need

Pilarcitos needs stronger systems to support regular attendance, student engagement, and steady progress toward graduation. WASC found that progress toward graduation could not be measured well without local data and also noted that in-person instruction lacked consistency and rigor because of low attendance and limited instructional time. The school needs a clear baseline for credit completion, stronger accountability systems, longer periods for core instruction, and increased access to live teacher-led instruction, including at least one A-G course. WASC also recommended that the school focus first on attendance and engagement for all students rather than centering A-G completion.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Attendance Rate 2023–24: 66.9%	By June 2027, Pilarcitos will maintain an attendance rate of at least 65% while continuing to strengthen student engagement and re-engagement systems.
Credit Completion Baseline	Pilarcitos does not yet have a clear schoolwide baseline for credit completion across Edgenuity, in-person courses, and other credit-bearing options.	By June 2027, Pilarcitos will establish and use a baseline for student credit completion to monitor sustained progress toward graduation.
Live Teacher-Led Core Instruction	WASC noted limited instructional time in core content and concerns about consistency and rigor in in-person instruction.	By June 2027, Pilarcitos will create longer periods for core content instruction and offer one or more live teacher-led A-G classes to increase student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		access to direct instruction and academic engagement.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create and use a schoolwide system to establish a baseline for credit completion and monitor ongoing student progress toward graduation. Staff will track credits attempted, credits earned, course completion, and pacing so the school can better identify students needing additional support and measure growth over time.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1000	Other State/Local — RU 2026–2027

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Strengthen attendance, engagement, and student accountability through regular check-ins, relationship-based support, and consistent progress monitoring. Staff will identify students with attendance concerns early, provide outreach, review pacing and completion, and create support plans to help students stay engaged and make steady progress toward graduation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1000	

	Federal — Title I, Part A
1000	Local — Unrestricted Funds
123	Local/LCAP — PBIS Funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Increase access to live teacher-led instruction by creating longer periods for core content classes and offering one or more live A-G courses. This will strengthen instructional consistency, increase opportunities for direct support, and improve student engagement in rigorous academic work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2444	Other State/Local — RU 2026–2027
1000	Local — Unrestricted Funds
205	Local/LCAP — Yearly Library Book Funding

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 deleted.

ANALYSIS

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

Pilarcitos has continued to support students through relationship-based practices, credit recovery options, and flexible programming. At the same time, WASC identified the need for stronger

systems to measure progress toward graduation and improve consistency in instruction. Attendance and engagement remain central challenges, and limited time for live core instruction has affected rigor and pacing. This revised goal responds by focusing on stronger accountability systems, a credit completion baseline, longer instructional periods, and increased access to live teacher-led instruction.

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

This revised goal shifts the focus from mainly communicating progress through visual credit recovery tools to building stronger systems for attendance, engagement, pacing, and live instruction. The major difference is that the goal now emphasizes student accountability, credit completion tracking, longer core instructional periods, and access to live A-G coursework rather than only progress displays.

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.

This goal has been revised to align more closely with WASC recommendations by centering attendance, engagement, sustained credit completion, and stronger live instruction. The revised metrics and strategies can be found in Goal 2 and include establishing a credit completion baseline, maintaining at least 65% attendance, and increasing access to longer core content instruction and one or more live teacher-led A-G classes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Counseling Consistency and Postsecondary Pathways

LEA/LCAP Goal

1. Student Achievement: Maximize Student Outcomes
2. At-Promise Students: Increase At-Promise Student Readiness
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement
Priority 7: Course Access
Priority 8: Other Pupil Outcomes

Goal 3

Pilarcitos will strengthen consistent academic counseling so that every student regularly reviews credits, graduation status, pathway options, and postsecondary plans, including diploma, college, CTE, employment, and other completion pathways as appropriate.

Identified Need

Pilarcitos needs a more consistent system for academic counseling and postsecondary planning so students clearly understand their credits, graduation status, pathway options, and next steps after high school. WASC identified strengthening academic counseling consistency and postsecondary pathways as a key action area and noted the importance of tracking graduation progress and helping students navigate college, CTE, employment, and other options after graduation. The school needs a simple and sustainable structure so students regularly review progress and seniors leave with a clear plan for what comes next.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Progress Review Meetings	Pilarcitos has informal systems for reviewing student progress, but does not yet have a consistent schoolwide structure so every student regularly reviews credits, graduation status, and pathway options.	By June 2027, Pilarcitos will implement a consistent academic counseling system so that all students participate in regular progress review meetings focused on credits, graduation status, and pathway options.
Senior "What's Next" Plan Completion	Pilarcitos is strengthening postsecondary planning, but does not yet have a consistent expectation that all seniors complete a written plan for after graduation.	By June 2027, at least 70% of seniors will complete a postsecondary plan called "What's Next" identifying their next step after graduation, including diploma, college, CTE, employment, or another appropriate pathway.
Postsecondary Pathway Orientation	Pilarcitos needs a more consistent starting point so	By June 2027, Pilarcitos will hold an initial whole-group

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students understand pathway options and expectations early in the process.	meeting for students to introduce graduation status review, pathway options, and postsecondary planning expectations.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Establish a consistent academic counseling structure so students regularly review credits earned, credits needed, graduation status, and pathway options. Staff will use these meetings to help students understand progress and identify next steps toward completion.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	Local — Unrestricted Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, with emphasis on seniors

Strategy/Activity

Hold an initial whole-group meeting to introduce students to graduation requirements, available completion pathways, and postsecondary options, including college, CTE, employment, and other next-step planning. This meeting will help create a shared understanding of expectations and available supports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

272	Local — Unrestricted Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Seniors

Strategy/Activity

Create and use a senior postsecondary planning process called “What’s Next” so students identify and document their plan for after graduation. Staff will support seniors in completing the plan and reviewing options that match their goals and graduation pathway.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	Local — Unrestricted Funds

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 deleted.

ANALYSIS

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

Pilarcitos has continued to support students through individualized guidance, flexible programming, and relationship-based practices. At the same time, WASC identified the need for stronger consistency in academic counseling and clearer systems for helping students understand graduation progress and postsecondary options. This revised goal responds by creating a more consistent structure for student progress review, pathway planning, and postsecondary preparation, especially for seniors approaching graduation.

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

This revised goal shifts the focus from general communication about progress to a more structured academic counseling system. The major difference is that the school will now provide regular progress review meetings, an initial whole-group meeting to introduce pathway options, and a formal senior “What’s Next” planning process.

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.

This goal has been revised to align more closely with WASC recommendations by centering academic counseling consistency, graduation progress review, and postsecondary pathway planning. The revised metrics and strategies can be found in Goal 3 and include regular student progress review meetings, an initial whole-group pathway meeting, and completion of the senior “What’s Next” plan by at least 70% of seniors.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement and Shared Understanding of Student Progress

LEA/LCAP Goal

3. Student & Parent Engagement: Improve Student & Family Engagement
Priority 3: Parental Involvement and Family Engagement
Priority 5: Pupil Engagement

Goal 4

Pilarcitos will increase meaningful family engagement by improving communication, building trust, and helping families better understand student progress, graduation requirements, attendance expectations, and the school's supports and pathways.

Identified Need

Family engagement remains an area of growth at Pilarcitos. WASC noted that families tend to be involved at intake, but that involvement does not always continue throughout the student's time at the school. In a continuation high school setting, consistent parent communication can be difficult, but it remains important to student attendance, engagement, and progress toward graduation. Pilarcitos needs simple and sustainable systems that keep families informed, strengthen trust, and create regular opportunities for families to better understand student progress and school expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Intake Circle Participation	Pilarcitos uses intake circles to welcome students and families, but needs to maintain strong participation and continue building family trust beyond intake.	By June 2027, Pilarcitos will maintain 95% participation in intake circles.
Outro Circle Participation	Pilarcitos is working to strengthen family connection through the full student experience, including closure and transition conversations.	By June 2027, Pilarcitos will reach 75% participation in outro circles.
Weekly Parent Snapshot	Pilarcitos communicates with families, but needs a more consistent and predictable system for keeping all parents informed about student progress, attendance, and school expectations.	By June 2027, Pilarcitos will create and send a weekly parent snapshot to 100% of parents.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Families

Strategy/Activity

Teachers will meet monthly with contract students to review attendance, discuss the monthly student survey, and identify next steps for support. Information from these meetings will help strengthen communication with families and improve shared understanding of student progress and attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Families

Strategy/Activity

Continue and strengthen intake and outro circles so families are engaged both when students enter Pilarcitos and when they prepare to leave or complete the program. Staff will use these circles to build trust, explain expectations, review progress, and support family understanding of student pathways and next steps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
82	Federal — Title I, Part A Family Engagement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Families

Strategy/Activity

Create and send a weekly parent snapshot to all families with updates related to attendance, student progress, reminders, and next steps when needed. This communication will provide families with a clear and predictable way to stay informed and connected to their student's progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	No additional cost

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 deleted.

ANALYSIS

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

Pilarcitos has continued to prioritize family communication through meetings, circles, and relationship-based outreach. At the same time, WASC identified family engagement as an area that still needs strengthening, especially beyond the intake process. This revised goal responds by creating clearer and more consistent systems for family communication, trust-building, and shared understanding of student progress, attendance, graduation requirements, and pathways.

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

This revised goal moves beyond general parent involvement and focuses on more consistent, ongoing family communication. The major difference is that the school will now use monthly teacher meetings with contract students, stronger intake and outro circles, and a weekly parent snapshot to create a more predictable and meaningful family engagement structure.

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.

This goal has been revised to align more closely with WASC recommendations by centering meaningful family engagement, improved communication, trust-building, and family understanding of student progress. The revised metrics and strategies can be found in Goal 4 and include monthly

teacher meetings with contract students, 95% participation in intake circles, 75% participation in outro circles, and a weekly parent snapshot sent to 100% of families.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$11,376.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$11,376.00

Subtotal of state or local funds included for this school: $11,376.00

Total of federal, state, and/or local funds for this school: $11,376.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	2047.00	2,047.00
Title I Part A: Parent Involvement	82.00	82.00
General Fund	400.00	400.00
LCFF	121.00	121.00
Other	4000.00	4,000.00

Expenditures by Funding Source

Funding Source	Amount
	11,376.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,126.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		11,376.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,250.00
Goal 2	6,772.00
Goal 3	1,272.00
Goal 4	82.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

0 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
David Jones	Principal
Lizeth Bendana	Classroom Teacher
Dudley Hughes	Classroom Teacher
Molly Schauer	Classroom Teacher
Yasmin East-Bratt	Parent or Community Member
Martin Juarez	Secondary Student
Lizet Cortes	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4/10/2026.

Attested:

Principal, David F. Jones on

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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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