

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
Piner Junior Senior High School	49709204935292	April 22, 2026	

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Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, as applicable, such as Title I Schoolwide Program, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and/or Additional Targeted Support and Improvement (ATSI).

Piner's plan is designed to meet ESSA requirements by incorporating local data, student performance, and the unique needs of Piner High School in its goal-setting and actions. These goals are further shaped by input from students, parents, and staff. Drawing on this comprehensive feedback, the plan allocates resources to enhance instructional quality and implement programs that support college and career readiness. Goals focus on both academic achievement and the well-being of the whole child, aligning with the SRCS district's LCAP. Actions under these goals specifically target additional support for struggling learners, English learners, socioeconomically disadvantaged students, and foster youth.

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

The annual and ongoing engagement of stakeholders is a critical component of the Single Plan for Student Achievement (SPSA) development process at Piner High School. It is essential that the goals, actions, metrics, and expenditures outlined in the SPSA authentically reflect the voices and experiences of our students, families, staff, and community members. These stakeholder groups engage both independently and collaboratively to ensure that the needs and perspectives of the Piner High School community remain at the center of all decision-making.

As we begin the stakeholder engagement process for the 2026–2027 school year, Piner High School is committed to developing goals and actions that clearly demonstrate our dedication to equity and the inclusion of meaningful student voice. We will build upon prior efforts by expanding opportunities for participation and centering stakeholder experiences in our planning process.

All stakeholder meetings and listening sessions for the 2026–2027 school year will be held in person on a monthly basis. To maximize participation, we will continue to implement proactive outreach strategies, including sending invitations to families and students and conducting personalized phone calls from support staff to encourage engagement. In recognition of potential barriers to participation, additional supports will be provided to ensure all stakeholders have equitable access to these opportunities.

Meetings and Listening Sessions

All meetings and listening sessions will be conducted in person on a monthly basis. Spanish interpretation will be available at every session to ensure accessibility for our Spanish-speaking families. Input gathered from stakeholders will be thoughtfully reviewed by Piner High School staff and used to inform ongoing planning, ensuring that SPSA goals and actions are aligned with the identified needs and priorities of our school community.

Resource Inequities – Required for CSI / ATSI

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

As a school that has exited Additional Targeted Support and Improvement (ATSI) status, Piner High School remains committed to the continued success of our Students with Disabilities, particularly in meeting graduation requirements. Through the Individualized Education Program (IEP) process, and in collaboration with counselors and school staff, we will ensure that students are well-informed of the requirements necessary to earn a high school diploma.

Each student will have a personalized plan developed to support progress toward meeting these requirements. We will work closely with students and their families to identify any additional supports needed and to monitor progress. This collaborative approach ensures that graduation goals are addressed in a timely, intentional, and organized manner, promoting equitable outcomes for all students.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2026–2027 SPSA Needs Assessment**

Piner High School has identified two primary areas of need aligned with Santa Rosa City Schools (SRCS) Local Control and Accountability Plan (LCAP) priorities: Academic Achievement and Student Engagement, Attendance, and School Climate. These needs are based on a comprehensive analysis of multiple data sources, including CAASPP, ELPAC, graduation rates, attendance, discipline, and stakeholder perception data.

*****Goal 1: Academic Achievement in ELA, Math, and English Learner Progress Identified Need

Current data indicates that 51.2% of students are not meeting proficiency standards in English Language Arts (ELA) and 62.7% are not meeting proficiency standards in Mathematics. While Mathematics performance improved by 22 points (from 146.9 to 124.9 points below standard), and ELA performance maintained overall grade-level equivalency, significant achievement gaps persist across student groups.

ELA Performance (2025):

Overall: 38 points below standard
English Learners (EL): 98.6 points below standard
Long-Term English Learners (LTEL): 126.7 points below standard
Students with Disabilities (SPED): 153.6 points below standard
Socioeconomically Disadvantaged (SED): 48.5 points below standard
Hispanic/Latinx: 46 points below standard

Mathematics Performance (2025):

Overall: 124.9 points below standard
EL: 183.9 points below standard
LTEL: 221.4 points below standard
SPED: 213.9 points below standard
SED: 135.6 points below standard
Hispanic/Latinx: 138 points below standard

English Learner Progress:

41.1% of English Learners made progress on the ELPAC, representing a 10.4% increase from the prior year

Graduation Rate:

Increased to 91.9%, a 1.3% gain

These data points highlight the need to accelerate learning, close achievement gaps, and provide targeted supports for historically underserved student groups.

Target Student Groups

English Learners (EL) and Long-Term English Learners (LTEL)
Students with Disabilities (SPED)
Socioeconomically Disadvantaged (SED)
Hispanic/Latinx
African American
American Indian
Planned Response

To address these needs, Piner High School will:

Increase student access to high-quality, standards-aligned Tier 1 instruction in ELA and Mathematics
Expand targeted supports and interventions through push in, small group instruction, and differentiated practices
Strengthen implementation of research-based instructional strategies, including Building Thinking Classrooms and explicit academic language development
Increase access to rigorous and relevant coursework, including dual enrollment, Career Technical Education (CTE) pathways, and interdisciplinary STEaM opportunities
Monitor student progress regularly using CAASPP, ELPAC, D/F rates, and local assessment data to inform instructional adjustments
Expected Outcomes (2026–2027)

Schoolwide Outcomes

ELA: Increase by 10 points to reach 28 points below standard

Mathematics: Increase by 15 points to reach 109.9 points below standard

ELPAC: 50% of English Learners will make progress (an increase of 8.9%)

Graduation Rate: Increase to 93.5% (an increase of 1.6%)

Student Group Outcomes

English Learners (EL)

ELA: Increase by 12 points to 86.6 points below standard

Math: Increase by 15 points to 168.9 points below standard

Students with Disabilities (SPED)

ELA: Increase by 15 points to 138.6 points below standard

Math: Increase by 18 points to 195.9 points below standard

Socioeconomically Disadvantaged (SED)

ELA: Increase by 10 points to 38.5 points below standard

Math: Increase by 15 points to 120.6 points below standard

Hispanic/Latinx

ELA: Increase by 10 points to 36 points below standard

Math: Increase by 15 points to 123 points below standard

African American (small n-size; progress monitored through local measures)

ELA: Increase by 10 points
Math: Increase by 10 points

American Indian (small n-size; progress monitored through local measures)

ELA: Increase by 10 points
Math: Increase by 10 points

*****Goal 2: Student Engagement, Attendance, and School Climate
Identified Need

23% of students are chronically absent (attendance below 90%)
Current overall attendance rate is 92.5%

The suspension rate decreased from 7% in 2024 to 5.4% in 2025, though disproportionality remains across student groups

Suspension Data (2025):

EL: 7.3%
SPED: 10.4%
SED: 6.3%
Hispanic/Latinx: 5.6%
African American: 3.4%
American Indian: 6.7%

Perception Data (YouthTruth, February 2026):
Stakeholder feedback indicates a continued need to improve:

Relationships
Engagement
School culture
School safety
Planned Response

To improve student engagement, attendance, and school climate, Piner High School will:

- Increase in-class engagement through student-centered and culturally responsive instructional practices
- Strengthen student understanding of the importance of attendance and its connection to academic success
- Expand family engagement and communication to support consistent attendance
- Establish and monitor schoolwide attendance goals, including regular tracking, celebration, and reflection
- Implement and expand restorative practices and inclusive discipline systems
- Promote student voice, belonging, and connection through inclusive programs and activities
- Monitor progress using attendance, suspension, referral, YouthTruth, and Panorama data

Expected Outcomes (2026–2027)

Attendance

Reduce chronic absenteeism from 23% to 18%

Increase overall attendance rate from 92.5% to 94%

Suspension

Decrease overall suspension rate from 5.4% to 4.4%

Student Group Outcomes

EL: decrease to 5.8%

SPED: decrease to 8.4%

SED: decrease to 5.3%

Hispanic/Latinx: decrease to 4.6%

School Climate (Perception Data)

Increase positive responses in:

Relationships by 8%

Engagement by 8%

School Safety by 7%

Panorama School Safety Survey

All Students: Increase positive responses by 7%

Hispanic/Latinx Students: Increase positive responses by 7%

*****Goal 3: Professional Growth and Campus Safety

Identified Need

Staff require ongoing support to effectively close achievement gaps, implement inclusive instructional practices, and maintain a safe,

supportive learning environment for all students.

Planned Response

Expand opportunities for staff collaboration, co-teaching, and interdisciplinary planning

Provide ongoing professional development focused on equity, inclusion, and effective instructional practices

Increase campus supervision and facility improvements to ensure a safe and secure learning environment

Budget Alignment

Expenditures for the 2026–2027 school year will support:

Curriculum development and CTE pathway expansion

Math and language intervention programs

Counseling and wellness services

Professional development and staff collaboration time

Campus safety and supervision

Alignment with SRCS LCAP Goals

Piner High School's SPSA is directly aligned with SRCS priorities to:

Improve student outcomes in ELA and Mathematics through rigorous, equitable Tier 1 instruction

Create inclusive, culturally responsive learning environments that foster belonging and engagement

Support professional growth and maintain safe, engaging school campuses

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Piner Junior Senior High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.72%	0.98%	0.85%	10	14	13
African American	1.95%	1.81%	1.95%	27	26	30
Asian	4.26%	4.53%	4.49%	59	65	69
Filipino	1.16%	1.46%	1.30%	16	21	20
Hispanic/Latino	75.72%	75.10%	75.62%	1048	1077	1163
Pacific Islander	0.79%	0.77%	1.17%	11	11	18
White	11.34%	11.23%	10.73%	157	161	165
Multiple/No Response	3.97%	4.11%	3.90%	55	59	60
Total Enrollment				1384	1434	1538

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	359	384	432
Grade 10	346	373	397
Grade 11	355	343	372
Grade 12	324	334	337
Total Enrollment	1,384	1,434	1,538

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	277	274	278		20.0%	18.1%
Fluent English Proficient (FEP)	680	700	745		49.1%	48.4%

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
1434	67.1%	19.1%	0.6%
Total Number of Students enrolled in Piner Junior Senior 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	274	19.1%
Foster Youth	9	0.6%
Homeless	65	4.5%
Socioeconomically Disadvantaged	962	67.1%
Students with Disabilities	226	15.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	1.8%
American Indian	14	1%
Asian	65	4.5%
Filipino	21	1.5%
Hispanic	1077	75.1%
Two or More Races	59	4.1%
Pacific Islander	11	0.8%
White	161	11.2%

Conclusions based on this data:

1. Piner High School serves a student population with significant needs, as evidenced by 67.1% of students identified as socioeconomically disadvantaged, along with notable populations of English Learners (19.1%) and Students with

Disabilities (15.8%). These factors indicate a continued need for targeted academic interventions, expanded access to support services, and integrated social-emotional resources to ensure all students can access rigorous instruction and achieve at high levels.

2. With 75.1% of students identifying as Hispanic/Latinx and additional representation across diverse racial and ethnic groups, Piner High School's student population reflects a rich cultural and linguistic diversity. This underscores the importance of implementing culturally responsive teaching practices, strengthening bilingual and bicultural supports, and fostering an inclusive school environment where all students feel seen, valued, and connected.
3. The presence of vulnerable student groups, including homeless youth (4.5%) and foster youth (0.6%), highlights the importance of comprehensive systems of support. These students may face additional barriers to consistent attendance, engagement, and academic success. As a result, Piner High School must continue to prioritize coordinated services, strong family and community partnerships, and proactive outreach to ensure stability, access, and equitable outcomes for all students.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Piner High School's performance in both English Language Arts and Mathematics is identified as Orange on the California Dashboard, indicating that academic achievement remains a critical area of need. While this reflects ongoing challenges in meeting state standards, it also aligns with internal data showing incremental growth, particularly in Mathematics. This suggests that current instructional strategies are beginning to show impact; however, continued focus on strengthening Tier 1 instruction, targeted interventions, and closing achievement gaps is essential to move toward higher performance levels.
2. Piner High School demonstrates strong performance in College and Career Readiness and Graduation Rate, both identified as Green on the Dashboard. These outcomes reflect effective systems that support students in completing high school and preparing for postsecondary opportunities. This is a significant strength for the school and indicates that efforts to expand pathways, including Career Technical Education (CTE) and graduation supports, are positively impacting student success. Continued investment in these areas will be important to sustain and build upon this success.
3. The school's Suspension Rate is Green, reflecting positive progress in creating a safe and supportive learning environment and the successful implementation of inclusive discipline practices. Additionally, English Learner Progress is Yellow, indicating improvement but also highlighting the need for continued focus on accelerating language acquisition and academic achievement for English Learners. These data points suggest that while school climate systems are strengthening, additional targeted supports and instructional strategies are needed to further improve outcomes for English Learners and ensure equitable access to success across all student groups.

School and Student Performance Data

Academic Performance English Language Arts

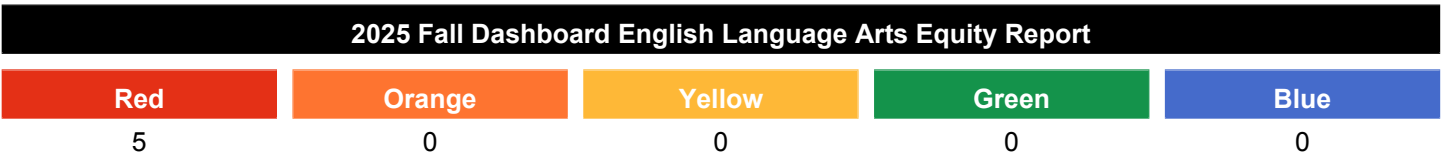
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 38 points below standard Declined 13.7 points 308 Students	English Learners  Red 98.6 points below standard Declined 7.2 points 95 Students	Long-Term English Learners  Red 126.7 points below standard Declined 3.7 points 35 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Red 48.5 points below standard Declined 17.5 points 233 Students

Students with Disabilities  Red 153.6 points below standard Declined 27.1 points 54 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Red 46 points below standard Declined 6.4 points 243 Students
Two or More Races  No Performance Color 5.7 points above standard Declined 29.5 points 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 58.9 points below standard Declined 34.5 points 25 Students

Conclusions based on this data:

- English Language Arts performance for All Students is currently 38 points below standard (Orange), reflecting a decline of 13.7 points from the previous year. This downward trend indicates a need for strengthened, consistent Tier 1 instruction across all classrooms. While students maintained overall grade-level equivalency, the decline signals that current instructional practices must be refined to accelerate learning and prevent further slippage, particularly in reading comprehension, writing, and academic language development.
- ELA performance data reveals substantial and persistent achievement gaps among key student groups. English Learners (98.6 points below standard), Long-Term English Learners (126.7 points below standard), Students with Disabilities (153.6 points below standard), and Socioeconomically Disadvantaged students (48.5 points below standard) are all performing in the Red level, with continued declines across groups. These trends highlight the urgent need for targeted supports, including designated ELD, co-teaching models, scaffolded instruction, and intensive interventions to ensure equitable access to grade-level content and improve outcomes for historically underserved students.
- Several student groups, including African American, American Indian, Asian, Filipino, Pacific Islander, and Foster and Homeless Youth, do not have Dashboard performance levels due to small sample sizes. While this protects student privacy, it limits the ability to fully analyze trends using state data. Therefore, it is essential that Piner High School utilize local data sources to monitor the progress of these students and ensure that their academic needs are identified and addressed through targeted supports and inclusive instructional practices.

School and Student Performance Data

Academic Performance Mathematics

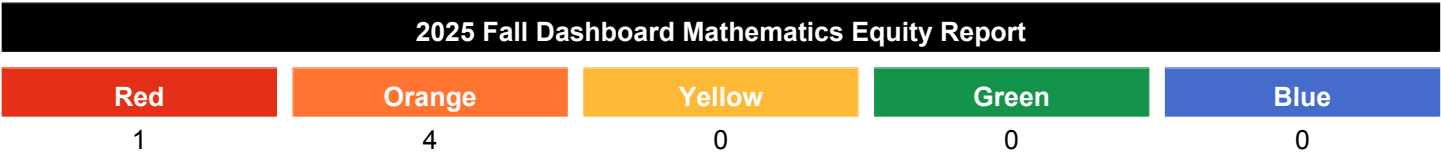
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



This section provides 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  Orange 124.9 points below standard Increased 22 points 319 Students	English Learners  Orange 183.9 points below standard Increased 15.3 points 104 Students	Long-Term English Learners  Red 221.4 points below standard Declined 4 points 35 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 218.2 points below standard 11 Students	Socioeconomically Disadvantaged  Orange 135.6 points below standard Increased 15.7 points 243 Students

Students with Disabilities  Orange 213.9 points below standard Increased 21.2 points 54 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 138 points below standard Increased 22.1 points 253 Students
Two or More Races  No Performance Color 77.9 points below standard Increased 31.4 points 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 118.6 points below standard Increased 6.1 points 25 Students

Conclusions based on this data:

1. Mathematics performance for All Students improved by 22 points, increasing from 146.9 to 124.9 points below standard, and is currently identified as Orange on the California Dashboard. This upward trend reflects meaningful progress and suggests that current instructional strategies, including increased focus on problem-solving and student-centered learning, are beginning to positively impact student outcomes. Continued implementation and refinement of these strategies will be essential to sustain and accelerate this growth.
2. Despite overall improvement, significant performance gaps remain across student groups. English Learners (183.9 points below standard), Long-Term English Learners (221.4 points below standard), Students with Disabilities (213.9 points below standard), and Socioeconomically Disadvantaged students (135.6 points below standard) continue to perform well below standard. While several of these groups demonstrated growth, the magnitude of need indicates that intensified supports—such as targeted intervention, co-teaching models, and differentiated instruction—are necessary to close gaps and ensure equitable access to rigorous mathematics instruction.
3. Several student groups, including English Learners (+15.3 points), Socioeconomically Disadvantaged students (+15.7 points), Students with Disabilities (+21.2 points), and Hispanic/Latinx students (+22.1 points), demonstrated notable gains in Mathematics. This consistent pattern of improvement across groups indicates that existing supports are having a positive impact and provides a strong foundation to build upon. However, the continued decline among Long-Term English Learners (-4 points) signals a need for more targeted and specialized strategies for this group. Additionally, for student groups without Dashboard performance levels due to small sample sizes, ongoing monitoring through local data will be essential to ensure equitable progress.

School and Student Performance Data

Academic Performance Science

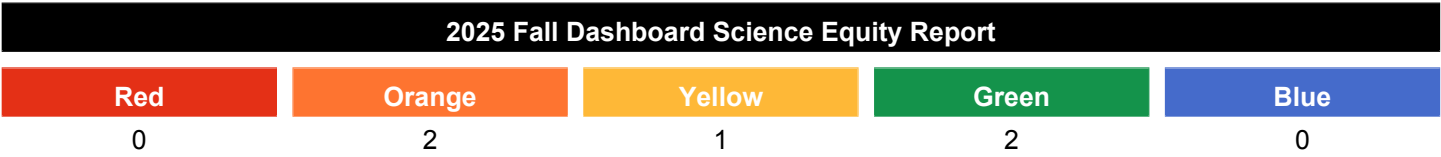
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 48.5 science points Increased 4.4 points 322 Students	English Learners  Yellow 39.1 science points Increased 6.8 points 103 Students	Long-Term English Learners  Orange 33.9 science points Increased 7.6 points 35 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 37.9 science points Increased 11.6 points 12 Students	Socioeconomically Disadvantaged  Green 46.4 science points Increased 3.1 points 247 Students

Students with Disabilities  Orange 32.2 science points Increased 3.1 points 53 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 67.1 science points Maintained 0.4 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Green 46.7 science points Increased 5 points 253 Students
Two or More Races  No Performance Color 57 science points Increased 5.6 points 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 45.4 science points Maintained 1 points 28 Students

Conclusions based on this data:

- Science performance for All Students is currently rated Green on the California Dashboard, with a score of 48.5 science points, reflecting continued improvement and movement in a positive direction. This overall growth (+4.4 points) indicates that instructional practices in science are effectively supporting student understanding of disciplinary content and scientific reasoning. The Green performance level demonstrates that science remains a relative strength area for the school compared to other academic domains.
- Multiple student groups demonstrated positive growth in Science, including English Learners (+6.8 points), Long-Term English Learners (+7.6 points), Socioeconomically Disadvantaged students (+3.1 points), Students with Disabilities (+3.1 points), and Hispanic/Latinx students (+5 points). These gains suggest that instructional strategies and supports are having a positive impact across diverse student populations. The fact that several historically underserved groups are showing upward trends reflects progress toward more equitable access to science learning.
- While overall performance is strong, variation across student groups remains. Long-Term English Learners (Orange, 33.9 points) and Students with Disabilities (Orange, 32.2 points) continue to perform at lower levels compared to peers, indicating a need for continued targeted intervention and language development support within science instruction. Additionally, some student groups (e.g., Asian and White students) show maintained performance rather than growth, suggesting opportunities to push for higher levels of achievement across all groups. Sustaining momentum while strengthening supports for specific subgroups will be key to continued improvement.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Yellow
41.1 making progress.	44.7 making progress.
Number Students: 224 Students	Number Students: 132 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
17.9%	41.1%	0%	41.1%

Conclusions based on this data:

1. The English Learner Progress Indicator is currently rated Yellow on the California Dashboard, with 41.1% of English Learners making progress toward English language proficiency. This indicates that while a significant portion of students are advancing, overall progress is moderate and not yet at the level of sustained acceleration needed to close proficiency gaps. Continued attention to designated and integrated ELD instruction remains critical to improving outcomes for English Learners.
2. Long-Term English Learners are also rated Yellow, with 44.7% making progress toward language proficiency. While this reflects slightly higher progress compared to the overall EL group, it also highlights that more than half of Long-Term English Learners are not advancing at a sufficient rate to reclassify in a timely manner. This underscores the need for targeted interventions focused on academic language development, literacy acceleration, and consistent monitoring of EL progress data.
3. The ELPI data shows a mixed pattern of outcomes: 41.1% of students progressed at least one proficiency level, while 41.1% maintained their current level and 17.9% declined by one level. Notably, 0% of students maintained ELPI Level 4, suggesting limited stability at the highest proficiency level. These results indicate that while there is meaningful movement among English Learners, a substantial proportion of students are either plateauing or regressing, reinforcing the need for strengthened Tier 1 language supports, targeted small-group instruction, and increased collaboration between ELD and content teachers to accelerate language acquisition.

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.

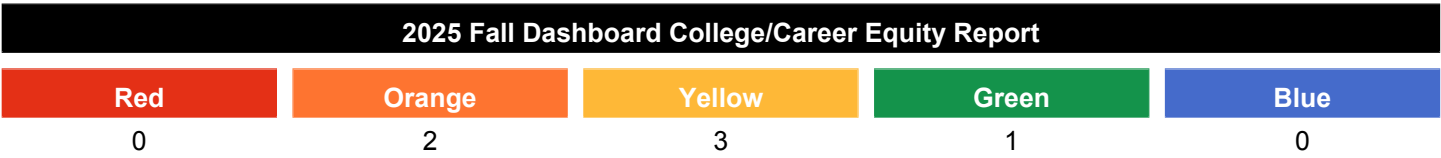
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Green Prepared 37.6% Increased 6.8% 346 Students	English Learners Yellow Prepared 22.2% Increased 15.6% 90 Students	Long-Term English Learners Yellow Prepared 25.4% Increased 15.2% 59 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless No Performance Color Prepared 11.1% 18 Students	Socioeconomically Disadvantaged Green Prepared 35.4% Increased 5.5% 297 Students

Students with Disabilities  Orange Prepared 7.9% Increased 6% 63 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Prepared 70.6% Increased 17.6% 17 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green Prepared 35.4% Increased 5.4% 260 Students
Two or More Races  No Performance Color Prepared 50% Increased 26.9% 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Yellow Prepared 34.2% Increased 2.3% 38 Students

Conclusions based on this data:

1. The College/Career Indicator for All Students is currently rated Green on the California Dashboard, with 37.6% of graduates identified as “Prepared” for college or career pathways, representing an increase of 6.8%. This growth indicates continued progress in ensuring students are graduating with the skills, coursework, and experiences needed for postsecondary success. While this is a positive trend, the data also suggests that the majority of students are still not yet classified as prepared, highlighting the need for continued expansion of college and career readiness opportunities.
2. Multiple student groups demonstrated meaningful growth in College/Career readiness, including English Learners (+15.6%), Long-Term English Learners (+15.2%), Students with Disabilities (+6%), Socioeconomically Disadvantaged students (+5.5%), and Asian students (+17.6%). These gains suggest that increased access to A–G coursework, CTE pathways, and academic support systems is positively impacting student preparedness. Notably, several historically underserved groups are showing strong upward movement, indicating progress toward more equitable postsecondary readiness.
3. Despite overall growth, significant disparities remain across student groups. Students with Disabilities (7.9% prepared, Orange level) continue to experience the lowest rates of college/career readiness, indicating an urgent need for expanded academic support, transition planning, and pathway access. Additionally, while Hispanic/Latinx (35.4%) and Socioeconomically Disadvantaged students (35.4%) are in the Green performance range, they still lag behind higher-performing groups such as Asian students (70.6%) and Two or More Races (50%), reflecting ongoing opportunity gaps. Sustained focus on equitable access to rigorous coursework, career exposure, and individualized academic planning will be essential to improving outcomes for all students.

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.

School and Student Performance Data

Academic Engagement Graduation Rate

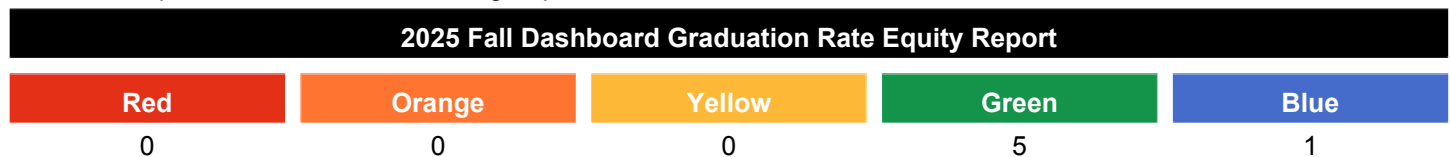
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Green 91.9% graduated Increased 1.3% 347 Students	English Learners Green 86.7% graduated Increased 1.7% 90 Students	Long-Term English Learners Green 94.9% graduated Increased 2.6% 59 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless No Performance Color 88.9% graduated 18 Students	Socioeconomically Disadvantaged Green 91.6% graduated Increased 1% 297 Students

Students with Disabilities  Green 87.3% graduated Increased 1.8% 63 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 94.1% graduated Maintained 0% 17 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 90.8% graduated Maintained -0.4% 260 Students
Two or More Races  No Performance Color 93.8% graduated Declined 6.3% 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Blue 97.4% graduated Increased 14.1% 39 Students

Conclusions based on this data:

1. The overall graduation rate for All Students is 91.9%, reflecting a Green performance level with continued improvement (+1.3%) on the California Dashboard. This indicates that the vast majority of students are successfully completing high school, demonstrating strong systems of academic support, credit recovery, and student engagement. The presence of a Blue performance level for White students (97.4%) further highlights areas of exceptional performance within the school community.
2. Most student groups are performing in the Green performance level for graduation rates, including English Learners (86.7%), Long-Term English Learners (94.9%), Socioeconomically Disadvantaged students (91.6%), Students with Disabilities (87.3%), and Hispanic/Latinx students (90.8%). Many of these groups also showed continued growth or maintained already high performance levels, demonstrating that schoolwide supports are effectively helping students stay on track for graduation regardless of subgroup status.
3. While graduation outcomes are generally strong, some variability remains across student groups. English Learners (86.7%) and Students with Disabilities (87.3%) have slightly lower graduation rates compared to other groups, indicating a need for continued targeted supports to ensure all students reach graduation at similar rates. Additionally, Two or More Races (93.8%) showed a decline (-6.3%), which may warrant closer monitoring despite small sample size considerations. Overall, maintaining high expectations while strengthening targeted interventions and early warning systems will be key to sustaining and improving these strong graduation outcomes.

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

0

Orange

2

Yellow

4

Green

3

Blue

0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students



Green

5.4% suspended at least one day

Declined 1.6%

1542 Students

English Learners



Yellow

7.3% suspended at least one day

Declined 1.5%

316 Students

Long-Term English Learners



Orange

9.2% suspended at least one day

Increased 0.9%

174 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

Homeless



Green

2.6% suspended at least one day

Declined 2.3%

77 Students

Socioeconomically Disadvantaged



Yellow

6.3% suspended at least one day

Declined 0.5%

1151 Students

Students with Disabilities  Yellow 10.4% suspended at least one day Declined 2.3% 260 Students	African American  No Performance Color 3.4% suspended at least one day Declined 7.3% 29 Students	American Indian  No Performance Color 6.7% suspended at least one day Declined 1% 15 Students
Asian  Orange 5.9% suspended at least one day Increased 2.8% 68 Students	Filipino  No Performance Color 4.5% suspended at least one day Increased 4.5% 22 Students	Hispanic  Green 5.6% suspended at least one day Declined 1.4% 1149 Students
Two or More Races  Green 1.5% suspended at least one day Declined 5.6% 65 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 8.3% 16 Students	White  Yellow 6.2% suspended at least one day Declined 2.1% 178 Students

Conclusions based on this data:

1. The overall suspension rate for All Students is 5.4%, reflecting a Green performance level and a decline of 1.6% on the California Dashboard. This indicates that fewer students are being suspended compared to the prior year, suggesting improvements in behavior supports, restorative practices, and campus climate systems. While this overall trend is positive, continued attention is needed to ensure reductions are sustained and equitably distributed across all student groups.
2. Several student groups experienced decreases in suspension rates, including English Learners (7.3%, -1.5%), Socioeconomically Disadvantaged students (6.3%, -0.5%), Students with Disabilities (10.4%, -2.3%), Hispanic/Latinx students (5.6%, -1.4%), Homeless students (2.6%, -2.3%), and Two or More Races (1.5%, -5.6%). These declines suggest that schoolwide behavior systems, restorative approaches, and targeted supports are having a positive impact across multiple student populations, contributing to improved school climate and reduced exclusionary discipline.
3. Despite overall improvement, disparities remain in discipline outcomes. Long-Term English Learners (9.2%) and Students with Disabilities (10.4%) continue to experience the highest suspension rates, indicating a need for continued targeted interventions and proactive behavior supports. Additionally, Asian students (5.9%, +2.8%) and Long-Term English Learners (+0.9%) showed increases in suspension rates, suggesting areas where further analysis of behavioral trends, classroom supports, and culturally responsive practices may be warranted. Strengthening tiered behavioral interventions and restorative practices will be key to ensuring equitable outcomes for all student groups.

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	335	346	338	297	326	323	297	323	323	88.7	94.2	95.6
All Grades	335	346	338	297	326	323	297	323	323	88.7	94.2	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2546.	2559.	2539.	16.16	12.07	11.46	27.27	32.20	28.48	22.56	29.10	23.84	34.01	26.63	36.22
All Grades	N/A	N/A	N/A	16.16	12.07	11.46	27.27	32.20	28.48	22.56	29.10	23.84	34.01	26.63	36.22

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	15.82	13.31	11.15	56.23	62.23	60.37	27.95	24.46	28.48
All Grades	15.82	13.31	11.15	56.23	62.23	60.37	27.95	24.46	28.48

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	13.85	18.07	13.31	48.31	50.78	46.44	37.84	31.15	40.25
All Grades	13.85	18.07	13.31	48.31	50.78	46.44	37.84	31.15	40.25

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	14.81	8.98	8.67	66.33	76.78	73.99	18.86	14.24	17.34
All Grades	14.81	8.98	8.67	66.33	76.78	73.99	18.86	14.24	17.34

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	15.15	14.55	12.69	68.35	69.35	66.25	16.50	16.10	21.05
All Grades	15.15	14.55	12.69	68.35	69.35	66.25	16.50	16.10	21.05

Conclusions based on this data:

- Grade 11 ELA results show a mixed performance pattern, with 12.07% of students meeting or exceeding standard, a decline from prior years. While the percentage of students in the "Met Standard" category increased to 32.20%, the overall shift shows a decrease in the proportion of students performing at the highest level and an increase in students performing below proficiency. Specifically, 34.01% of students are not meeting standard, indicating a continued need for focused literacy support at the high school level.
- Subscores reveal uneven progress across ELA skill domains. In Reading, students showed improvement, with 62.23% performing at or near standard, indicating strengthened comprehension of complex texts. However, in Writing, although the percentage of students at or near standard increased slightly to 50.78%, the percentage below standard remains high at 31.15%, highlighting writing as a persistent area of need. These results suggest that while comprehension skills are improving, students continue to struggle with producing high-quality written responses aligned to grade-level expectations.
- Performance in Listening and Research/Inquiry demonstrates relative strengths in certain skill areas. In Listening, 76.78% of students performed at or near standard, reflecting strong gains in communication and comprehension of spoken information. Research/Inquiry also remained relatively stable, with 69.35% at or near standard. However, despite these strengths, the overall ELA performance indicates inconsistency across domains and grade-level expectations. These results highlight the need for continued emphasis on integrated literacy instruction—particularly writing and analytical response—to ensure balanced growth across all ELA competencies.

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	335	345	338	245	327	326	243	324	326	73.1	94.8	96.4
All Grades	335	345	338	245	327	326	243	324	326	73.1	94.8	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2467.	2481.	2501.	2.47	3.40	2.45	5.35	5.25	13.19	17.28	17.28	17.18	74.90	74.07	67.18
All Grades	N/A	N/A	N/A	2.47	3.40	2.45	5.35	5.25	13.19	17.28	17.28	17.18	74.90	74.07	67.18

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	3.70	4.64	5.21	20.58	23.84	27.61	75.72	71.52	67.18
All Grades	3.70	4.64	5.21	20.58	23.84	27.61	75.72	71.52	67.18

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	6.17	3.70	2.45	49.38	58.02	58.28	44.44	38.27	39.26
All Grades	6.17	3.70	2.45	49.38	58.02	58.28	44.44	38.27	39.26

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	2.88	4.01	3.07	52.26	54.32	60.74	44.86	41.67	36.20
All Grades	2.88	4.01	3.07	52.26	54.32	60.74	44.86	41.67	36.20

Conclusions based on this data:

1. Grade 11 mathematics results show that only 8.65% of students met or exceeded standard, while 74.07% did not meet standard. Although participation significantly increased to 94.8%, overall proficiency remains very low, indicating a continued and substantial need for improved math achievement across all students.
2. Among the reporting claims, students performed relatively stronger in Problem Solving & Modeling/Data Analysis, with 58.02% at or near standard, and in Communicating Reasoning, with 54.32% at or near standard. In contrast, Concepts & Procedures remains the weakest area, with 71.52% below standard, indicating that foundational skills deficits are the primary barrier to overall math proficiency.
3. Across overall performance, 17.28% of students are nearly meeting standard, representing a significant group of students close to proficiency. This suggests that with targeted instructional support focused on foundational skills and conceptual understanding, a meaningful portion of students could be moved into proficiency in future years.

School and Student Performance Data

2025 Fall Dashboard Summary Data Points

The tables below are a summary of the 2024 Fall Dashboard data by student group.

Demographic Percentages

The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).

Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
1434	67.1%	15.8%	19.1%	4.5%	0.6%	75.1%	11.2%	1.8%

Chronic Absenteeism Percentages

The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
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Suspension Percentages

The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
5.4% suspended at least one day	6.3% suspended at least one day	10.4% suspended at least one day	7.3% suspended at least one day	2.6% suspended at least one day		5.6% suspended at least one day	6.2% suspended at least one day	3.4% suspended at least one day

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
124.9 points below	135.6 points below standard	213.9 points below standard	183.9 points below standard	218.2 points below standard		138 points below standard	118.6 points below standard	

standard								
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ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
38 points below standard	48.5 points below standard	153.6 points below standard	98.6 points below standard			46 points below standard	58.9 points below standard	

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS LCAP Goal 1
SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math
SRCS will provide student-centered teaching and learning opportunities through strengthening services that maximize student growth by aligning quality first instruction for all students (Tier 1 Instruction), to meet the needs of our diverse learners while focusing on an asset-based approach to maximize potential for all students and disrupt the influence of economic status on outcomes.
This will include a focus on specific student groups, particularly in the areas of English Language Arts and Math, and guiding our students toward promising postsecondary pathways.

Goal 1

GOAL 1: Rigorous, Student-Centered Academic Achievement (7–12)
Piner Junior Senior High School is committed to the ongoing development of rigorous, student-centered teaching and learning experiences that promote equitable outcomes for all students and support academic and personal success. The school will increase student achievement in ELA and Mathematics, strengthen foundational skills (especially in math), improve academic language development for Long-Term English Learners (LTELs), and expand CTE pathways to support college and career readiness.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas

Math achievement: 74.07% of students not meeting standard; students are 124.9 points below standard overall
English Learners: 183.9 points below standard in Math, 98.6 points below standard in ELA
Students with Disabilities: 213.9 points below standard in Math, 153.6 points below standard in ELA
Socioeconomically Disadvantaged students: persistent achievement gaps in both ELA and Math
English Learner Progress Indicator: 41.1% making progress, indicating need for acceleration

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.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Number of students on track of graduation, completion of A-G requirements.

Strategy/Activity Table

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
1.1	Develop and implement interdisciplinary STEaM-focused curriculum (7–12) emphasizing foundational math skill development and applied learning. Fund .20 FTE STEM Specialist. PHS staff will continue to develop and implement a dynamic STEM, math, and science program that supports all learners in building investigation, collaboration, creativity, communication, problem-solving, and critical thinking skills. Through a continued partnership with the PHS SPARQ Center and Sonoma State University, the STEM and science curriculum will cultivate strong academic foundations while fostering a college-going culture for all students. **Intervention staff (tutors, certificated support, instructional aides) **PLC collaboration time (substitutes/stipends) **STEaM curriculum development resources .20 FTE STEM Specialist Release Time Certified FTE Benefits Field Trips Admittance \$3500.00 Transportation Costs Instructional Materials - STEM Focused \$5000.00 Materials and Supplies - \$1500.00 Food \$500 STEM MOU SSU \$5000.00	ALL	34102.80 8500.00 1000.00 500.00 500.00 5000.00	3010 - Title I 0500 - Supplemental 3010 - Title I Title I - Parent Participation 3010 - Title I 0500 - Supplemental
1.2				
1.3	Provide designated and integrated ELD instruction	ALL	1200.00	0500 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
	focused on LTEL academic language development across all content areas. **ELD instructional materials and professional development Teacher Release/Extra Duty \$1200.00 Materials/Supplies \$1000.00, \$816.53		1316.58 500.00	0500 - Supplemental 3010 - Title I
1.4	Strengthen Tier 1 instruction through differentiation, universal access, and equitable grading practices across all grade levels and enhance classroom instruction by implementing effective instructional software and hardware, supporting engaging, technology-integrated teaching practices across all content areas.(7–12). **PLC collaboration time (substitutes/stipends) \$13000.00 Implement PLC data cycles using CAASPP claims and formative assessments to target instructional gaps (Concepts & Procedures, Writing, Reasoning). Online Computing Services / Software Licenses \$1500.00 Instructional hardware for classrooms	ALL	13000.00 1500.00	0500 - Supplemental 3010 - Title I
1.7	Provide intervention and tutoring supports for students below or near standard, prioritizing subgroup populations. **Supplemental intervention software/programs Teacher Release/Extra Duty \$13000.00 Tutoring \$13000.00	ALL	13000.00 13000.00	3010 - Title I 0500 - Supplemental
1.8				
To Add a Row: Click “Add Row.” To Remove a Row: Clear all content, including spaces from each cell in the row.				

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

An analysis of how this goal was carried out in the previous year.

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

Piner High School implemented a comprehensive set of interconnected strategies designed to improve academic achievement, student engagement, and staff capacity. Overall implementation focused on strengthening Tier 1 instruction, expanding interdisciplinary curriculum development, and increasing targeted academic and social-emotional supports.

Key activities included the continued development of STEaM interdisciplinary units, expansion of Ethnic Studies coursework and culturally responsive pedagogy, and increased collaboration among departments to strengthen literacy, numeracy, and language development across content areas. Staff engaged in ongoing professional development focused on equitable instructional practices, Building Thinking Classrooms strategies, and differentiated instruction to support all learners, particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

In addition, PHS expanded academic support systems through tutoring and intervention opportunities outside of instructional time, and strengthened the use of instructional technology and software to enhance engagement and access to curriculum. The school also advanced partnerships, including collaboration with Sonoma State University and the SPARQ Center, to support STEM learning pathways and college and career readiness.

Overall, these strategies have been moderately effective. Early indicators such as improvements in ELA and Math performance, increased English Learner progress on ELPAC, and improved graduation rates suggest positive momentum. However, persistent achievement gaps across student groups indicate that full implementation and consistency of Tier 1 instructional practices and intervention systems remain areas for continued growth.

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

Overall, implementation of planned strategies closely aligned with the SPSA; however, some differences between intended actions and actual expenditures occurred due to staffing constraints, scheduling limitations, and shifting site priorities during the school year.

While funds were allocated to support expanded intervention programs, professional development, and instructional materials, some expenditures were delayed or reallocated to address immediate staffing needs, particularly in areas supporting student supervision and intervention coverage. Additionally, not all planned collaboration and co-teaching release time was fully realized due to scheduling limitations and the need to prioritize instructional coverage.

Despite these adjustments, core investments in professional development, counseling and wellness supports, and curriculum development were maintained. Some technology and instructional material purchases were phased in over time rather than implemented all at once to ensure alignment with newly developed courses and instructional priorities.

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

Based on current data analysis, no major changes are being made to the overall goals of the SPSA, as the identified needs in academic achievement, attendance, and school climate remain consistent and urgent. However, refinements will be made to strengthen implementation and increase impact.

Key adjustments include:

Increased emphasis on instructional consistency in Tier 1 practices, particularly in math and literacy across all content areas
Strengthening of data cycles and progress monitoring systems to ensure more frequent and actionable use of assessment data
Expansion of targeted intervention structures, with clearer identification of students needing Tier 2 and Tier 3 supports
Greater focus on EL and SPED instructional support, including academic language development and co-teaching structures
Enhanced alignment of professional development with observed classroom needs, especially around differentiation and student engagement strategies

These refinements are reflected in Goal 1 and Goal 3 sections of the SPSA, specifically under Planned Responses and Expected Outcomes, where instructional improvement, intervention systems, and professional learning structures have been strengthened to accelerate progress toward proficiency targets.

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS LCAP Goal 2
SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff.
SRCS, in sustained collaboration with our community, is dedicated to creating safe, inclusive, and culturally responsive learning environments that foster social-emotional wellness.
We are committed to cultivating a deep level of parent engagement, recognizing the importance of students' mindsets, assets, and identities, and providing comprehensive wraparound services and support to meet the physical and emotional needs of students, families, and staff.

Our goal is to ensure institutional responsiveness to the cultural and linguistic needs of our students and their families.
We aim to move beyond surface-level interactions to foster meaningful and intentional family engagement, empowering parents with agency and sustaining a collaborative community where every member feels valued and supported.

Goal 2

Piner Junior Senior High School will foster a welcoming, inclusive, and culturally responsive 7–12 learning environment that supports student engagement, belonging, attendance, and social-emotional well-being. The school will reduce absenteeism, improve student connectedness, and strengthen school climate through intentional systems of support.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas

Suspension rates: up to 10.4% for Students with Disabilities, 7.3% for English Learners, 6.3% for Socioeconomically Disadvantaged students
High proportion of students experiencing academic risk and disengagement
Need for strengthened attendance systems and school connectedness across 7–12 grade span

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.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
2.1	Implement intentional 7–12 transition supports, including orientation programs, mentorship, and academic onboarding systems our staff will expand campus activities, enhance facilities, and foster a positive school culture to strengthen students' sense of community and belonging. By continuing to provide pro-social opportunities, we aim to increase student engagement and create a more inclusive and connected school environment. Classified overtime throughout the school year to support parent participation for events like orientation, parent workshops, FAFSA Nights, and Nicotine and Drug Prevention Awareness Night. Equipment Campus and Facilities improvement and beautification, Campus projects, student and teacher use. Campus Beautification Materials and supplies, plants, planter boxes and supplies, bark, and other beautification activities Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings, Funding ASB to offset the cost, as well as incentivize students to participate, so all students can participate in school events. student incentives for community and engagement building, incentives for students, t-shirts, sunglasses, beads, and student activities during the school day, Transportation, incentive costs for students Classified FTE Classified Benefits	ALL	1000.00 30000.00	Title I - Parent Participation 0500 - Supplemental
2.4	Launch proactive attendance systems, including early warning indicators, attendance teams, and individualized intervention plans, foster increased peer-	ALL	13953.66 5000.00	3010 - Title I 0500 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
	to-peer engagement through equitable instructional practices that promote collaboration, inclusion, and active participation in school culture and community. Efforts will include expanding the Gold Card incentive program with more student rewards and promoting a stronger college-going culture to inspire post-secondary interest and readiness among all students. Provide targeted counseling, wellness, and academic intervention services for at-risk students. Increase counseling by .10FTE Certified FTE \$13953.66 Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings, Student engagement meetings, gold card, student incentives Instructional Materials (Non-Consumables) \$4000.00 Field Trip Transportation, \$1000.00			
2.5	Increase student voice and leadership opportunities (clubs, athletics, forums, cultural organizations).Piner High School is dedicated to supporting the whole student by addressing the social, emotional, physical, and mental health needs of our diverse student population. Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings, Student engagement meetings, gold card, student incentives Instructional Materials (Non-Consumables) \$3000.00, \$140.00 Parent Engagement \$500.00	ALL	140.00 500.00 3000.00	3010 - Title I Title I - Parent Participation 0500 - Supplemental
2.6		ALL		
2.7	Strengthen family engagement through bilingual outreach, workshops, and community partnerships by creating meaningful opportunities for increased parent and guardian engagement within the school community. This includes counselor-led parent information nights, encouraging greater family	ALL	500.00 2791.57 600.00 1000.00	3010 - Title I 3010 - Title I 0500 - Supplemental Title I - Parent Participation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
	participation in extracurricular activities such as sports, clubs, and school events, and fostering accessible communication through an administrative open-door policy. Structured opportunities like “Coffee with Correia” on Friday mornings or Monday afternoons offer parents a welcoming space to connect directly with school leadership. Additionally, we are focused on strengthening participation in key parent groups such as ELAC, Boosters, and the Piner School Spirit Association (PSSA), recognizing that strong family-school partnerships are essential to student success Certificated FTE \$2791.57 Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings, \$700.00 Parent Engagement \$1000.00			
To Add a Row: Click “Add Row.” To Remove a Row: Clear all content, including spaces from each cell in the row.				

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

An analysis of how this goal was carried out in the previous year.

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

Piner High School implemented a broad range of strategies focused on strengthening family engagement, increasing student belonging, improving school culture, and expanding access to social-emotional and wellness supports.

Implementation included the expansion and consistent use of communication platforms such as ParentSquare and Aeries Parent Portal, along with the development of parent education opportunities designed to increase family understanding of academic progress

and school systems. The school also expanded parent engagement opportunities through counselor-led information nights, FAFSA Nights, and other family-centered events supported by classified overtime to increase accessibility and participation.

Student engagement strategies were implemented through expanded extracurricular opportunities, incentive systems such as the Gold Card program, and increased efforts to promote a college-going culture. Staff also focused on strengthening peer-to-peer engagement through inclusive instructional practices and culturally responsive school activities designed to increase student connection and belonging.

In addition, Piner High School continued to expand whole-child supports through the Wellness Center, including individual counseling, group supports, health services, and community-based partnerships. Collaboration with the District SAFE Office and Restorative Practices teams further supported a more comprehensive approach to student well-being and school climate.

Overall, implementation has been moderately effective. Suspension rates have decreased, and graduation rates have improved, indicating positive movement in student engagement and connectedness. However, chronic absenteeism and student perception data (YouthTruth) continue to indicate ongoing needs in relationships, engagement, and school climate, suggesting that strategies are not yet fully and consistently impacting all student groups.

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

Overall, implementation of Goal 2 strategies was generally aligned with the SPSA plan; however, some differences occurred between intended actions and actual implementation due to staffing capacity, scheduling limitations, and competing operational priorities.

While funding was allocated for family engagement events, wellness supports, and student incentive programs, not all planned activities were implemented at the same frequency or scale initially intended. Some parent engagement events required adjustments in scheduling or format to increase accessibility and participation, and classified overtime usage varied based on event demand and staffing availability.

Additionally, while Wellness Center services remained a consistent priority, some expanded programming and partnership activities were implemented incrementally rather than fully expanded within a single year. Investment in student incentive programs and extracurricular expansion continued, though participation levels and implementation timelines varied based on student interest and staffing capacity.

Despite these adjustments, core investments in counseling, wellness services, restorative practices, and family engagement events were maintained and remain central to schoolwide efforts.

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

Based on current data analysis, the overall focus of Goal 2 will remain unchanged, as needs in attendance, student engagement, school climate, and family engagement continue to be significant and supported by multiple data sources.

However, refinements will be made to strengthen impact and implementation consistency:

Increased focus on improving chronic absenteeism through more proactive, earlier intervention systems

Strengthening two-way communication systems with families, with greater emphasis on consistent use and monitoring of

ParentSquare and Aeries engagement data

Expansion of student belonging and relationship-building strategies, particularly in advisory structures, classroom engagement, and schoolwide culture-building practices

More intentional alignment of Wellness Center services with attendance and engagement data, ensuring supports are targeted to students with the highest need

Increased coordination of family engagement efforts (ELAC, Boosters, PSSA, Coffee with Administration) to ensure consistent participation and representation across all student groups

These refinements are reflected in Goal 2 Planned Responses, particularly in the areas of attendance monitoring, family engagement systems, and expanded student wellness and belonging strategies.

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS LCAP Goal 3
SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student achievement. SRCS is committed to fostering professional growth to support student outcomes by being responsive to the needs of both certificated and classified staff and building on internal capacity. We aim to empower our staff with agency in their professional learning, ensuring access to supportive, culturally responsive learning opportunities. Through professional learning and collaboration, SRCS will create a robust environment for professional development. Additionally, we are dedicated to supporting parent agency and learning to enhance overall community engagement and student success.

Goal 3

Piner Junior Senior High School values and supports growth-minded professionals and is committed to fostering safe, inclusive, and positive learning environments. This includes strengthening staff professional development, collaboration, instructional practices, and campus supervision systems to ensure safety and academic success across the 7–12 model.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Significant achievement gaps across all student groups indicate need for strengthened instructional practices
Suspension and engagement data highlight need for consistent behavior systems and supervision
Transition to 7–12 model requires alignment of systems, expectations, and instructional practices across grade spans

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
3.1	Provide ongoing professional development in differentiated instruction, academic language development, and culturally responsive teaching. Strengthen professional collaboration through structured PLCs focused on student data and instructional planning. PLC collaboration time \$1000.00, \$3000.00	ALL	1000.00 3000.00	3010 - Title I 0500 - Supplemental
3.3	Expand campus supervision and safety systems to support a structured and secure 7–12 environment. Campus supervision staff (yard duty, campus aides) \$3000.00	ALL	3000.00	0500 - Supplemental
3.4	Secure and provide grants to enhance classroom environments with materials and supplies that actively engage students and families, fostering academic success and creating a more dynamic learning experience. Materials/Supplies (Consumables, snacks for parent meetings), Materials and Supplies for student instruction in the classroom \$1000.00 Equipment \$30,000.00	ALL	1000.00 30000.00	0500 - Supplemental 0500 - Supplemental
3.5				
3.6	Support implementation of equitable grading practices and universal access strategies across all classrooms. Training materials for equity, grading, and instructional practices \$4000.00	ALL	4000.00	0500 - Supplemental
3.7	Strengthen cross-department collaboration (general education, special education, counseling, and CTE) aimed at enhancing engagement with students and families to drive academic success. This includes targeted professional development opportunities for all departments to better support all students in meeting graduation requirements. Our efforts will center on	ALL	6500.00	0500 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
	fostering a “Growth Mindset” among both staff and students. As a leadership team, we will continue our Leadership Launch and carefully plan our staff development day with key objectives in mind: recovering the basics, involving teachers in the process, clearly sharing foundational expectations, modeling tone and culture, and setting clear guidelines for classroom structure and lesson format. Additionally, we will allocate site release time for classroom walkthroughs and WASC preparation to ensure continuous improvement and alignment with our school goals. Teacher Extended Day - \$6500.00 Certificated Hourly Benefits			
3.8	Provide the necessary staffing, safety equipment, and personnel to ensure that the campus is adequately monitored. Through the combined efforts of campus supervision, administration, and teachers, we will maintain a safe, sanitary, and supportive environment for students to work and learn. Teacher Extended Day, Safety Team Meetings- Extra Hours, campus supervision at lunch Certified Hourly Benefits \$2900.00 Materials/Supplies (Consumables, snacks for parent meetings) \$1000.00	ALL	3900.00	0500 - Supplemental
To Add a Row: Click “Add Row.” To Remove a Row: Clear all content, including spaces from each cell in the row.				

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

An analysis of how this goal was carried out in the previous year.

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

Piner High School implemented a comprehensive approach to strengthening staff capacity and maintaining a safe, supportive campus environment. Implementation focused on increasing campus supervision, expanding professional development opportunities, and fostering a collaborative, growth-oriented culture among staff.

The school prioritized maintaining a safe and well-monitored campus through coordinated efforts among administration, teachers, and campus supervisors. Investments in supervision, safety equipment, and facility oversight contributed to improved campus conditions and a reduction in suspension rates.

Professional growth was supported through ongoing staff development opportunities, including site-based professional learning, collaboration time, and grant-funded initiatives to enhance instructional practices and student engagement. Leadership Launch and staff development days were intentionally structured to reinforce foundational expectations, strengthen school culture, and align instructional practices across departments. Additional release time supported classroom walkthroughs, collaboration, and WASC preparation to ensure continuous improvement.

Counseling staff received targeted professional development to better support college and career readiness, while broader staff efforts emphasized a growth mindset and equitable instructional practices. Opportunities for student leadership development, including freshman transition supports and upperclassmen mentorship, further contributed to a positive and supportive school culture.

Overall, these strategies have been moderately effective. Improvements in suspension rates and graduation rates indicate progress in creating a safer and more supportive learning environment. However, ongoing disparities in discipline data and continued needs in student engagement and achievement highlight the importance of strengthening consistency and impact across all classrooms and student groups.

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

Implementation of Goal 3 largely aligned with the planned strategies and budgeted expenditures; however, some adjustments were necessary due to staffing needs, time constraints, and evolving site priorities.

While funds were allocated to support professional development, collaboration, and campus supervision, not all planned release time and professional learning opportunities were fully realized due to the need to prioritize daily operations and instructional coverage.

Some grant-funded initiatives and classroom enhancement projects were implemented gradually rather than all at once, depending on funding timelines and staff capacity.

Additionally, while efforts to expand staff collaboration and walkthrough processes were initiated, the frequency and consistency of these practices varied across departments. Investments in campus safety and supervision remained a priority, though staffing shortages at times impacted full implementation of supervision plans.

Despite these differences, the school maintained its core commitments to professional growth, campus safety, and continuous improvement, with resources prioritized to support the most critical areas of need.

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

Based on analysis of current data, the overall focus of Goal 3 will remain consistent, as the need for ongoing professional development, improved instructional practices, and a safe school environment continues to be critical to student success.

However, the following refinements will be made to strengthen implementation and impact:

- Increased focus on consistent implementation of Tier 1 instructional practices across all classrooms, supported by more frequent and structured walkthroughs
- Strengthening professional development alignment to student data, particularly in addressing achievement gaps for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students
- Expansion of Push In and collaborative planning structures to better support inclusive practices
- Increased emphasis on restorative practices and proactive behavior supports to further reduce suspension disproportionality
- More strategic use of release time and professional learning to support measurable instructional improvement
- Continued investment in campus supervision and safety systems to ensure a consistent and secure learning environment

These changes are reflected in Goal 3 of the SPSA under Planned Responses and Budget Allocations, where professional development structures, collaboration opportunities, and campus safety supports have been refined to better align with identified student and staff needs.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$204,004.61
Total Federal Funds Provided to the School from the LEA for Title I	\$

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 (\$)
3010 - Title I	\$68,988.03

Subtotal of additional federal funds included for this school: \$68,988.03

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 (\$)
0500 - Supplemental	\$132,016.58
Title I - Parent Participation	\$3,000.00

Subtotal of state or local funds included for this school: \$135,016.58

Total of federal, state, and/or local funds for this school: \$204,004.61

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
Expenditures by Funding Source		
Funding Source	Amount	
0500 - Supplemental	132,016.58	
3010 - Title I	68,988.03	
Title I - Parent Participation	3,000.00	

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	93,119.38
Goal 2	58,485.23
Goal 3	52,400.00

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

Name of Members	Role
Andrea Correia	Principal
Allen Foster	Parent or Community Member
Carmel Curiel Larios	Parent or Community Member
Robert Reece	Parent or Community Member
Cim Case	Classroom Teacher
Amanda Park	Classroom Teacher
Kayelean Killen	Other School Staff
Guadalupe Perez Cook	Other School Staff
Angel A	Secondary Student
Kamilah Larios	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



Departmental Advisory Committee



Other: ELAC

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 May 27, 2026.

Attested:




Principal, Andrea Correia on April 7, 2026

SSC Chairperson, Allen Foster on May 27, 2026

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/Activities, and 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**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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/>

Developed by the California Department of Education, January 2019