



Rio Linda Preparatory Academy

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

03/25/2026 1:00 PM

Location *(Ubicación)*


Rio Linda Preparatory Academy
Library

Zoom Link *(Enlace de Zoom)*

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Tim Hamilton	Present
Parent	Treka Jackson	Present
Student	Paisley Gutierrez	Present
Student	Amanda Hamilton	Present
Student	Addison Hamilton	Present
Alternates <i>(Alternativos)</i>:		
<p><i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i></p> <p><i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i></p>		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a)</i>: Nick Seiler		Present
Teacher: <i>Maestro(a)</i>: Sharon Glover		Present
Teacher: <i>Maestro(a)</i>: Tony Arena		Present
Teacher: <i>Maestro(a)</i>: Shelia Brevik		Present
Other Staff: <i>Otro Personal</i>: Brandi Harris		Present
Alternates: <i>Alternativos</i>: Patricia Lee		Present
<p><i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i></p>		

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i> 1:00 PM</p> <p>Total Members in Attendance: 10 <i>Total de Miembros Presentes:</i></p> <p>Quorum: Yes (Si) <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> N/A</p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> Done</p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>SSC Meeting from 1/28/26</p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Harris Second <i>Se secundó:</i> Ms. Jackson In favor <i>A favor :</i> 10 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0</p> <p>Motion: Pass or Fail: Pass / Aprobada <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> N/A Second <i>Se secundó:</i> N/A In favor <i>A favor :</i> 0 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: N/A <i>Moción: Aprobada o Rechazada</i> N/A
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Other Business: Otros Asuntos:

ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (Resumen de Informes) N/A
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (Resumen de Presentación) N/A
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
Adjournment: Aplazamiento:	Chairperson <i>Presidente</i>	Time: Hora: 1:35 PM

Next meeting date: 05/20/2026 1:00 PM
Fecha de próxima reunión:



Rio Linda Preparatory Academy

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (*Fecha & Hora*)

01/28/2026 1:00 PM

Location (*Ubicación*)


Rio Linda Preparatory Academy
Room 10

Zoom Link (*Enlace de Zoom*)

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Tim Hamilton (Year 2)	Absent
Parent	Treka Jackson (Year 1)	Present
Student	Paisley Gutierrez (Year 1)	Present
Student	Amanda Hamilton (Year 2)	Absent
Student	Addison Hamilton (Year 2)	Absent
Alternates (<i>Alternativos</i>):		Absent
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Principal/Designee: <i>Directora(a)/ Designado(a)</i>: Nick Seiler (Year 2)		Present
Teacher: <i>Maestro(a)</i>: Sharon Glover (Year 2)		Present
Teacher: <i>Maestro(a)</i>: Tony Arena (Year 2)		Present
Teacher: <i>Maestro(a)</i>: Shelia Brevik (Year 2)		Present
Other Staff: <i>Otro Personal</i>: Brandi Harris (Year 2)		Present
Alternates: <i>Alternativos</i>: Patricia Lee (Year 2)		Absent
*Teachers must be the majority <i>*Los maestros deben ser mayoría</i>		

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<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> Agenda Reviewed</p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>SSC Meeting from 11-19-25</p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona</i>: Ms. Brevik Second <i>Se secundó</i>: Mr. Arena In favor <i>A favor</i> : 7 Oppose <i>En contra</i>: 0 Abstain <i>En abstención</i>: 0</p> <p>Motion: Pass or Fail: Pass / Aprobada <i>Moción: Aprobada o Rechazada</i></p>

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Document Review: *Revisión y de Documentos*

Needs Assessment (Evaluación de Necesidades)	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Reviewed needs assessment, added to document in DTS account.
Other Share Benchmark and Site Data ThoughtExchange Survey	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Reviewed and discussed data using TRUSD data dashboard and CASchooldashboard.com Shared ThoughtExchange Survey

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
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Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
Adjournment: Aplazamiento:	Chairperson <i>Presidente</i>	Time: Hora: 1:37 PM

Next meeting date:

03/18/2026

1:00 PM

Fecha de próxima reunión:



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Linda Preparatory Academy	34765056059257	5/21/2025	

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

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

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

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

This plan is being used by Rio Linda Preparatory Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school level planning efforts into one plan for programs. The purpose of the SPSA is to increase the overall effectiveness of the school program by developing a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing student achievement.

Rio Linda Preparatory Academy (RLPA) is a Title 1 school. The Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest- achieving students.

Rio Linda Preparatory Academy has be designated as ATSI due to the performance of the following subgroups:

2024 Chronic Absenteeism:

English Learner increased 7.7% (72 students)
Hispanic increase 1% (135 students)
Homeless increase .5% (45 students)
Long-term English Learners increased 10.7% (58 students)
Socially-economically increased 3.1% (296 students)
White increased 11.9% (116 students)

Student group- Chronically Absent:

English Learner increased 7.7% (72 students)
Hispanic increase 1% (135 students)
Homeless increase .5% (45 students)
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Socially-economically increased 3.1% (296 students)
White increased 11.9% (116 students)

Indicator

2024 Dashboard status

Chronic Absenteeism/Grad rate

Increased from 34.5 to 37.7 Chronically Absent

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

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Plan Description

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

This plan is being used by Rio Linda Preparatory Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school level planning efforts into one plan for programs. The purpose of the SPSA is to increase the overall effectiveness of the school program by developing a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing student achievement.

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White increased 11.9% (116 students)

Indicator

2024 Dashboard status

Chronic Absenteeism/Grad rate

Increased from 34.5 to 37.7 Chronically Absent

The academic programs at Rio Linda Preparatory Academy are designed to fit the needs of students of varying abilities and interests. The site goals align with the LCAP goals of the district. We will focus our efforts on Increasing Academic Achievement & Decrease Disproportionalities, Ensuring All Students Graduate College & Career Ready, Improving Culture and Climate through Increased Student Engagement, and Increasing Parent Engagement. These goals support our areas of need identified in the 2023 CA School Dashboard and through our local data. We will focus on addressing students' greatest needs through intervention and supporting students' social and emotional needs through SEL education and counseling.

Educational Partner Involvement

How, when, and with whom did Rio Linda Preparatory Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

How, when and with whom did the school consult as part of the planning process for this SPSA Evaluation and Analysis?

1. On September 4, October 2, November 6, December 4, February 5, March 5, and April 2: RLPA's Instructional Leadership Team met to discuss site programs and data related to student progress, as well as discuss the site's progress toward meeting our SPSA goals and to refine the 25/26 goals identified by the School Site Council.
2. On September 4, October 2, November 6, December 4, February 5, March 5, and April 2: Certificated staff meetings were held and discussions took place regarding teaching strategies, academic, behavioral and attendance data, site/district goals, and student/teacher needs.
3. On September 25, November 8, January 17, and March 9: School Site Council reviewed the site goals and progress using the Progress Monitoring Tool. Council members discussed the changing needs of students from the pandemic and reviewed input gathered through surveys.

How did these consultations impact the SPSA for the upcoming year?

The SPSA for 25-26 was planned using feedback and input from each stakeholder group. Throughout the 24-25 school year, data updates were given at staff meetings, Instructional Leadership Team (ILT), and School Site Council meetings. School Site Council and ILT gave and received input, recommended changes and gave approval.

SSC and ELAC are involved in providing input and recommendations for the School Plan for Student Achievement throughout the year. SSC is involved in the overall approval of the SPSA. Parents are informed at Back to School Night that we are a Title I school which receives federal funds for qualifying student populations. Parents and students are provided comprehensive information on the process of allocating Title I funds in order to support all student achievement. At Back to School Night, Parents are encouraged to participate on both the ELAC and SSC committees. The SPSA is brought for approval to the SSC. However, once the approval is made, the SPSA becomes a living document. Any changes or alterations to the SPSA requires SSC approval.

Resource Inequities

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

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

Rio Linda Preparatory Academy has been designated as ATSI due to the performance of the following subgroups:

2024 Chronic Absenteeism (Red):

English Learner increased 7.7% (72 students)
Long-term English Learners increased 10.7% (58 students)

Student group- Chronically Absent:

English Learner increased 7.7% (72 students)

Please review and include discussion of how you will address the needs of the subgroups at your next site council meetings.

- Try to encourage students to attend Saturday school by having them contact parents after each tardy/absence
- Use SART meeting to increase awareness
- Activities director can send out phone calls to contact parents

- reinstate student calls home when they are tardy or caught in hall sweeps.
- Robo calls home with information about recovering time through Saturday school

To meet Federal Program requirements, the ATSI plan has to be included in the SPSA (section labeled Resource Inequities)

and a needs assessment and plan of action and monitoring must be discussed and documented in your Site Council Minutes and your Needs Assessment document

Include specific discussion regarding how to address student groups and the gaps that are present in the data.

- Hispanic students leave for extended periods on holidays. Can supplement with independent study
- Research ways to add a teacher to run independent study programs
- Calls home are going home in the primary language used in the home

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the California School Dashboard for 2024, RLPA's overall performance was Red in Chronic Absenteeism, and Orange for English Language Arts.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to the California School Dashboard for 2024, RLPA's sub group of English Learners, Long-Term English Learners, and Students with Disabilities were two levels below the "all student" performance in Mathematics.

Other Needs

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

According to district ELA and Math benchmark assessments, English Learners and Students with Disabilities are scoring significantly lower than their peers.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.26%	0.69%	%	4	2	
African American	2.52%	2.07%	3.93%	8	6	13
Asian	11.64%	13.45%	12.39%	37	39	41
Filipino	0.31%	%	0.60%	1		2
Hispanic/Latino	40.25%	40.00%	45.62%	128	116	151
Pacific Islander	0.63%	1.38%	1.81%	2	4	6
White	34.28%	34.83%	24.77%	109	101	82
Two or More Races	5.03%	3.45%	6.95%	16	10	23
Not Reported	4.09%	4.14%	3.93%	13	12	13
Total Enrollment				318	290	331

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	151	154	164
Grade 8	167	136	167
Total Enrollment	318	290	331

Conclusions based on this data:

1. Most of our student population is Latino/a or White.
2. Enrollment has declined over the last three years following the trend of declining enrollment across the Twin Rivers Unified School District.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	65	64	63	23.4%	22.1%	19.0%
Fluent English Proficient (FEP)	51	47	68	16.0%	16.2%	20.5%
Reclassified Fluent English Proficient (RFEP)	56			17.6%		

Conclusions based on this data:

1. 23.4% of our students are working toward being reclassified as Fluent English Proficient.
2. Professional development on effective teaching strategies for our EL population is needed.
3. Reclassification rates are low.

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 7	151	154	159	145	149	151	144	149	150	96.0	96.8	95
Grade 8	163	134	155	155	130	146	152	130	146	95.1	97	94.2
All Grades	314	288	314	300	279	297	296	279	296	95.5	96.9	94.6

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 7	2495.	2482.	2507.	6.25	6.71	6.67	24.31	24.83	30.00	31.25	18.12	30.67	38.19	50.34	32.67
Grade 8	2500.	2481.	2515.	6.58	7.69	6.85	19.74	14.62	32.88	27.63	23.08	20.55	46.05	54.62	39.73
All Grades	N/A	N/A	N/A	6.42	7.17	6.76	21.96	20.07	31.42	29.39	20.43	25.68	42.23	52.33	36.15

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 7	9.72	9.40	6.67	59.03	55.03	70.00	31.25	35.57	23.33
Grade 8	11.84	10.77	15.07	51.32	36.15	50.68	36.84	53.08	34.25
All Grades	10.81	10.04	10.81	55.07	46.24	60.47	34.12	43.73	28.72

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 7	7.69	10.74	6.00	49.65	36.24	54.67	42.66	53.02	39.33
Grade 8	5.26	3.85	8.22	38.16	40.00	44.52	56.58	56.15	47.26
All Grades	6.44	7.53	7.09	43.73	37.99	49.66	49.83	54.48	43.24

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 7	9.72	12.08	8.67	69.44	67.79	73.33	20.83	20.13	18.00
Grade 8	7.24	7.69	10.96	71.05	60.77	67.81	21.71	31.54	21.23
All Grades	8.45	10.04	9.80	70.27	64.52	70.61	21.28	25.45	19.59

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 7	6.94	9.40	12.67	63.19	56.38	65.33	29.86	34.23	22.00
Grade 8	7.89	11.54	11.64	69.08	58.46	67.81	23.03	30.00	20.55
All Grades	7.43	10.39	12.16	66.22	57.35	66.55	26.35	32.26	21.28

Conclusions based on this data:

1. Producing clear and purposeful writing is where students struggle the most; therefore, there needs to be an increased emphasis on writing across content areas.
2. A large percent of students are at or near standard in three of the domains indicating that targeted interventions could get them to meeting standard.
3. A small percentage of students are scoring above standard and require enrichment opportunities.

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 7	151	154	159	147	151	155	147	151	155	97.4	98.1	97.5
Grade 8	163	134	156	160	130	147	160	130	147	98.2	97	94.2
All Grades	314	288	315	307	281	302	307	281	302	97.8	97.6	95.9

* 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 7	2469.	2480.	2508.	10.20	5.96	9.68	11.56	13.25	21.94	20.41	28.48	30.97	57.82	52.32	37.42
Grade 8	2499.	2498.	2523.	13.13	10.77	18.37	6.88	13.85	12.24	23.75	24.62	22.45	56.25	50.77	46.94
Grade 11															
All Grades	N/A	N/A	N/A	11.73	8.19	13.91	9.12	13.52	17.22	22.15	26.69	26.82	57.00	51.60	42.05

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 7	10.20	8.61	12.26	33.33	41.06	49.03	56.46	50.33	38.71
Grade 8	13.75	14.62	17.01	32.50	43.08	44.22	53.75	42.31	38.78
Grade 11									
All Grades	12.05	11.39	14.57	32.90	41.99	46.69	55.05	46.62	38.74

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 7	6.12	6.62	9.03	55.78	52.98	58.71	38.10	40.40	32.26
Grade 8	11.25	6.92	14.97	50.63	53.85	48.98	38.13	39.23	36.05
All Grades	8.79	6.76	11.92	53.09	53.38	53.97	38.11	39.86	34.11

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 7	6.80	5.96	10.32	59.18	58.28	61.29	34.01	35.76	28.39
Grade 8	7.50	4.62	12.93	62.50	61.54	59.86	30.00	33.85	27.21
All Grades	7.17	5.34	11.59	60.91	59.79	60.60	31.92	34.88	27.81

Conclusions based on this data:

1. Applying math concepts and procedures is the biggest area of need for all grade levels. Data show that there is a need to provide professional development on instructional strategies in order to support our students in improving their skills.
2. Some students are testing at above standard, indicating that enrichment opportunities and differentiation are needed.
3. About half of our students are below standard overall, suggesting intensive intervention is needed.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1507.5	1545.0	1547.6	1498.7	1541.5	1543.3	1515.6	1547.9	1551.6	37	27	30
8	1532.7	1553.5	1535.3	1528.6	1551.4	1536.3	1536.3	1555.0	1533.8	32	28	26
All Grades										69	55	56

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	13.51	33.33	26.67	32.43	37.04	46.67	29.73	14.81	16.67	24.32	14.81	10.00	37	27	30
8	21.88	33.33	30.77	31.25	29.63	23.08	18.75	18.52	19.23	28.13	18.52	26.92	32	27	26
All Grades	17.39	33.33	28.57	31.88	33.33	35.71	24.64	16.67	17.86	26.09	16.67	17.86	69	54	56

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	13.51	51.85	46.67	45.95	25.93	40.00	18.92	11.11	3.33	21.62	11.11	10.00	37	27	30
8	34.38	40.74	46.15	25.00	33.33	19.23	15.63	11.11	11.54	25.00	14.81	23.08	32	27	26
All Grades	23.19	46.30	46.43	36.23	29.63	30.36	17.39	11.11	7.14	23.19	12.96	16.07	69	54	56

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	10.81	18.52	16.67	27.03	22.22	36.67	29.73	37.04	30.00	32.43	22.22	16.67	37	27	30
8	12.50	18.52	7.69	18.75	25.93	26.92	37.50	29.63	34.62	31.25	25.93	30.77	32	27	26
All Grades	11.59	18.52	12.50	23.19	24.07	32.14	33.33	33.33	32.14	31.88	24.07	23.21	69	54	56

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	10.81	14.81	23.33	56.76	66.67	66.67	32.43	18.52	10.00	37	27	30
8	9.38	14.81	23.08	62.50	59.26	50.00	28.13	25.93	26.92	32	27	26
All Grades	10.14	14.81	23.21	59.42	62.96	58.93	30.43	22.22	17.86	69	54	56

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	37.84	66.67	73.33	48.65	22.22	16.67	13.51	11.11	10.00	37	27	30
8	48.39	62.96	50.00	35.48	22.22	30.77	16.13	14.81	19.23	31	27	26
All Grades	42.65	64.81	62.50	42.65	22.22	23.21	14.71	12.96	14.29	68	54	56

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	10.81	18.52	23.33	45.95	55.56	43.33	43.24	25.93	33.33	37	27	30
8	18.75	25.93	19.23	40.63	33.33	30.77	40.63	40.74	50.00	32	27	26
All Grades	14.49	22.22	21.43	43.48	44.44	37.50	42.03	33.33	41.07	69	54	56

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	8.11	11.11	13.33	67.57	77.78	76.67	24.32	11.11	10.00	37	27	30
8	6.25	14.81	0.00	71.88	70.37	80.77	21.88	14.81	19.23	32	27	26
All Grades	7.25	12.96	7.14	69.57	74.07	78.57	23.19	12.96	14.29	69	54	56

Conclusions based on this data:

1. The majority of students regularly score in the "somewhat/moderately" performance level indicating that ELD instruction is needed in general classrooms to support long-term English Learners.
2. A specific data dive into which students are not moving towards reclassification is required to ensure quality instruction takes place to support movement towards being reclassified.

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
331	89.1%	19%	0.3%
Total Number of Students enrolled in Rio Linda Preparatory Academy.	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	63	19%
Foster Youth	1	0.3%
Homeless	17	5.1%
Socioeconomically Disadvantaged	295	89.1%
Students with Disabilities	50	15.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.9%
American Indian	0	0.0%
Asian	41	12.4%
Filipino	2	0.6%
Hispanic	151	45.6%
Two or More Races	23	6.9%
Pacific Islander	6	1.8%
White	82	24.8%

Conclusions based on this data:

1. Our school has a high population of high socio-economically disadvantaged students and may need access to community and school resources.

2. 23% of our students are classified as English Learners indicating that all teachers will likely have English Learners on their rosters and should be prepared to support their language acquisition.
3. The data indicate that our largest ethnicity group is Hispanic, followed by White and then Asian.

School and Student Performance Data

Overall Performance

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

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

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Red
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. RLPA is scoring low in Chronic Absenteeism and English Language Arts.
2. English Learner Progress had made significant gains in 23/24 and is now in the Blue category.
3. The data reveal that students need more support in ELA. Professional development needs to support teaching strategies that will assist students in making academic progress.

School and Student Performance Data

Academic Performance English Language Arts

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

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>45.2 points below standard</p> <p>Increased 19 points</p> <p>283 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>65.4 points below standard</p> <p>Increased 45 points</p> <p>88 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>87.2 points below standard</p> <p>Increased 36.3 points</p> <p>56 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>88.4 points below standard</p> <p>Declined 11.5 points</p> <p>39 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>48.1 points below standard</p> <p>Increased 23.4 points</p> <p>257 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>91.4 points below standard</p> <p>Increased 48.1 points</p> <p>42 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>109.9 points below standard</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>11.7 points below standard</p> <p>Increased 23.6 points</p> <p>40 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>42.8 points below standard</p> <p>Increased 29 points</p> <p>131 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>34.9 points below standard</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>White</p>  <p>Red</p> <p>72.1 points below standard</p> <p>Declined 6.4 points</p> <p>67 Students</p>

Conclusions based on this data:

1. The data indicate that our English Learners, Long-Term English Learners, Socio-Economically Disadvantaged, and Students with Disabilities subgroups are scoring lower than the all student average.
2. Our largest group by numbers, our Hispanic subgroup was the only group to increase in English Language Arts Performance.
3. Current Asian subgroup declined the most by over 20 points.

School and Student Performance Data

Academic Performance Mathematics

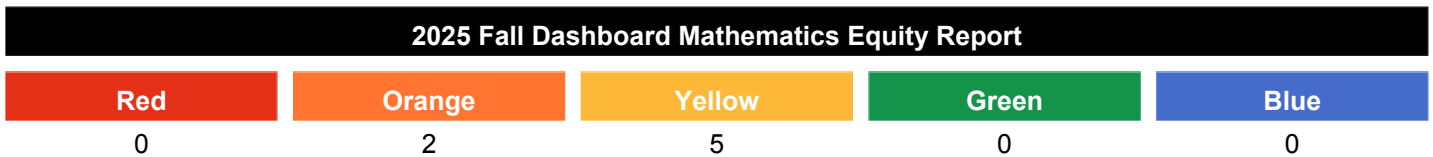
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 57.8 points below standard Increased 20.4 points 287 Students	<p>English Learners</p>  Yellow 88.2 points below standard Increased 37.1 points 92 Students	<p>Long-Term English Learners</p>  Orange 130.3 points below standard Increased 4.3 points 58 Students
<p>Foster Youth</p>  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	<p>Homeless</p>  No Performance Color 92.7 points below standard Increased 4.6 points 40 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 63.4 points below standard Increased 22.8 points 262 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>130.5 points below standard</p> <p>Increased 43.6 points</p> <p>42 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>92.4 points below standard</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>56.5 points below standard</p> <p>Increased 11.5 points</p> <p>40 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>59.9 points below standard</p> <p>Increased 22.2 points</p> <p>137 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>57.5 points below standard</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>White</p>  <p>Yellow</p> <p>67.6 points below standard</p> <p>Increased 5.9 points</p> <p>67 Students</p>

Conclusions based on this data:

1. All student subgroup increased their achievement levels from the previous year.
2. Despite growth, subgroups of English Learners, Students with Disabilities, and Asian declined.
3. Our Students with Disabilities subgroup is the farthest from standard, needed the most support from staff.

School and Student Performance Data

Academic Performance Science

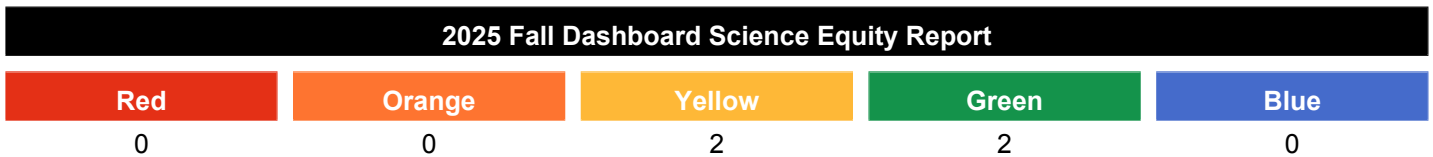
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>49.2 science points</p> <p>Increased 4.9 points</p> <p>143 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>40 science points</p> <p>Increased 6.1 points</p> <p>43 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>37.6 science points</p> <p>Increased 5.4 points</p> <p>26 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>41.2 science points</p> <p>Increased 4.3 points</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>47.9 science points</p> <p>Increased 5.2 points</p> <p>132 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>39.5 science points</p> <p>Increased 12.4 points</p> <p>21 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>54.5 science points</p> <p>Increased 6.6 points</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>49.5 science points</p> <p>Increased 9.7 points</p> <p>69 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>Yellow</p> <p>45.7 science points</p> <p>Maintained 0.7 points</p> <p>38 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 50 making progress. Number Students: 56 Students	Long-Term English Learner Progress  Orange 51.1 making progress. Number Students: 47 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 7.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 44.4%	Maintained ELPI Level 4 3.7%	Progressed At Least One ELPI Level 44.4%

Conclusions based on this data:

1. Data indicate that only 60.4% of English Learner students improved at least one level.
2. 28.3% of English Learner students remained stagnant at ELPI Level 1, 2L, 2H, 3L, or 3H.
3. Both subgroups of English Learner Progress and Long-Term English Learner Progress are in the Blue category for Academic Performance / English Learner Progress

School and Student Performance Data

Academic Engagement Chronic Absenteeism

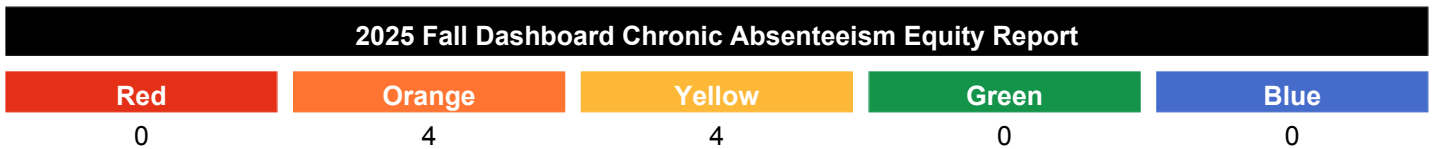
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
<p>All Students</p> <p>Yellow</p> <p>31.9% Chronically Absent</p> <p>Declined 5.7</p> <p>354 Students</p>	<p>English Learners</p> <p>Orange</p> <p>22.4% Chronically Absent</p> <p>Declined 11</p> <p>76 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>17.5% Chronically Absent</p> <p>Declined 17</p> <p>63 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>Orange</p> <p>43.1% Chronically Absent</p> <p>Declined 5.8</p> <p>51 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>33.4% Chronically Absent</p> <p>Declined 6.4</p> <p>323 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>32% Chronically Absent</p> <p>Declined 8</p> <p>50 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>50% Chronically Absent</p> <p>0</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Yellow</p> <p>14.6% Chronically Absent</p> <p>Declined 2.4</p> <p>41 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>26.8% Chronically Absent</p> <p>Declined 8.7</p> <p>164 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>42.1% Chronically Absent</p> <p>Increased 6.1</p> <p>38 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>White</p>  <p>Orange</p> <p>43% Chronically Absent</p> <p>Declined 4.4</p> <p>86 Students</p>

Conclusions based on this data:

1. Most subgroups are in the Red for Chronic Absenteeism.
2. 37.7% of all students are missing a large amount of class time and instruction.
3. Subgroup White has the largest increase of Chronic Absenteeism increasing by 11.9

School and Student Performance Data

Conditions & Climate Suspension Rate

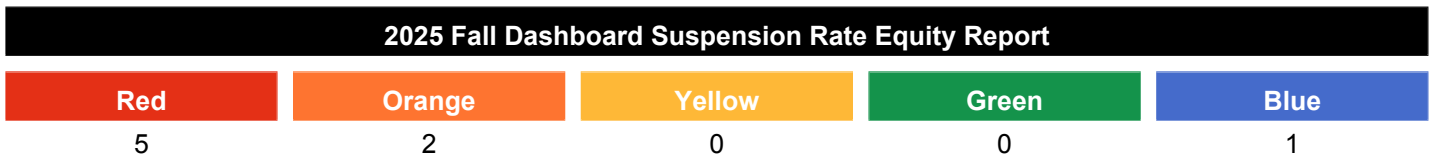
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>15.2% suspended at least one day</p> <p>Increased 2.9%</p> <p>369 Students</p>	<p>English Learners</p> <p>Red</p> <p>16.7% suspended at least one day</p> <p>Increased 10.1%</p> <p>78 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>15.4% suspended at least one day</p> <p>Increased 6.9%</p> <p>65 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>Orange</p> <p>20.4% suspended at least one day</p> <p>Declined 0.5%</p> <p>54 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>16.4% suspended at least one day</p> <p>Increased 3.8%</p> <p>336 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>16.7% suspended at least one day</p> <p>Increased 1.9%</p> <p>54 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>38.9% suspended at least one day</p> <p>18 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>41 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>13.7% suspended at least one day</p> <p>Increased 4.5%</p> <p>168 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>16.7% suspended at least one day</p> <p>Increased 1.3%</p> <p>42 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>Orange</p> <p>18.9% suspended at least one day</p> <p>Declined 0.8%</p> <p>90 Students</p>

Conclusions based on this data:

1. Data indicate that our overall suspension rate has declined from the previous year by 8%.
2. Only the Two or More Races subgroup increased, but only by 1.1%.
3. Our English Learners subgroup declined by the highest percentage of 12.5%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase Academic Achievement and Decrease Disproportionalities

By June 6, 2025, the percentage of students meeting or exceeding standards in ELA and in Math will be at least 40% as measured on the SBAC.

Students with Disabilities and English Learners will have an increase of at least 10% in both ELA and Math as measured on the SBAC.

100% of our LTEL population will be reclassified before 9th grade.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Increasing Academic Achievement/Decreasing Disproportionalities

LCAP Goal 6 - Increasing Academic Achievement for Students with Disabilities

District Goal 3 - By 2024-2025, TR will be a 50/50 district in SBAC results, with each school growing no less than 5% (ELA) and 5% (math) during 2024-2025.

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.

These goals are established based on state and local data.

The Title I Needs Assessment Form identified the following as our greatest needs: Math proficiency, EL support, SPED support, and ELA proficiency.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome			Expected Outcome
SBAC Math (Met or Exceeded Standards) 2023	2022/2023 20.85%	2023/2024 21.71%		50% of students scoring met or exceeded standard
SBAC ELA (Met or Exceeded Standards) 2023	2022/2023 28.38%	2023/2024 27.24%		50% of students scoring met or exceeded standard
SWUN Benchmark Pass Rates	7th Grade EL Tri 1 19.48%	8th Grade SPED 20.95%	School 20.20% 2.04% 12.90%	50% of students scoring met or exceeded standard 50% of Students with Disabilities scoring met or exceeded standard 50% of English Learners scoring met or exceeded standard
	Tri 2 21.29%	29.33%	25.25%	
	1.89%	22.58%		

District ELA Benchmark Pass Rates	<table border="0"> <tr> <td>7th Grade EL</td> <td>8th Grade SPED</td> <td>School</td> </tr> <tr> <td>Q1 51.28%</td> <td>38.41%</td> <td></td> </tr> <tr> <td>44.95%</td> <td>15.09%</td> <td>31.25%</td> </tr> <tr> <td>Q2 53.85%</td> <td>34.78%</td> <td></td> </tr> <tr> <td>44.90%</td> <td>17.02%</td> <td>39.29%</td> </tr> <tr> <td>Q3 51.61%</td> <td>61.87%</td> <td></td> </tr> <tr> <td>56.46%</td> <td>20.83%</td> <td>48.28%</td> </tr> </table>	7th Grade EL	8th Grade SPED	School	Q1 51.28%	38.41%		44.95%	15.09%	31.25%	Q2 53.85%	34.78%		44.90%	17.02%	39.29%	Q3 51.61%	61.87%		56.46%	20.83%	48.28%	50% of students scoring met or exceeded standard 17.14% of Students with Disabilities scoring met or exceeded standard 50% of English Learners scoring met or exceeded standard			
7th Grade EL	8th Grade SPED	School																								
Q1 51.28%	38.41%																									
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iReady Diagnostic Pass Rates	<table border="0"> <tr> <td>7th Grade EL</td> <td>8th Grade SPED</td> <td>School</td> </tr> <tr> <td>D1 22.29%</td> <td>26.75%</td> <td></td> </tr> <tr> <td>24.50%</td> <td>0%</td> <td>11.36%</td> </tr> <tr> <td>D2 28.75%</td> <td>34.69%</td> <td></td> </tr> <tr> <td>31.60%</td> <td>3.77%</td> <td>18.60%</td> </tr> </table>	7th Grade EL	8th Grade SPED	School	D1 22.29%	26.75%		24.50%	0%	11.36%	D2 28.75%	34.69%		31.60%	3.77%	18.60%	50% of students passing									
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31.60%	3.77%	18.60%																								
LTEL/Reclassification Data	<p>2022 66 ELs classified as LTEL (31 7th grade / 35 8th Grade)</p> <p>2023 61 ELs classified as LTEL (34 7th grade / 27 8th Grade)</p> <p>2024 55 ELs classified as LTEL (27 7th grade / 28 8th grade)</p> <p>2025 52 ELs classified as LTEL (27, 7th grade / 26 8th grade)</p> <p>Students reclassified in 2021/2022 = 8 Students (13%)</p> <p>Students reclassified in 2022/2023 = 5 Students (8%)</p> <p>Students reclassified in 2023/2024 = 6 Students (8%)</p>	100% of LTEL students reclassified by the end of 8th grade																								
Summative ELPAC (Level 3-4 / Proficient)	<table border="0"> <tr> <td>2023</td> <td></td> <td></td> </tr> <tr> <td>7th Grade School</td> <td>8th Grade SPED</td> <td></td> </tr> <tr> <td>13.51%</td> <td>21.88%</td> <td></td> </tr> <tr> <td>17.39%</td> <td>0%</td> <td></td> </tr> <tr> <td>2024</td> <td></td> <td></td> </tr> <tr> <td>7th Grade School</td> <td>8th Grade SPED</td> <td></td> </tr> <tr> <td>12.08%</td> <td>12.3%</td> <td></td> </tr> <tr> <td>12.2%</td> <td>0%</td> <td></td> </tr> </table>	2023			7th Grade School	8th Grade SPED		13.51%	21.88%		17.39%	0%		2024			7th Grade School	8th Grade SPED		12.08%	12.3%		12.2%	0%		100% of students score Level 3 or Level 4 to be reclassified
2023																										
7th Grade School	8th Grade SPED																									
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17.39%	0%																									
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7th Grade School	8th Grade SPED																									
12.08%	12.3%																									
12.2%	0%																									

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Provide extra-duty pay to teachers for tutoring and academic support before/after school or on prep.	All Students	5888 Title I Basic 1000-1999: Certificated Personnel Salaries Salary for additional academic instruction to support achievement 1313 Title I Basic

			3000-3999: Employee Benefits Benefits for additional academic instruction to support achievement
1.2	1.2 Purchase instructional and supplemental software and licenses to support instruction so students can access learning tools and to close the achievement gap for all sub-groups of students while moving all students forward.	All Students	10801 Title I Basic 5000-5999: Operating Expenditures Software licenses and programs

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In order to improve academic achievement and work to close gaps, each teacher was allotted 25 hours of extra-duty pay to provide tutoring and targeted intervention to students. They were also allotted 20 hours of extra-duty pay for time to spend in collaboration with other teachers to review data, plan interventions, and develop curriculum. We also budgeted for two teachers to staff the after-school homework club that provides homework and assignment help to all students who choose to attend. Most teachers did not want to work in the Homework Club, so our long-term substitutes provided the after-school support. We believe this led to low attendance at Homework Club, despite some students attending regularly. Teachers used only 17% of the tutoring hours provided and 59% of the planning hours provided. A comparison of the amount of planning hours used and the fail rates for each teachers' students indicated no correlation.

The instructional software purchased were used regularly, and staff have ideas to implement more software in the future.

Supplemental materials were purchased to support students directly and to support lessons students experience in their classes. Planners given to each student are used daily in multiple classes and help students track their homework. Materials for specific activities allowed students to receive enriching lessons.

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

There were no major differences between the intended implementation and the budgeted expenditures.

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.

Due to the lack of use of the tutoring and planning hours, the School Site Council decided to restructure how that funding is used. It will be dedicated specifically to teachers providing tutoring and support through the after-school Homework Club. We will also no longer use funding in this goal to provide professional development for teachers, as it will now be covered in Goal 3. Also, supplemental instructional materials will be purchased using site funds due to a reduction in categorical funding.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Ensure All Students Graduate College and Career Ready

During the 2025/2026 school year, 100% of students will participate in at least two experiences associated with higher education that expose them to colleges, trade school, and programs offered in high school, including preparation for advanced placement programs.

Students enrolled in advanced courses will increase to 50% of the student population.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - College and Career Readiness

LCAP Goal 1 - Increasing Academic Achievement and Decrease Disproportionalities

District Goal 1 - By 2024-2025, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year.

District Goal 2 - By 2024-2025, TR will have a 95% cohort graduation rate, with each high school maintaining 95% or higher.

Identified Need

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

The Title I Needs Assessment Form identified the following as our greatest needs: Increase college/career exploration opportunities for all students, and Provide AVID elective

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Enrichment Experiences	<p>FIELD TRIPS 09/23/24 (34 8th Graders) Quarry Park 11/18/24 (52 AVID/MESA Students) CSU Sacramento & Planetarium 1/28/25 (148 8th Graders) RLHS Visit 2/3/25 (151 7th Graders) MTK Art Gallery 3/7/25 (68 Students) Sierra College</p> <p>All students in Special Education classes and AVID elective classes have completed activities to expose them to college and career opportunities, such as interest inventories and college research writing.</p> <p>All students will have access to college and career information at the annual site College and Career Week events held in May.</p>	All students experience a minimum of two enrichment experiences during the 24/25 school year
Advanced Course Enrollment	<p>There are 151 students enrolled in one or more honors courses (48%), as compared to 37% of students enrolled last year.</p> <p>Current Honors Enrollment:</p> <p>US History 8 - 33 World History 7 - 32 Physical Science 8 - 30 Life Science 7 - 21 ELA 7 - 33 ELA 8 - 33 Accelerated Math 7 - 24 Integrated Math I - 28</p> <p>Number of students enrolled in:</p> <p>1 Honors course = 46 3 Honors courses = 51 2 Honors courses = 27 4 Honors courses = 27</p>	Increase enrollment in Advanced classes by 10% from 73 to 80

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Part-time (0.4 FTE) employee to teach one (1) AVID 7 elective course and one (1) AVID 8 elective course.	All Students	46020 Title I Basic 1000-1999: Certificated Personnel Salaries

			Salary for AVID Elective teacher 19310 Title I Basic 3000-3999: Employee Benefits Benefits for AVID Elective teacher
2.2	2.2 Provide supplemental instructional materials that promote academic success and/or provide information about college and career options.	All Students	2000 Title I Basic 4000-4999: Materials and Supplies Materials and supplies

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Most of our efforts to increase college and career readiness have been focused on increasing enrollment in our advanced courses, which we have done. We have also provided more opportunities for students to visit college campuses.

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

As we were unable to secure AVID tutors, that money was reallocated to increase the amount we could spend on mental support services for students identified in Goal 3.

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.

We will discontinue using this funding to provide AVID tutors and will allocate most of it to providing a 0.4 FTE teacher for the AVID class that would have been cut for next year based on our allotted FTE. We will continue to use it for providing motivational presentations to students, but we will focus on smaller, more frequent experiences for students. We will also use this goal's funding to provide planners for each student.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improve Culture and Climate through Increased Student Engagement

By June 6, 2026, 100% of students will experience SEL lessons to support goal setting, academic motivation and positive relationship building.

100% of students will participate in an academic motivational author visit and included a book encouraging positive relationship building.

By June 6, 2026, Chronically absent students will decrease by 10%

Out-of-School suspensions for 48900(k) will decrease by 20 percentage points.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Improve Culture and Climate through Increased Student Engagement

Identified Need

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

The Title I Needs Assessment Form identified the following site needs: School-wide student engagement with strong instructional strategies to keep students engaged.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome
Attendance Rates by Month	Attendance Rate Month 1: 94.77% Month 2: 93.31% Month 3: 91.68% Month 4: 89.92% Month 5: 88.96% Month 6: 91.58% Month 7: 92.38% Month 8: 91.30%		Daily Attendance Rate equals 95% or higher each month
Chronic Absenteeism Rates	7th Grade 24.7%	8th Grade 37.7%	Chronic Absenteeism Rate equals 10% or lower
Student/Staff Involvement data from Minga	2024/25 Minga Data: 288 out of 312 students have earned over 100 points.		100% of students will earn over 100 points in Minga. 100% of staff will issue points using Minga

	9 out of 26 staff have issued Minga points													
Discipline Data	Incidents Entered into Aeries Assertive Discipline <table border="1"> <tr> <td>21/22</td> <td>22/23</td> <td>23/24</td> <td></td> </tr> <tr> <td>24/25</td> <td></td> <td></td> <td></td> </tr> <tr> <td>405</td> <td>482</td> <td>369</td> <td>223</td> </tr> </table>	21/22	22/23	23/24		24/25				405	482	369	223	Reduction in incidents that lead to suspension (indicator of school culture)
21/22	22/23	23/24												
24/25														
405	482	369	223											

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Provide Author Visits and their books to increase school-wide student engagement with strong instructional strategies to keep students engaged.	All students	5874 Title I Basic 5000-5999: Operating Expenditures Professional Services

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This funding will be used to host an author visit along with signed author books given to each student to increase motivation, student engagement, and improve overall culture in our school.

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 author visit will be broken down into two grade level assemblies, having the author speak to students and to inspire student engagement and motivation. After the author visit, student will leave with a signed copy of the authors books to encourage reading and engagement.

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.

Reviewing students overall attendance, involvement in Minga, and discipline data will be metrics used for determining achievement of this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Increase Parent Engagement

By June 6, 2026, 60% of parents/guardians will participate in school and community events at least once.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Increase Parent Engagement

Identified Need

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

The Title I and CSI Needs Assessment Form identified the following site needs: ELAC participation and opportunities for parents to connect with each other.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Event Participation, Open House	92 families attended open house 3/27/25	60% of parents/guardians will participate in school and community events at least once.
ELAC Meeting Attendees by Month	September - 5 October - 1 December - 10 April - 7	Family or community participants at each meeting
Family Event Participation, Awards Night	124 families attended	50% of student population
School Site Council	September 25th - 9 November 20th - 8 January 29th - 7 March 19th - 8 May 20th-	Family or community participants at each meeting

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Provide light refreshments for parent and family engagement meetings and events (excluding ELAC and SSC).	All students	2495 Title I Parent and Family Engagement 4000-4999: Materials and Supplies

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We struggled to get families to continue to attend events. We scheduled one morning and evening parent workshop, however no attendees came. Our efforts to increase family and community engagement are increasing.

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

Some of the funding was used to for food (dinner/light refreshments) as most events were held during evening times.

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.

We will move some actions from other goals to this goal to better utilize our funds to focus on this identified area of need. We also added funding for light refreshments to make it easier for families to attend events during meal times.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$93,701.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$93,701.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
Title I Basic	\$91,206.00
Title I Parent and Family Engagement	\$2,495.00

Subtotal of additional federal funds included for this school: \$93,701.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$93,701.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Basic	91,206.00
Title I Parent and Family Engagement	2,495.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	51,908.00
3000-3999: Employee Benefits	20,623.00
4000-4999: Materials and Supplies	4,495.00
5000-5999: Operating Expenditures	16,675.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	51,908.00
3000-3999: Employee Benefits	Title I Basic	20,623.00
4000-4999: Materials and Supplies	Title I Basic	2,000.00
5000-5999: Operating Expenditures	Title I Basic	16,675.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	2,495.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,002.00
Goal 2	67,330.00
Goal 3	5,874.00
Goal 4	2,495.00

School Site Council Membership

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

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

Name of Members	Role
Nick Seiler	Principal
Antonio Arena	Classroom Teacher
Shelli Brevik	Classroom Teacher
Sharon Glover	Classroom Teacher
Brandi Harris	Other School Staff
Tim Hamilton	Parent or Community Member
Amanda Hamilton	Secondary Student
Kristina Velez	Parent or Community Member
Addison Hamilton	Secondary Student
Bree Bui	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/25.

Attested:



Principal, Nick Seiler on 5/21/25



SSC Chairperson, Sharon Glover on 5/21/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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