Pacific Career and Technology High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/04/2026 2:15 PM

Location *(Ubicación)*

PHS Staff Lounge

Zoom Link *(Enlace de Zoom)*

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Aginae Robbins	Year 2	
Student	Oscar Millan	Year 1	
Community Member	Vacant	Year 1	
Student	Vincent Gama	Year 1	
Student	N/A	Year 1	
Alternates *(Alternativos)*:			

***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)**

***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).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Bob Wilkerson		
Teacher: *Maestro(a):*	Debra Trejo	Year 1	
Teacher: *Maestro(a):*	N/A	Year 1	
Teacher: *Maestro(a):*	N/A	Year 1	
Other Staff*:Otro Personal:*	KB Yang	Year 1	
Alternates: *Alternativos:*	Sandra Bunch - Teacher		

***Teachers must be the majority** **Los maestros deben ser mayoría*

AGENDA

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

Council Business *Asuntos del Consejo*		
New Members (Nuevos Miembros)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Elect Officers (Elegir a Funcionarios)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A Review terms of office - voting item	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Bylaws (Reglamentos) 1📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
Parent Involvement (Participación de Padres) 1📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
School Compact (Compacto Escolar 1📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
Site Safety Plan (Plan de Seguridad del Centro)	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Other SPSA Review 1 Attachment	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Other CAASP Data	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

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

Next meeting date: 11/18/2026 2:15 PM
Fecha de próxima reunión:

Pacific Career and Technology High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

05/20/2026 2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/84929976638

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

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*		**Present / Absent** *Presente/ Ausente*
Parent	Anginae Robbins	Absent
Community Member	Harley Radovich	Present
Student	Samantha Mock	Present
Parent	N/A	Absent
Community Member	N/A	Absent
Alternates *(Alternativos)*:		

***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)**

***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).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Nick Coronado	Present
Teacher: *Maestro(a):* Debra Trejo	Present
Teacher: *Maestro(a):* N/A	Absent
Teacher: *Maestro(a):* N/A	Absent
Other Staff*:Otro Personal:* Del Radovich	Present
Alternates: *Alternativos:*	
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 3:04 PM Total Members in Attendance: 5 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* NA
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* NA
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Nick Coronado Second *Se secundó*: Del Radovich In favor *A favor* : 4 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* NA
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* NA
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* NA

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* NA Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* NA Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* NA Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* NA Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*

N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* NA
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* NA

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

Approve 26-27 SPSA 1 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* 26-27 SPSA Person *Persona:* Del Radovich Second *Se secundó*: Sam Mock In favor *A favor* : 4 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* Still looking for parents.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* NA
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Discuss Cell Phone Policy	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Board Meeting in June On Website All School Environments Instructional time must be off Record without agreement on take pictures Instructional time is per teacher Sam - sit on phone and doesnt do work. Thinks its good. Warning before phone taken Harley - consequences and parent notified everytime Deb - Across the site policy not per teacher.
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 3:30 PM

Next meeting date: 10/07/2026 2:00 PM
Fecha de próxima reunión:

School Site Council Bylaws Pacific High School

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Article I: Duties of the SSC

The SSC of Pacific High School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed School Plan for Student Achievement (SPSA) from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II: Members

New members will be voted into office during the August and September Elections. Elections will be administered via electronic ballot when possible and will follow the laws outlined in EdCode Section 65000
Section A: Composition

The SSC shall be composed of 6 members, selected by their peers, as follows:

- 1 Classroom teacher
- 1 Student
- 1 Other school staff member
- 2 Parents or community members
- The school principal or designee shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district **so long as they are not employed at this school.**

Section B: Term of Office

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. (This example assumes two-year terms; the language should be modified to reflect the length of term agreed to by the SSC.) At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III: Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable. The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the first or second meeting of the SSC and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV: Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V: Meetings of the SSC

Section A: Meetings

The SSC shall meet regularly on the following dates: 9/27, 11/29, 1/31, 3/20, 5/22. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: Office window, Aeries communication and school website.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 3 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI: Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 2 days prior to the meeting at which the amendment is to be considered for adoption.

TITLE I PARENT INVOLVEMENT POLICY
PACIFIC CAREER & TECHNOLOGY HIGH SCHOOL

Pacific Career & Technology High School has developed a written Title I parental involvement policy with input from Title I parents. The school developed the policy with representatives of the staff, students and parent body. We distribute the policy during monthly orientation days, and distributing it to all parents attending Back to School Night. The policy describes the means for carrying out the following Title I parental involvement requirements *[20 USC* 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at Pacific Career & Technology High School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  Back to School Night is scheduled for the first month of school. A presentation will be shared with parents at this meeting. It will include achievement data, updates on state standards and how we will implement at the school site. The presentation will also inform parents how they can become involved with activities at the site and how they can assist their children with their schoolwork.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  Pacific School Site Council meetings are held in the afternoon. Back to School Night and Open House are held in the evening and awards events are held in the evening.

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- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
  The Parent Involvement plan and compact were reviewed, evaluated, and updated during a School Site Council meeting with staff, student and parent representatives. This is a public meeting. SSC provide input for the development of the Single Plan for Student Achievement and all programs at the school.

- The school provides parents of Title I students with timely information about Title I programs.
  Information about Title I programs is provided regularly to parents through the Annual Title I Meeting, orientation days, SSC and our school website.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  Information about the curriculum, assessments and proficiency levels is provided at the Annual Title I Meeting, school orientations, school website, parent conferences/SST meetings, School Loop
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
  At SSC parents have opportunities to participate in decisions relating to the education of their children. Parents are also involved in the decision making process during parent-teacher meetings, SSTs and IEPs and 504 meetings

BUILDING CAPACITY FOR INVOLVEMENT:

Pacific Career & Technology High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title I parents with assistance in understanding the State's academic content standards. assessments, and how to monitor and improve the achievement of their children.
  Content standards, assessments and how to support student achievement is discussed at SSC, Annual Title I meeting, parent-teacher meetings, SSTs, IEPs, 504 meetings and informal meetings.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  Training and materials are provided during the monthly orientation days when parents come, at SSTs, IEPs, 504 meetings or parent-teacher meetings. Our staff or counselor can assist parents with Aeries Parent Portal.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
  Parent involvement is stressed at staff meetings. Teachers and staff use Aeries Parent Portal to ensure parents have timely information about their children's progress in their classes. The school also sends out information about the importance of parent involvement at the school site.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
  Parents are invited to attend all school events and volunteer in school programs. Messages are sent to parents to inform them of upcoming events and how to stay involved. The school also has a newsletter to encourage parent participation.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  Pacific uses the services of site staff and district EL department to translate information sent home and provide on site translation. The school site also utilizes the interpretation phone line to communicate with parents in their language.

- The school provides support for parental involvement activities requested by Title I parents.
  Through SSC, and informal communications, parents provide input and make requests for parent involvement activities.

ACCESSIBILITY

Pacific Career & Technology provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students Information and school reports are provided in a format and language that parents understand.
The Pacific staff is very supportive and inclusive of parents. We offer communication in primary languages, individualized conferences and meetings, and a general open door policy.

POLÍTICA DE PARTICIPACIÓN DE LOS PADRES
PREPARATORIA PACIFIC CAREER & TECHNOLOGY

La preparatoria *Pacif Career & Technology* ha desarrollado una política escrita de participación de los padres del Título I con sus aportes. La escuela desarrolló la política con representantes del personal, los estudiantes y los padres de familia. Distribuimos la política durante los días de orientación mensual, y la distribuimos a todos los padres que asisten a la Noche de Regreso a Clases. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [*20 USC 6318 Sección 1118(a)-(f) inclusive*].

PARTICIPACIÓN DE LOS PADRES EN EL PROGRAMA TÍTULO I

Se han establecido las siguientes prácticas para que los padres del programa de Título I en *Pacific Career & Technology* se involucren y participen.

- La escuela convoca a una reunión anual para informar los padres de los alumnos del Título I sobre los requisitos del Título I y sobre el derecho de los padres a participar en el programa Título I. La Noche de Regreso a Clases está programada para el primer mes de clases. Una presentación será compartida con los padres en esta reunión. Incluirá datos del logro, actualizaciones en estándares del estado y como los implementaremos en la escuela. La presentación también informará a los padres como pueden participar en las actividades en la escuela y como pueden ayudar a sus hijos con su trabajo escolar.

- La escuela ofrece un número flexible de reuniones para los padres del Título I, por la mañana o por la tarde.
  Las reuniones del Consejo Escolar de *Pacific School* se celebran por la tarde. La Noche de Regreso a Clases y la Jornada de Puertas Abiertas se celebran por la noche y los actos de entrega de premios por la tarde.

- La escuela involucra a los padres de los estudiantes del Título I de una manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I de la escuela y la política de participación de los padres del Título I.
  El plan y el pacto de participación de los padres se revisaron, evaluaron y actualizaron durante una reunión del Consejo Escolar con representantes del personal, los estudiantes y los padres. Se trata de una reunión pública. El SSC proporciona información para el desarrollo del Plan Único para el Rendimiento Estudiantil y todos los programas de la escuela.

- La escuela proporciona a los padres de los estudiantes del Título I información oportuna sobre los programas del Título I.
  La información sobre los programas del Título I se proporciona regularmente a los padres a través de la Reunión Anual del Título I, los días de orientación, el SSC y nuestro sitio escolar web.

- La escuela proporciona a los padres de los estudiantes del Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen.
  La información sobre el plan de estudios, las evaluaciones y los niveles de competencia se proporciona en la reunión anual del Título I, en las orientaciones escolares, en el sitio web de la escuela, en las conferencias de padres/reuniones del SST, y en el circuito escolar*, School Loop.*

- Si los padres de los estudiantes del Título I lo solicitan, la escuela ofrece oportunidades para celebrar reuniones periódicas que permitan a los padres participar en las decisiones durante las reuniones de padres y maestros, los SST, los IEP, y las reuniones 504.

FOMENTAR LA CAPACIDAD DE PARTICIPACIÓN:

La preparatoria *Pacific Career & Technology* involucre a los padres del Título I en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento

académico de los estudiantes. Para ayudar a alcanzar estas metas, la escuela ha establecido las siguientes prácticas:

- La escuela proporciona a los padres del Título I asistencia para comprender las normas de contenido académico del Estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.
  Los estándares de contenido, las evaluaciones y cómo apoyar el rendimiento de los estudiantes se comentan en el SSC, en la reunión anual del Título I, en las reuniones de padres y profesores, en los SST, en los IEP, en las reuniones 504 y en las reuniones informales.

- La escuela proporciona a los padres del Título I materiales y formación para ayudarles a trabajar con sus hijos a fin de mejorar el rendimiento de estos.
  Esta formación y materiales se proporcionan durante los días de orientación mensual cuando los padres vienen, en SST, IEP, 504 o reuniones de padres y maestros. Nuestro personal o consejero puede ayudar a los padres con el circuito escolar o *School Loop*.

- Con la ayuda de los padres del Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres, y en cómo trabajar con ellos como socios igualitarios. En las reuniones de personal se hace hincapié en la participación de los padres. Los maestros y el personal utilizan *School Loop* para garantizar que los padres tengan información puntual sobre el progreso de sus hijos en sus clases. La escuela también envía información sobre la importancia de la participación de los padres en la escuela.

- La escuela coordina e integra el programa de participación de los padres del Título I con otros programas y lleva a cabo otras actividades, como centros de recursos para padres, para animar y apoyar a los padres a participar más plenamente en la educación de sus hijos.
  Se invita a los padres a asistir a todos los actos escolares y a participar como voluntarios en los programas escolares. Se envían mensajes a los padres para informarles de los próximos acontecimientos y de cómo seguir participando. La escuela también tiene un boletín para fomentar la participación de los padres.

- La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones y otras actividades a los padres del Título I en un formato y lenguaje que los padres entiendan.

- *Pacific* utiliza los servicios del personal de la escuela y del departamento de EL del distrito para traducir la información que se envía a casa y proporcionar traducción en la escuela. La escuela también utiliza la línea telefónica de interpretación para comunicarse con los padres en su idioma.

- La escuela proporciona apoyo a las actividades de participación de los padres solicitadas por los padres del Título I. A través del SSC y de comunicaciones informales, los padres aportan su opinión y solicitan actividades de participación.

ACCESIBILIDAD

Pacific Career & Technology proporciona oportunidades para la participación de todos los padres del Título I, incluyendo padres con dominio limitado del inglés, padres con discapacidades y padres de estudiantes migrantes. La información y los reportes escolares se proporcionan en un formato y lenguaje que los padres entiendan.
El personal de *Pacific* es muy solidario e integra a los padres. Ofrecemos comunicación en diferentes idiomas, conferencias y reuniones individualizadas y una política general de puertas abiertas.

Pacific Career & Technology High School Family-School Compact

Schools, families, and students benefit when they all take collective responsibility for quality education. When a partnership exists and each partner fulfills his/her responsibilities, student learning improves. Compacts are voluntary agreements between families and school. The term School community* refers to teachers, students, families, other school staff and community members. The signatures below indicate our support of and commitment to the following responsibilities:

Administrative Responsibilities

Through collaborative decision making, create with the involvement of staff, families, students, and the community, a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.*

Provide Instructional leadership to ensure appropriate instructional practices, high academic standards, student support, and the delivery of a quality core curriculum to all students.

Provide a safe, orderly and positive teaching/learning environment.

Provide appropriate professional development for staff, families, and students to improve teaching and learning and to support collaborative partnerships with families and the community.

Maintain open two-way communication between the home and school.

Respect the school, students, staff and families.

Administrator

Teacher Responsibilities

Through collaborative decision making with colleagues, families and students, create a school vision and quality educational programs with high standards that are widely understood and embraced by the school community.*

Endeavor to motivate students to learn. Provide appropriate and varied classroom instruction that actively involves students, and maintains high standards within each subject.

Provide a safe, orderly and caring classroom environment conducive to learning.

Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

Establish two-way communication with families about student progress in school.

Respect the school, staff and families.

Faculty Chairperson

Family Responsibilities

Through collaborative decision making, participate with school, staff and students in creating a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.

Communicate the value of education and provide home support and monitoring of student academic work and progress in school.

Establish a schedule with my student for study time, TV viewing, peer activities, and out of school time.

Participate in training opportunities with staff that help to improve teaching and learning both at home and at school.

Communicate regularly with the school.

Respect for the school, staff, students and families.

Parent/Guardian/Family Member

Student Responsibilities

Through collaborative decision making, participate with parents and school staff in creating a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school and community.

Produce quality work that meets the high standards of each class.

Attend school regularly, on time, and with completed homework. Follow agreed upon schedule and home/school rules.

Participate in school activities with my parents and teachers that help to improve teaching and learning both at home and at school.

Tell parents honestly what is happening at school and help maintain two-way communication.

Respect my school, classmates, staff and family.

Student

Pacto de Familias y Pacific Career & Technology High School

Las escuelas, las familias y los estudiantes se benefician cuando todos asumen la responsabilidad colectiva de una educación de calidad. Cuando existe una sociedad y cada socio cumple con sus responsabilidades, el aprendizaje de los estudiantes mejora. Los pactos son acuerdos voluntarios entre las familias y la escuela. El término Comunidad escolar* se refiere a maestros, estudiantes, familias, otro personal escolar y miembros de la comunidad. Las firmas a continuación indican nuestro apoyo y compromiso con las siguientes responsabilidades:

Responsabilidades Administrativas

A través de la toma de decisiones en colaboración, crear con la participación del personal, las familias, los estudiantes y la comunidad, una visión escolar convincente y un programa educativo de calidad con altos estándares que la comunidad escolar comprenda y adopte ampliamente.*

Proporcionar liderazgo instructivo para garantizar prácticas educativas apropiadas, altos estándares académicos, apoyo estudiantil y la entrega de un plan de estudios básico de calidad para todos los estudiantes.

Proporcionar un ambiente de enseñanza/aprendizaje seguro, ordenado y positivo.

Brindar desarrollo profesional apropiado para el personal, las familias y los estudiantes para mejorar la enseñanza y el aprendizaje y para apoyar las asociaciones colaborativas con las familias y la comunidad.

Mantener comunicación bidireccional abierta entre el hogar y la escuela.

Respetar la escuela, estudiantes, personal y las familias.

Director

Responsabilidad de maestros

A través de la toma de decisiones en colaboración con colegas, familias y estudiantes, cree una visión escolar y programas educativos de calidad con altos estándares que sean ampliamente entendidos y adoptados por la comunidad escolar.*

Esforzarse por motivar a los estudiantes a aprender. Proporcionar instrucción en el aula apropiada y variada que involucre activamente a los estudiantes y mantenga altos estándares dentro de cada materia.

Proveer un entorno seguro, ordenado y afectuoso en el salón de clases propicio para el aprendizaje.

Participar en oportunidades de capacitación profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y la comunidad.

Establecer una comunicación bidireccional con las familias sobre el progreso de los estudiantes en la escuela.

Respetar la escuela, el personal y las familias.

Presidente de la Facultad

Responsabilidades de las familias

A través de la toma de decisiones en colaboración, participe con la escuela, el personal y los estudiantes en la creación de una visión escolar convincente y un programa educativo de calidad con altos estándares que la comunidad escolar comprenda y adopte ampliamente.

Comunicar el valor de la educación y brindar apoyo en el hogar y monitorear el trabajo académico de los estudiantes y el progreso en la escuela.

Establecer un horario con mi estudiante para el tiempo de estudio, ver televisión, actividades con los compañeros y tiempo fuera de la escuela.

Participe en oportunidades de capacitación con el personal que ayudan a mejorar la enseñanza y el aprendizaje tanto en el hogar como en la escuela.

Comunicarse regularmente con la escuela.

Respeto por la escuela, el personal, los estudiantes y las familias.

Padre/Tutor legal/ miembro de la Familia

Responsabilidades de los estudiantes

A través de la toma de decisiones en colaboración, participe con los padres y el personal de la escuela en la creación de una visión escolar convincente y un programa educativo de calidad con altos estándares que la escuela y la comunidad comprendan y acepten ampliamente.

Producir trabajo de calidad que cumpla con los altos estándares de cada clase.

Asistir a la escuela regularmente, a tiempo y con la tarea completa. Seguir el horario acordado y las reglas del hogar/escuela.

Participar en actividades escolares con mis padres y maestros que ayuden a mejorar la enseñanza y el aprendizaje tanto en casa como en la escuela.

Dígales a los padres honestamente lo que está sucediendo en la escuela y ayude a mantener una comunicación bidireccional.

Respeto a mi escuela, compañeros de clase, personal y familia.

Estudiante

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Career and Technology High School	34765053430261	5/20/2026	

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

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

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

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

This plan is being used by Pacific Career and Technology High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

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 Pacific Career and Technology High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

This year's SPSA will focus on our critical needs and our adopted school wide learner outcomes to address these areas as well as overall school site improvement.

Our critical needs are:
a) Literacy fluency in all subject areas;
b) Student and parent engagement to improve student attendance;
c) Extracurricular activities that contribute to the reduction of suspensions and expulsions;
d) Resources to ensure safe and efficient administrative operations of the school.
e) Graduation Rate
f) College/Career Ready
g) MTSS Tier 1.

Our adopted school wide learner outcomes remain:
1) Students will demonstrate measurable improvement in language arts, mathematics and science.
2) Students will demonstrate technology literacy;
3) Students will achieve a satisfactory grade in citizenship;
4) Students will increase literacy fluency through improved reading comprehension and writing proficiency in all subject areas;
5) Student graduation rate will improve through increased attendance and credit completion.

Educational Partner Involvement

How, when, and with whom did Pacific Career and Technology High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents, Teachers, Community and students members are part of the development of the 2025 - 2026 school year SPSA. As part of the planning process the school consulted with the School Site Council, Teacher PLC for Leadership, and the English Language Learners.

The Site Administrator delivered presentations on the SPSA, on May 27, 2025
Budget was done in SSC and School Leadership Team and is continuously reviewed in School Site Council meetings. After the delivery of presentations, time was allotted for open discussion and recommendations.

Stakeholders expressed the need to continue with the Academic Field Trips; continue the incentives for attendance; increase elective opportunities with the addition of classes, such as Forensic Science. Field trips are based at this time on budget and teacher release time. Also, Pacific continues to support CTE classes such as JROTC and Early Childhood Education.

ELAC meetings were held on the following dates:
09/10/2025
10/22/2025
12/10/2025

SSC were held on the following dates:
10/01/2025
11/19/2025
1/28/2026
3/25/2026
5/20/2026

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.

NA

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.

Suspension Rate; College and Career

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.

Not at this time

Other Needs

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

Chronic Absenteeism among a select few students.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	2.56%	2.90%	%	2	2	
African American	17.95%	17.39%	16.44%	14	12	12
Asian	1.28%	2.90%	2.74%	1	2	2
Filipino	1.28%	1.45%	%	1	1	
Hispanic/Latino	50.00%	49.28%	56.16%	39	34	41
Pacific Islander	%	2.90%	%		2	
White	15.38%	17.39%	13.70%	12	12	10
Multiple/No Response	7.69%	5.80%	9.59%	6	4	7
			Total Enrollment	78	69	73

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10			1
Grade 11	10	19	16
Grade 12	68	50	56
Total Enrollment	78	69	73

Conclusions based on this data:

1. Enrollment decreased significantly from 22/23 to 23/24 school years. Slight decrease from 23/24 to 24/25
2. Enrollment decrease seems to have leveled off.
3. Hispanic/Latino enrollment is largest group of students in each of the three years. There has been an increase in white student population.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	18	19	23	29.9%	23.1%	31.5%
Fluent English Proficient (FEP)	11	8	14	15.0%	14.1%	19.2%
Reclassified Fluent English Proficient (RFEP)	11	11		15.00%	14.10%	

Conclusions based on this data:

1. There was a 8.4% increase in the English Learner population from the 24-25 school year to the 25-26 school year.
2. There was a 5.1% increase in Fluent English Proficient students to 19.2% from 24/25 to 25/26 school years.
3. There is no data for the 25-26 school year for the Reclassified Fluent English Proficient demographic

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	43	35	51	39	29	42	39	29	42	90.7	82.9	82.4
All Grades	43	35	51	39	29	42	39	29	42	90.7	82.9	82.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2475.	2455.	2437.	0.00	6.90	0.00	17.95	10.34	7.14	17.95	17.24	19.05	64.10	65.52	73.81
All Grades	N/A	N/A	N/A	0.00	6.90	0.00	17.95	10.34	7.14	17.95	17.24	19.05	64.10	65.52	73.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	7.69	*	2.38	56.41	*	38.10	35.90	*	59.52
All Grades	7.69	*	2.38	56.41	*	38.10	35.90	*	59.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.56	*	0.00	33.33	*	21.43	64.10	*	78.57
All Grades	2.56	*	0.00	33.33	*	21.43	64.10	*	78.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5.13	*	2.38	69.23	*	73.81	25.64	*	23.81
All Grades	5.13	*	2.38	69.23	*	73.81	25.64	*	23.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	*	0.00	66.67	*	57.14	33.33	*	42.86
All Grades	0.00	*	0.00	66.67	*	57.14	33.33	*	42.86

Conclusions based on this data:

1. There was an increase in ELA students tested in 2024-2025 although the percentage remained the same.
2. Percentage of students that have met standards has decreased by 3% between 2023/24 and 2024/25 school years. However, since the number of tested students increased from 23/24 to 24/25, more students overall had met standards.
3. Writing is the highest below standard statistic.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	43	35	52	40	29	42	40	29	42	93.0	82.9	80.8
All Grades	43	35	52	40	29	42	40	29	42	93.0	82.9	80.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2433.	2422.	2423.	0.00	0.00	7.14	2.50	0.00	2.38	15.00	6.90	2.38	82.50	93.10	88.10
All Grades	N/A	N/A	N/A	0.00	0.00	7.14	2.50	0.00	2.38	15.00	6.90	2.38	82.50	93.10	88.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	*	9.52	17.50	*	4.76	82.50	*	85.71
All Grades	0.00	*	9.52	17.50	*	4.76	82.50	*	85.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	*	2.38	50.00	*	47.62	50.00	*	50.00
All Grades	0.00	*	2.38	50.00	*	47.62	50.00	*	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	*	4.76	67.50	*	45.24	32.50	*	50.00
All Grades	0.00	*	4.76	67.50	*	45.24	32.50	*	50.00

Conclusions based on this data:

1. Despite a decrease in percentage of students tested, the number of students tested increased to the highest in the past 3 years.
2. The percentage of students that meet or exceed standards increased to 9.5% in all areas in 2024-2025.
3. 9.5% of students meeting or exceeding standards is highest over the past 3 years.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*	0
11	*	*	1516.0	*	*	1522.9	*	*	1508.7	7	6	14
12	1552.7	1548.3	1517.3	1561.0	1554.9	1515.8	1544.0	1541.0	1518.2	22	12	15
All Grades										31	20	29

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	7.14	*	*	7.14	*	*	57.14	*	*	28.57	*	*	14
12	18.18	8.33	26.67	31.82	58.33	0.00	27.27	0.00	26.67	22.73	33.33	46.67	22	12	15
All Grades	12.90	5.00	17.24	22.58	45.00	3.45	38.71	5.00	41.38	25.81	45.00	37.93	31	20	29

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	14.29	*	*	21.43	*	*	42.86	*	*	21.43	*	*	14
12	36.36	25.00	33.33	27.27	41.67	6.67	22.73	16.67	13.33	13.64	16.67	46.67	22	12	15
All Grades	25.81	25.00	24.14	32.26	30.00	13.79	22.58	10.00	27.59	19.35	35.00	34.48	31	20	29

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	0.00	*	*	7.14	*	*	35.71	*	*	57.14	*	*	14
12	9.09	0.00	0.00	22.73	16.67	26.67	22.73	50.00	6.67	45.45	33.33	66.67	22	12	15
All Grades	6.45	0.00	0.00	16.13	10.00	17.24	22.58	35.00	20.69	54.84	55.00	62.07	31	20	29

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*	
11	*	*	7.14	*	*	28.57	*	*	64.29	*	*	14
12	9.09	8.33	0.00	59.09	66.67	40.00	31.82	25.00	60.00	22	12	15
All Grades	6.45	10.00	3.45	54.84	50.00	34.48	38.71	40.00	62.07	31	20	29

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*	
11	*	*	84.62	*	*	0.00	*	*	15.38	*	*	13
12	72.73	58.33	46.67	13.64	33.33	26.67	13.64	8.33	26.67	22	12	15
All Grades	64.52	50.00	64.29	19.35	30.00	14.29	16.13	20.00	21.43	31	20	28

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*	
11	*	*	7.14	*	*	14.29	*	*	78.57	*	*	14
12	13.64	8.33	6.67	36.36	50.00	20.00	50.00	41.67	73.33	22	12	15
All Grades	9.68	5.00	6.90	29.03	35.00	17.24	61.29	60.00	75.86	31	20	29

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*		*	*		*	*		*	*	
11	*	*	0.00	*	*	57.14	*	*	42.86	*	*	14
12	0.00	0.00	0.00	71.43	58.33	46.67	28.57	41.67	53.33	21	12	15
All Grades	0.00	0.00	0.00	56.67	45.00	51.72	43.33	55.00	48.28	30	20	29

Conclusions based on this data:

1. Level 2 and level 1 students are the largest percentage groups with an increase in level 4 from 5% to 17%.
2. The speaking domain has the largest percentage of students.
3. Writing and reading have the largest percentage of students at beginning.

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**
69	**94.2%**	**27.5%**	**0.0%**
Total Number of Students enrolled in Pacific Career and Technology High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	19	27.5%
Foster Youth	0	0.0%
Homeless	11	15.9%
Socioeconomically Disadvantaged	65	94.2%
Students with Disabilities	6	8.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	17.4%
American Indian	2	2.9%
Asian	2	2.9%
Filipino	1	1.4%
Hispanic	34	49.3%
Two or More Races	4	5.8%
Pacific Islander	2	2.9%
White	12	17.4%

Conclusions based on this data:

1. High percentage of socioeconomically disadvantaged students at 94.2%

2. Hispanic is highest percentage of students enrolled at 49.3%

3. 27.5% of enrolled students are English Learners

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.

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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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Graduation category is average on CA dashboard.
2. Suspension rate is high on CA dashboard.
3. College/Career is low.

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.

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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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color	 No Performance Color	 No Performance Color
223.4 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 36.8 points	6 Students	5 Students
18 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	226.2 points below standard
1 Student	2 Students	Declined 39.5 points
		17 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students	 No Performance Color 196.6 points below standard 12 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. All students category declined 36.8 points below standard from the previous year.
2. Socioeconomically disadvantaged category declined 39.5 points below standard from the previous year.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color	 No Performance Color	 No Performance Color
273.9 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 50.7 points	6 Students	5 Students
19 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	275.6 points below standard
1 Student	2 Students	Declined 52.3 points
		18 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students	 No Performance Color 256.2 points below standard 13 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. All students declined 50.7 points.
2. Socioeconomically Disadvantaged students declined 52.3 points.

School and Student Performance Data

Academic Performance
Science

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
31.7 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 3.5 points	6 Students	4 Students
19 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	32 science points
1 Student	3 Students	Declined 3.2 points
		18 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Only 19 students tested in the CAST
2. There was an overall drop of 3.5 points for all students in Science.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
40.6 making progress.	66.7 making progress.
Number Students: 32 Students	Number Students: 18 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
15.6%	34.4%	6.3%	34.4%

Conclusions based on this data:

1. 66.7% long-term English Learner students are making progress towards English language proficiency.
2. 34.4% progressed at least one level.
3. 15.6% of students decreased one level.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
1	0	0	0	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 No Performance Color	 No Performance Color
Prepared 0%	Prepared 0%	Fewer than 11 students - No Data for Privacy
Declined 3.3%	Maintained	8 Students
58 Students	16 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Prepared 0%	Prepared 0%
1 Student	Maintained	Declined 3.3%
	18 Students	55 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 0 Students	 No Performance Color Prepared 0% Declined 6.9% 30 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. 0 students are prepared for college/career

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. NA

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 No Performance Color	 No Performance Color
89.7% graduated	100% graduated	Fewer than 11 students - No Data for Privacy
Maintained -0.5%	Increased 6.3%	8 Students
58 Students	16 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	83.3% graduated	89.1% graduated
1 Student	Declined 11.4%	Declined 2.6%
	18 Students	55 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 0 Students	 No Performance Color 90% graduated Declined 3.1% 30 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. 89.7% graduation rate.
2. 89.1% of our Socioeconomically Disadvantaged students graduated.
3. 100% graduation rate in English Language Learners

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 No Performance Color	 No Performance Color
10.9% suspended at least one day	4.9% suspended at least one day	7.7% suspended at least one day
Increased 5.9%	Increased 4.9%	Increased 7.7%
138 Students	41 Students	26 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	16% suspended at least one day	11.4% suspended at least one day
3 Students	Increased 16%	Increased 6.1%
	25 Students	132 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
37.5% suspended at least one day	23.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 33.3%	Increased 19.5%	3 Students
16 Students	21 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	7.2% suspended at least one day
8 Students	1 Student	Increased 5.5%
		69 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	13% suspended at least one day
10 Students	3 Students	Increased 3.5%
		23 Students

Conclusions based on this data:

1. Suspension rate increased 5.9%
2. The African American population had a increase in suspension to 23.8%.
3. The largest increase in suspension was in students with disabilities group at a 37.5%.

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
To provide standards based curriculum designed to improve academic achievement in ELA and Math for all pupils and underrepresented pupil groups, especially English Learners, supported by continuous staff professional development opportunities. CAASPP scores will improve by 5% in all areas, in all pupil groups by June of 2027 as measures by SBAC scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

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.

Academic achievement data for underrepresented pupil groups, reveal a negative disparity in academic learning outcomes in ELA, Math and Science when compared to the whole pupil population.

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
Professional Development: Teacher participation is accounted for by sign-in sheets, collaboration reports, peer review of assessment and rubric designs; % of Teachers/Staff participating	2021-2022: NA 2022-2023: 78% 2023-2024: 75% 2024-2025: 80%	Teacher participation will improve by 5% by June 2027 as measured by sign in sheets.
CAASPP scores: Grade 11; All pupils which includes: underrepresented pupils groups, and English Learners; ELA and Math; % Meet or Exceed	2021-2022: ELA 12.2% Math 0% 2022-2023: ELA - 17.9% Math: 2.5% 2023-2024:ELA- 17.4% Math: 0% 2024-2025:ELA 7.14% Math: 9.52%	ELA and Math scores will improve by 5% by June 2027 as measured by SBAC .
CA Dashboard Local Indicator: English Learner Progress measures the percentage of current English Learners making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC); % of all English Learners.	2021-2022: 56.3% EL Making Progress 2022-2023: 41.2% EL Making Progress 2023-2024: 35.3% EL Making Progress 2024-2025: 40.6% EL Making Progress	English Learner Progress will improve by 5% by June 2027 as measured by ELPAC.

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	Professional development for staff for engagement and instructional strategies which can include EL strategies.	All Students: EL students, SPED, Foster youth, Low income, Schoolwide.	1000 Title I Basic 1000-1999: Certificated Personnel Salaries 1104-1040 34 Title I Basic 3000-3999: Employee Benefits 3900-1040 1000 Title I Basic 5000-5999: Operating Expenditures 5200-1040
1.2	Instructional materials to include books and supplies for academic support of EL, ERWC, reading intervention and ELA and math core curriculum for all students with a focus on foster youth, low income, and EL.	All Students. EL students, SPED, Foster youth, Low income, Schoolwide.	1000 Title I Basic 4000-4999: Materials and Supplies 4300-1000

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.

There were increases in students meeting standards in Math (10%) and 40% EL students making progress towards. It appears that strategy 1.2 may have impacted the improvement in these categories especially with EL students.

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

No major differences between our budget and intended implementation.

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.

No changes will be made to the planned implementation.

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 & Career Ready
To offer each student access and opportunity to complete California A -G course requirements, as well as access to HBC/JC qualifying and guidance programs (Business, ASVAB and CTE Construction) appropriate to their individual needs so that they may graduate from high school prepared for college, career and life success. College and career readiness will improve by 5% by June of 2027 measured by benchmarks and SBAC scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all Students Graduate College & Career Ready

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.

According to the CA Dashboard on Academic Engagement
College and Career Readiness: Only 3.3% of student population are college and career ready. Graduation rates have remained consistent at 90.1% over 2023 through 2024 school years.

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
CA Dashboard Local Indicator: Graduation Rate measures percentage of students who receive a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school. % of graduating pupils by cohort, (indicator color).	2021-2022: 69.4% 2022-2023: 90.2% 2023-2024: 90.1% 2024-2025: 89.7%	Graduation rate will improve by 5% by June 2027 as measured by students graduating with their cohort.
CA Dashboard Local Indicator: College/Career measures preparedness for success after graduation based on multiple measures, including graduation rate, performance on state tests, and college credit courses. % of all pupils, (indicator color)	2021-2022: Not reported 2022-2023: 2% prepared 2023-2024: 3.3% prepared 2024-2025: 0% prepared	College and Career readiness will improve by 5% by June 2027 as measured by grad rate, A-G rate, and CCI
CAASPP State indicator: Math, ELA, and Science Smarter Balanced Summative Assessments measure academic preparedness for post secondary pathway by % of all pupils meet or exceed standards in three core course subjects	2021-2022 ELA: 12.8% MATH: 0% SCI: 1.92% 2022-2023 ELA: 17.95% MATH 2.5% SCI: 10.87% 2023-2024 ELA: 17.2% MATH 0% SCI: 5.88% 2024-2025 ELA: 7.4% MATH 9.52% SCI: 5.88%	Math, Science and ELA scores will improve by 5% by June 2027 as measured by benchmarks and SBAC.

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	Purchase supplemental instructional materials such books, computer online media, and materials to support A-G curriculum and CTE courses including multiple art media, early childhood development course, science, and math. In addition, to purchase materials to support student team project of a greenhouse/garden and Science Technology Engineering Math (STEM) based materials.	All Students	3581 Title I Basic 4000-4999: Materials and Supplies 4300-1000 500 Title I Basic 4000-4999: Materials and Supplies 4200-1000
2.2	Teacher/Staff Travel, Teacher/Student Engagement training, Professional Development and Conference Fees to meet professional development needs in the areas of student engagement and EL training as well as to include coverage by substitutes.	All Students.	5000 Title I Basic 1000-1999: Certificated Personnel Salaries 1104-1040 169 Title I Basic 3000-3999: Employee Benefits 3900-1040 1000 Title I Basic 5000-5999: Operating Expenditures 5200-1040
2.3	Provide training with a Consultant that will collaborate with the counselor on professional development that will create opportunities for socio-emotional learning focusing on the health and wellness of all pupils as well as strategies for college preparedness. Consultant will support strategies that provide students with positive feedback and encouragement, encouraging all pupils to engage, increasing their academic achievement with the goal toward graduation status.	All students	5000 Title I Basic 5000-5999: Operating Expenditures 5832-2140

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.

While current strategies have been successful in increasing graduation rate, SBAC/CAASPP scores have remained inconsistent. Strategies have been updated to address anticipation of decreased graduation rate.

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

Strategy/Activity 2.1 No major differences between intended implementation and/or the budgeted expenditures.

Strategy/Activity 2.2 We expect an increase in expenditures in substitutes to send teachers to visit other alternative education classrooms for collective feedback.
Strategy/Activity 2.3 There will be a need for assistance in counseling and Registrar as stated in the last WASC visit. An increase in expenditures to provide a consultant.

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

The goals and strategies listed for 26-27 year will be tracked and analyzed for effectiveness for college and career readiness through the CA dashboard. (2.1) Continue to purchase the books/supplies/media for A-G curriculum. Continue to purchase greenhouse/STEM materials to bolster engagement and build engineering skills. (2.2) Professional development will continue as teachers need the strategies to fulfill their role in educating the students in academic rigor and engagement. (2.3) An additional consultant to assist with counseling and Registrar duties.

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
To improve school Culture and Climate through providing pupil incentives for increasing individual attendance, for modeling positive behavior, and access to on campus activities. Staff and outside Community support members will assist in improving a positive Culture and Climate among the student body through collaboration with Professional Development/Trainers/and Motivational Speakers. It will be designed to increase pupil academic engagement and support positive socio-emotional health in order to reduce chronic absenteeism and suspensions, and increase high school graduation rate. Improve chronic absenteeism by 15% by June of 2027 as measured by monthly attendance data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Chronic Absenteeism data provided by Principals Dashboard reveals a high rate of pupil absences, and indicates a need to engage pupils academically and socio-emotionally through extracurricular opportunities and positive classroom experiences.

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
Principal's Dashboard: Chronic Absenteeism-Review of data provided by, %rate of all students attending from total enrollment. Data collected from AERIES attendance platform (Time of SPSA Review)	22-23 78.9% 23-24 81% 24-25 78.8% 25-26 68.75%	Chronic absenteeism will decrease by 5% by June 2027 as measured by average daily attendance.
CA Dashboard Local Indicator: Graduation Rate measures percentage of students who receive a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school. % of graduating pupils by cohort, (indicator color).	21-22 69.5% 22-23 90.1% 23-24 90.2% 24-25 89.7%	Graduation rate will improve by 5% by June 2027 as measured by percentage of students graduating with their cohort to total students in cohort.
CA Dashboard Local Indicator: Suspension Rate measures percentage of students who have been suspended at least once in a given school year. % Suspension Rate (indicator color).	2021-2022: 18.1% 2022-2023: 2% 2023-2024: 5% 2024-2025: 10.9%	Suspension will decrease by 5% by June 2027 as measured by suspension rate on AERIES discipline documentation

Principal's Dashboard: Daily Attendance Review of the data from Day 121-160 comparison Measure of student daily attendance. * Data is at 121 days into school year.	2023-2024: 67.7%* 2024-2025: 69.8%* 20205-2026: 74.1%*	Daily attendance will improve by 5% by June 2027 as measured by average daily attendance through AERIES.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide social engagement personnel and supplies to promote a positive impact in student engagement, increase attendance and assist in chronic absenteeism culture and climate.	All Students.	1000 Title I Basic 1000-1999: Certificated Personnel Salaries 1103-1000 225 Title I Basic 3000-3999: Employee Benefits 3900-1000 2000 Title I Basic 4000-4999: Materials and Supplies 4300-1000

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The supplies and personnel will provide extracurricular programs and activities during lunchtime, before school, or after school to promote a positive culture. These extracurricular programs and activities will continue to encourage lower suspension rates and decrease chronic absenteeism.

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

There was a large decrease in chronic absenteeism. During the 25/26 school, chronic absenteeism reached an all-time low of 58%.

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.

(3.1) We will be tracking daily attendance and chronic absenteeism as well as student surveys to address the effectiveness of social engagement activities and personnel.

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
To increase Parent and Community Involvement with the school through communication of opportunities to participate in School Site Council, Back to School Nights, Open House, and Spring and Fall Senior Information Nights.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Data collected at Parent and Community events, indicates that only 25% of parents are engaged with activities available at the school.

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
Parent and community involvement that includes Back To School Night and Open House, measured by event sign-in sheets and the recording of parent contacts. % of all Parent and Community members	2022-2023: 6% Parents (BTSN)/ 13%(OH) 2023-2024: 14% Parents (BTSN/ 12%(OH) 2024-2025: 13.7% Parents (BTSN/ 13% (OH) 2025-2026: 12.5% Parents (BTSN)/ NA (OH)	Parent/Community involvement will improve by 5% by June 2027 as measured by sign in sheets for BTSN and OH student/parent attendance.
Senior Parent Nights will provide incentive for Parents of pupils preparing to graduate to learn about FASFA, College Applications, and other important aspects regarding senior pupils. The events will be measured by event sign-in sheets and recording of parent contacts. % of all Parents of Senior Pupils attending	2022-2023: 5% (SN) 2023-2024: 9% (SN) 2024-2025: 11% (SN) 2025-2026: 22.7% (SN)	Senior night participation will improve by 5% by June 2027 as measured by sign in sheet for parents attending senior night.

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	Material and supplies to support parent partnerships and communications including support for Back-to-School Night and Open House. Invite parents to help organize on school site activities.	All Students	488 Title I Parent and Family Engagement

	This will include light refreshments and snacks for events and activities.		4000-4999: Materials and Supplies 4325-2495
4.2	Senior Engagement Nights to inform parents of students the requirements for graduation and credit recover, along with parent meetings lead by Counselor and staff. This will include light refreshments and snacks for events and activities.	All students	100 Title I Parent and Family Engagement 4000-4999: Materials and Supplies 4325-2495

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.

Focused on pupil parent/family engagement which included Back to School Night, Open House, and Senior Nights, as well as School Site Council events/meetings. Communications sent out via Aeries as well as promotional banners/flyers and Posting all events on school website. Pacific provided light refreshments to Back to School Night and Open House. Pacific sent out communications for upcoming engagements through Aeries Communication as well as provided visual flyers/banners to outside community. Senior Nights provided information for student's academic plan, FAFSA, credit recovery and other pertinent information for guardians/families to collaborate on a successful plan to attain graduation status.

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

There has been a steady increase in parents attending Senior Night. There are no major differences.

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.

Both Back To School Night and Open House will remain scheduled with light refreshments being offered.
Back To School Night will offer Student of the Month recognition with personal letters sent home to invite families to witness award recipients. Open House will try to be a showcase of student work and recognition with personal letters being sent home to attempt family engagement. Senior Nights will incorporate a graduation representative who will answer any questions in regards to the preparation and/or plan of Graduation Day to drive more excitement and family engagement. Communications through Aeries and visual banners and school website will promote upcoming event equal to BTSN and OH. All events will be measured by Communications and sign in sheets.

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

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

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	$22,097
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$22,097.00
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	$21,509.00
Title I Parent and Family Engagement	$588.00

Subtotal of additional federal funds included for this school: $22,097.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $22,097.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I Basic	21,509.00
Title I Parent and Family Engagement	588.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,000.00
3000-3999: Employee Benefits	428.00
4000-4999: Materials and Supplies	7,669.00
5000-5999: Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	7,000.00
3000-3999: Employee Benefits	Title I Basic	428.00
4000-4999: Materials and Supplies	Title I Basic	7,081.00
5000-5999: Operating Expenditures	Title I Basic	7,000.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	588.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,034.00
Goal 2	15,250.00
Goal 3	3,225.00
Goal 4	588.00

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Nicholas Coronado	Principal
Debra Trejo	Classroom Teacher
Amanda Radovich	Other School Staff
Harley Radovich	Parent or Community Member
Samantha Mock	Secondary Student
Anginae Robbins	Parent or Community Member

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

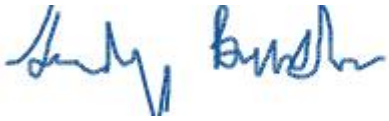
Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/2026.

Attested:

	Principal, Nicholas Coronado on 6/11/2026
	SSC Chairperson, Debra Trejo on 5/20/2026

Instructions

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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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