School Year: **2024-25**

O D Y S S E Y
STEM ACADEMY

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Odyssey STEM Academy	19648730136705	December 3, 2024	December 18, 2024

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 Odyssey STEM Academy 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 Odyssey STEM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

The Odyssey STEM Academy's comprehensive school plan for student achievement is designed to enhance learning in accordance with the Every Student Succeeds Act (ESSA). At its core, the plan prioritizes high-quality Tier 1 instruction, ensuring that all students receive differentiated and engaging teaching that meets their diverse learning needs within the general and special education classroom. Regularly scheduled biweekly collaboration among teachers and staff facilitates discussions about student progress, sharing of best practices, addressing challenges and gains, fostering a sense of community and encouraging innovative strategies.

Instructional leadership teams, comprised of content and grade level teacher teams, counselor, social worker, and administrators, are established to analyze student data, implement best practices, facilitate collaboration meetings, and drive instructional improvements, particularly for struggling students. Ongoing professional development opportunities focus on evidence-based practices, culturally responsive teaching, and differentiated instruction, with embedded support for real-time reflection and improvement.

The plan outlines Paramount Unified School District efforts in meeting the LCAP goals:

Goal 1: Elevate Deeper Learning and College, Career, and Life Readiness- This goal aims to foster critical thinking, problem-solving, and skills necessary for success beyond school, ensuring that students are well-prepared for their future endeavors.

Goal 2: Implement Comprehensive Professional Learning, Leading to Effective Change- This goal emphasizes the importance of ongoing professional development for educators, equipping them with the tools and strategies needed to drive meaningful changes in their teaching practices.

Goal 3: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety- This goal focuses on creating a supportive school culture where students feel valued, respected, and emotionally secure, which is essential for their overall well-being and academic success.

Goal 4: Enhance Family and Community Engagement- This goal seeks to build strong partnerships with families and community stakeholders through workshops, events, and consistent communication, creating a supportive network that enhances student learning.

Goal 5: Build an Inclusive and Equitable School District- This goal emphasizes the commitment to ensuring that all students, regardless of their background or abilities, have access to equitable resources, opportunities, and support within the school district. It aims to create an environment where diversity is celebrated, and every student can thrive.

Additionally, targeted interventions will be implemented to improve academic outcomes for all student groups, with regular monitoring to ensure timely assistance for those underperforming. Strategies to reduce chronic absenteeism involve engaging families and providing resources to overcome attendance barriers, such as outreach programs and community partnerships. Lastly, the plan includes initiatives aimed at continuous improvement of school culture, promoting a positive climate through social-emotional learning programs, restorative practices and student recognition systems. By continuously assessing and refining these strategies, the school provides an environment where every student can thrive academically and personally.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The site leadership team met on a monthly basis to monitor our progress during the 2023 - 2024 school year. A team of advisors, counselor, and administrators met to evaluate the implementation of new structures put into place in master schedule, curriculum, and instruction. The leadership team met with their grade level teams to discuss and implement curricular and intervention supports for all students. Morning meetings and monthly late start meetings were held to provide information and solicit their input throughout the year. Information from parent and student surveys were used in the development of the plan. 2023 - 2024 School Council Meetings were held on November 2, 2023, December 6, 2023, February 21, 2024, March 20, 2024, and May 22, 2024. The 2024 - 2025 School Council Meetings have been scheduled for October 17, 2024, November 20, 2024, December 3, 2024, January 23, 2025, February 13, 2025, March 27, 2025, and May 22, 2025.

During the beginning of the 2024 - 2025 school year, Odyssey consulted with our educational partners during the annual Title 1 Meeting held on September 12, 2024 and with the School Site Council (SSC) on October 17, 2024, November 20, 2024, and December 3, 2024. Our educational partners reviewed the District's Vision, Mission, and Strategic Priorities and submitted feedback and ideas for increasing family engagement and scholar support this year. It was suggested that we continue to use Advisory for our SEL lessons and community of practice, increase opportunities for students to participate in college, career, and cultural events to engage them in global and post-secondary opportunities, and incentivize student attendance. The school's principal led the discussion of the School Plan for Student Achievement and provided specific information for the five goals where activities' details and funding sources related to each goal were shared. SSC voted unanimously approved the School Plan for Student Achievement on December 11, 2024.

The Odyssey STEM Academy's School Site Council (SSC) conducts the needs assessment process annually with educational partners and gathers input to develop, approve and monitor progress toward established goals. These goals focus on student achievement, address subpopulation needs and aim to close achievement gaps through continuous cycles of improvement. It also addresses the needs identified in District LCAP Goals and District Strategic Priorities:

- Elevate deeper learning and college, career, and life readiness.

- Implement comprehensive professional learning, leading to effective change.

- Cultivate a nurturing and emotionally safe environment to strengthen well-being, belonging, and a sense of safety.

- Enhance family and community engagement.

- Build an inclusive and equitable school district.

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.

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.

In the California Dashboard for Academic Performance, Mathematics indicators are areas of concern which reflects in the orange performance levels. All Students and Socioeconomically Disadvantaged scored in the orange performance levels reflected 107 points below standard.

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.20%	0.2%	%	1	1	
African American	6.85%	7.11%	7.47%	34	35	29
Asian	0.60%	1.02%	1.03%	3	5	4
Filipino	0.20%	0.41%	%	1	2	
Hispanic/Latino	89.11%	86.99%	86.34%	442	428	335
Pacific Islander	0.60%	0.61%	0.52%	3	3	2
White	2.02%	2.44%	3.09%	10	12	12
Multiple	0.40%	1.22%	1.55%	2	6	6
			Total Enrollment	496	492	388

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 9	142	141	63
Grade 10	128	127	111
Grade 11	112	118	104
Grade 12	114	106	110
Total Enrollment	496	492	388

Conclusions based on this data:

1. Enrollment has maintained in the 2023 - 2024 school year.

2. Internal Data reviewed has shown a decline in enrollment in the 2024 - 2025 school year.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	37	50	29	8.6%	7.5%	7.5%
Fluent English Proficient (FEP)	270	245	196	53.9%	54.4%	50.5%
Reclassified Fluent English Proficient (RFEP)	227	214	170	6.1%	45.8%	43.8%

Conclusions based on this data:

1. The percentage of English Learners at Odyssey STEM Academy is 7.5% for the second year in a row, and the site needs to identify and implement common instructional strategies.

2. English Learner Enrollment declined by 42%, and Fluent English Proficient (FEP) students declined by 20%.

3. Reclassification (RFEP) data unavailable for the previous year.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	112	116	101	109	116	101	109	116	101	97.3	100.0	100
All Grades	112	116	101	109	116	101	109	116	101	97.3	100.0	100

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2639.	2609.	2647.	35.78	24.14	38.61	41.28	38.79	35.64	15.60	25.00	17.82	7.34	12.07	7.92
All Grades	N/A	N/A	N/A	35.78	24.14	38.61	41.28	38.79	35.64	15.60	25.00	17.82	7.34	12.07	7.92

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	33.03	25.00	40.59	58.72	63.79	49.50	8.26	11.21	9.90
All Grades	33.03	25.00	40.59	58.72	63.79	49.50	8.26	11.21	9.90

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	33.03	25.00	39.60	58.72	62.07	49.50	8.26	12.93	10.89
All Grades	33.03	25.00	39.60	58.72	62.07	49.50	8.26	12.93	10.89

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	15.60	16.38	22.77	77.06	69.83	67.33	7.34	13.79	9.90
All Grades	15.60	16.38	22.77	77.06	69.83	67.33	7.34	13.79	9.90

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	36.70	28.45	44.55	55.05	61.21	50.50	8.26	10.34	4.95
All Grades	36.70	28.45	44.55	55.05	61.21	50.50	8.26	10.34	4.95

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Conclusions based on this data:

1. Participation rate continues to be 100% for the second year in a row.

2. ELA scores continue to be a strength at Odyssey STEM Academy with an increase of a 12% of students meeting or exceeding standards. Cross curricular projects and writing instructional strategies support reading, writing, listening, and research/inquiry schoolwide.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	112	116	101	108	114	101	108	114	101	96.4	98.3	100
All Grades	112	116	101	108	114	101	108	114	101	96.4	98.3	100

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2525.	2520.	2574.	2.78	4.39	10.89	12.04	11.40	21.78	27.78	23.68	23.76	57.41	60.53	43.56
All Grades	N/A	N/A	N/A	2.78	4.39	10.89	12.04	11.40	21.78	27.78	23.68	23.76	57.41	60.53	43.56

Overall Achievement for All Students

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Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.78	1.75	10.89	32.41	35.96	45.54	64.81	62.28	43.56
All Grades	2.78	1.75	10.89	32.41	35.96	45.54	64.81	62.28	43.56

Concepts & Procedures — Applying mathematical concepts and procedures

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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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	10.19	8.77	14.85	69.44	65.79	60.40	20.37	25.44	24.75
All Grades	10.19	8.77	14.85	69.44	65.79	60.40	20.37	25.44	24.75

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	5.56	6.14	10.89	63.89	59.65	69.31	30.56	34.21	19.80
All Grades	5.56	6.14	10.89	63.89	59.65	69.31	30.56	34.21	19.80

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Conclusions based on this data:

1. Participation rate increased to 100% with a 2% growth.

2. While Mathematics is an area of need in comparison to Language Arts at Odyssey STEM Academy, there was a 17% increase in students meeting or exceeding standard in Mathematics.

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1522.3	1554.4	*	1510.8	1570.5	*	1533.3	1537.8	*	12	11	*
10	1540.4	*	*	1532.3	*	*	1548.1	*	*	14	8	9
11	*	1564.2	*	*	1557.6	*	*	1570.5	*	8	15	4
12	*	*	1563.6	*	*	1575.2	*	*	1551.6	*	8	13
All Grades										35	42	28

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	9.09	*	8.33	18.18	*	83.33	72.73	*	8.33	0.00	*	12	11	*
10	0.00	*	*	42.86	*	*	50.00	*	*	7.14	*	*	14	*	*
11	*	0.00	*	*	60.00	*	*	40.00	*	*	0.00	*	*	15	*
12	*	*	7.69	*	*	53.85	*	*	38.46	*	*	0.00	*	*	13
All Grades	0.00	7.14	3.57	22.86	52.38	42.86	65.71	40.48	50.00	11.43	0.00	3.57	35	42	28

Overall Language — Percentage of Students at Each Performance Level for All Students

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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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	27.27	*	50.00	36.36	*	50.00	36.36	*	0.00	0.00	*	12	11	*
10	21.43	*	*	42.86	*	*	35.71	*	*	0.00	*	*	14	*	*
11	*	26.67	*	*	53.33	*	*	20.00	*	*	0.00	*	*	15	*
12	*	*	53.85	*	*	38.46	*	*	7.69	*	*	0.00	*	*	13
All Grades	11.43	28.57	28.57	42.86	50.00	50.00	40.00	21.43	17.86	5.71	0.00	3.57	35	42	28

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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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	*	8.33	18.18	*	66.67	45.45	*	25.00	36.36	*	12	11	*
10	0.00	*	*	21.43	*	*	57.14	*	*	21.43	*	*	14	*	*
11	*	6.67	*	*	20.00	*	*	53.33	*	*	20.00	*	*	15	*
12	*	*	7.69	*	*	0.00	*	*	46.15	*	*	46.15	*	*	13
All Grades	0.00	2.38	3.57	11.43	21.43	7.14	60.00	54.76	57.14	28.57	21.43	32.14	35	42	28

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Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	18.18	*	91.67	63.64	*	8.33	18.18	*	12	11	*
10	0.00	*	*	85.71	*	*	14.29	*	*	14	*	*
11	*	0.00	*	*	80.00	*	*	20.00	*	*	15	*
12	*	*	15.38	*	*	53.85	*	*	30.77	*	*	13
All Grades	0.00	9.52	8.00	82.86	73.81	56.00	17.14	16.67	36.00	35	42	25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	58.33	90.91	*	33.33	9.09	*	8.33	0.00	*	12	11	*
10	42.86	*	*	57.14	*	*	0.00	*	*	14	*	*
11	*	93.33	*	*	6.67	*	*	0.00	*	*	15	*
12	*	*	92.31	*	*	7.69	*	*	0.00	*	*	13
All Grades	48.57	95.24	75.00	45.71	4.76	25.00	5.71	0.00	0.00	35	42	28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	*	41.67	54.55	*	58.33	45.45	*	12	11	*
10	0.00	*	*	50.00	*	*	50.00	*	*	14	*	*
11	*	6.67	*	*	53.33	*	*	40.00	*	*	15	*
12	*	*	7.69	*	*	38.46	*	*	53.85	*	*	13
All Grades	0.00	4.76	3.85	37.14	57.14	42.31	62.86	38.10	53.85	35	42	26

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	*	91.67	100.00	*	8.33	0.00	*	12	11	*
10	0.00	*	*	100.00	*	*	0.00	*	*	14	*	*
11	*	13.33	*	*	86.67	*	*	0.00	*	*	15	*
12	*	*	7.69	*	*	84.62	*	*	7.69	*	*	13
All Grades	0.00	4.76	3.57	91.43	95.24	92.86	8.57	0.00	3.57	35	42	28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. English Learners score higher in Oral Language versus Written Language.

2. Speaking Domain is an area of strength for English Learners.

3. Writing Domain continues to be an area of need for English Learners.

School and Student Performance Data
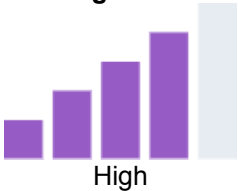
California School Dashboard
Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
492	**92.9**	**10.2**	**0.4**
Total Number of Students enrolled in Odyssey STEM Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	50	10.2
Foster Youth	2	0.4
Homeless	3	0.6
Socioeconomically Disadvantaged	457	92.9
Students with Disabilities	68	13.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	35	7.1
American Indian	1	0.2
Asian	5	1
Filipino	2	0.4
Hispanic	428	87
Two or More Races	6	1.2
Pacific Islander	3	0.6
White	12	2.4

Conclusions based on this data:

1. Based on internal data, overall enrollment has declined.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Blue		
College/Career High		

Conclusions based on this data:

1. In the California Dashboard for Academic Performance, Mathematics and Language Arts indicators are areas of concern which reflects in the orange and yellow performance levels. English Learner Progress is the blue performance level and College/Career Indicator is the High performance level.

2. In the California Dashboard for Academic Engagement, Graduation Rate indicator is an area of strength.

3. California Dashboard for Conditions and Climate has improved to the green performance level in the Suspension Rate indicator.

School and Student Performance Data

Academic Performance
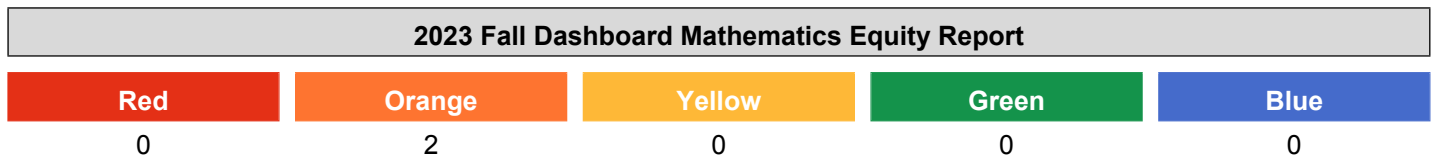### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	79 points below standard	No Performance Color
26.5 points above standard	Decreased Significantly -36.4 points	0 Students
Decreased Significantly -30 points	21 Students	
116 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	55.9 points below standard
0 Students	26.8 points above standard	Increased +6.3 points
	Decreased Significantly -28.2 points	20 Students
	110 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 29.4 points above standard Decreased Significantly -29.4 points 102 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
115.6 points below standard 15 Students	Less than 11 Students 6 Students	39.7 points above standard Decreased Significantly -32.1 points 44 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged and Hispanic students are above standard yet decreased by 28-29 points overall.

2. All Students, English Learners, Students with Disabilities, and English Only students are below standard in Language Arts.
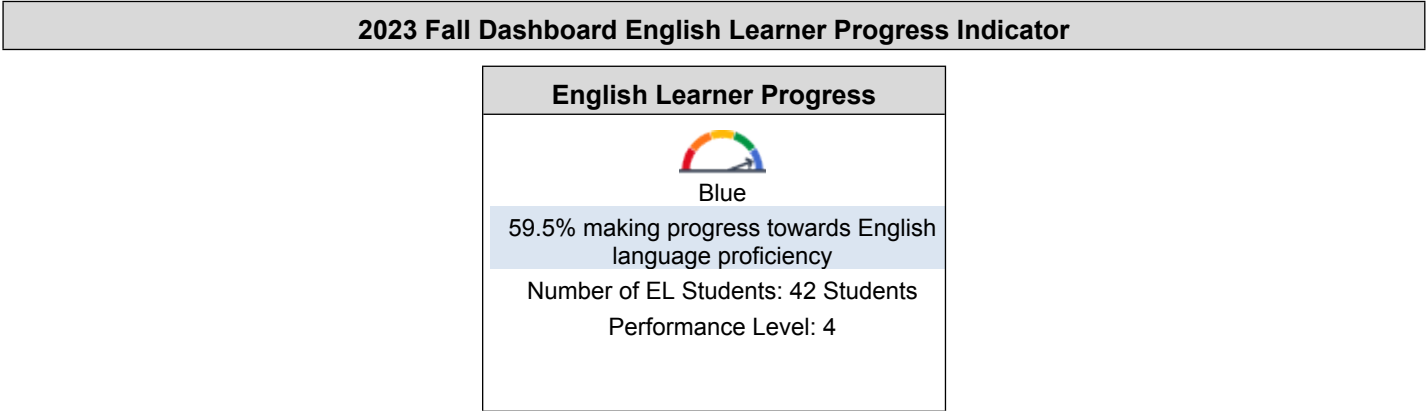
School and Student Performance Data

Academic Performance
Mathematics

The 2023 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange 107.1 points below standard Decreased -4.5 points 114 Students	207.4 points below standard Decreased Significantly -33.6 points 21 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	Orange 107.5 points below standard Maintained -2.1 points 108 Students	203.6 points below standard Maintained -0.9 points 20 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 105 points below standard Decreased -5.7 points 100 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
241.3 points below standard 15 Students	Less than 11 Students 6 Students	94.8 points below standard Increased +3 points 44 Students

Conclusions based on this data:

1. All Students, English Learners, Students with Disabilities, and English Only students are below standard in Language Arts.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
59.5% making progress towards English language proficiency
Number of EL Students: 42 Students
Performance Level: 4

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.

2023 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
6	11	0	25

Conclusions based on this data:

1. 25% of English Learners progressed at least 1 ELPI level.

2. 59.5 % of English Learners are making progress towards English Language proficiency.

3. 6% of English Learners decreased one ELPI level and 11% maintained their ELPI level.
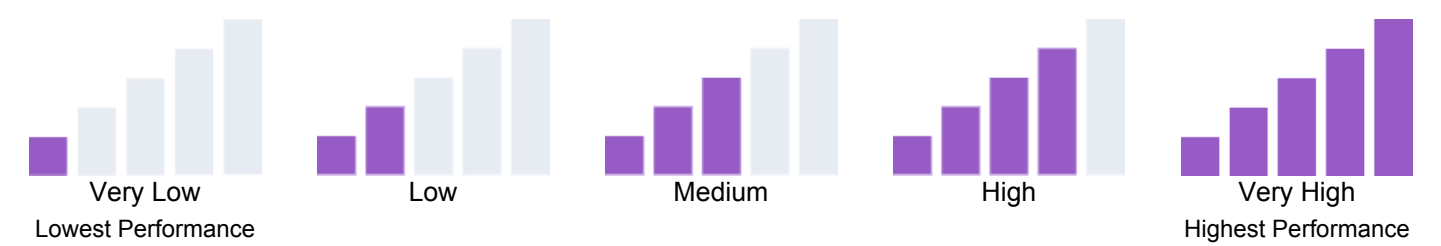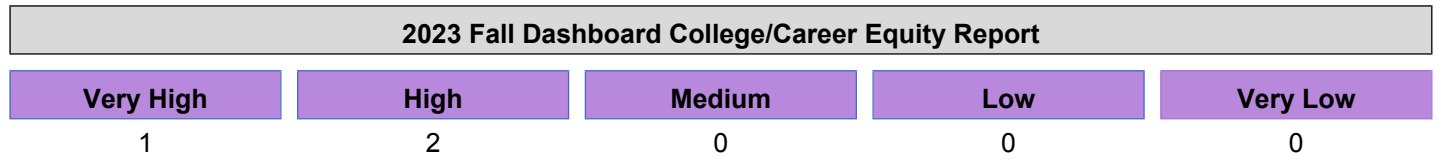
School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

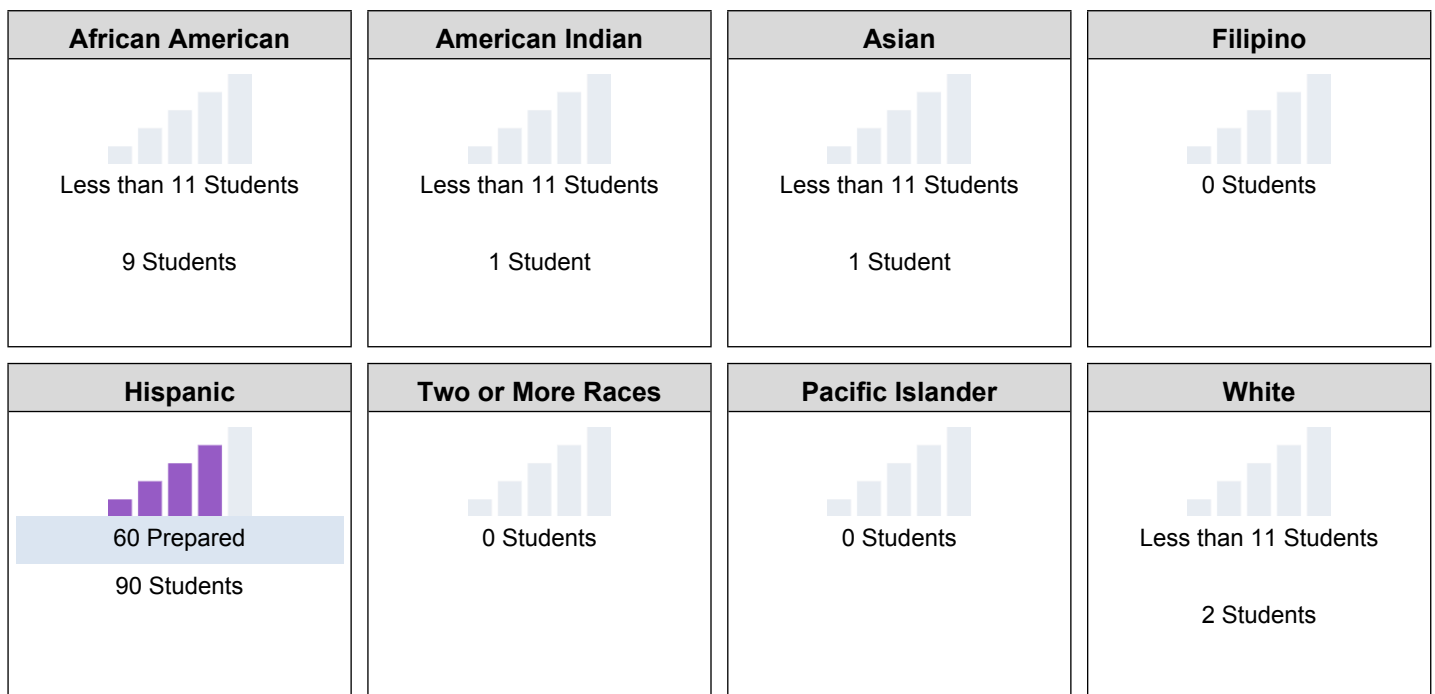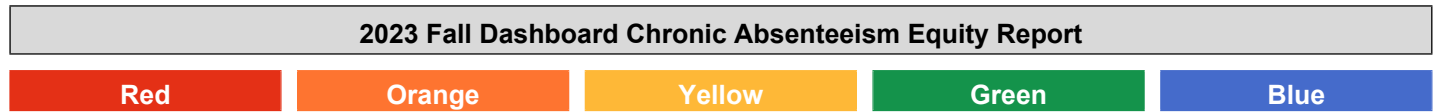| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	2	0	0	0

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students

58.3 Prepared

103 Students

English Learners

18.2 Prepared

11 Students

Foster Youth

Less than 11 Students

1 Student

Homeless

Less than 11 Students

3 Students

Socioeconomically Disadvantaged

57.1 Prepared

98 Students

Students with Disabilities

11.8 Prepared
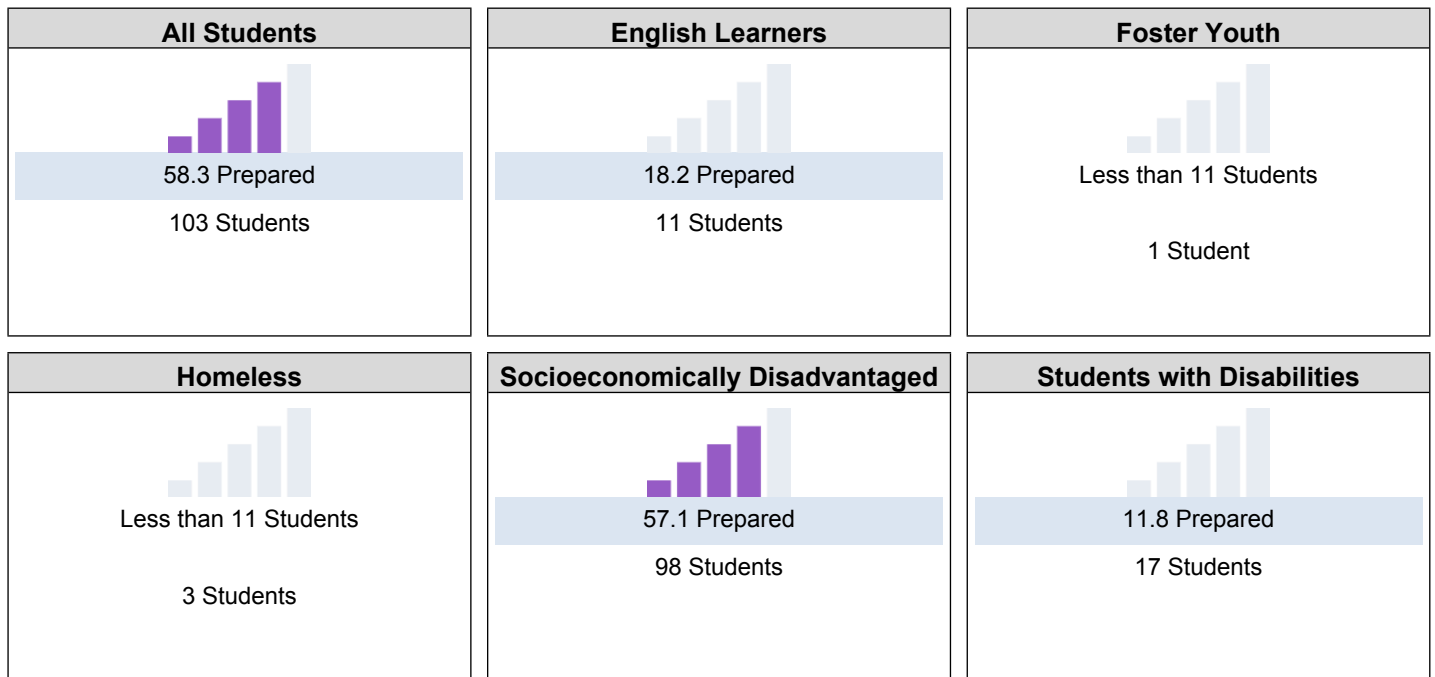
17 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

Less than 11 Students

9 Students

American Indian

Less than 11 Students

1 Student

Asian

Less than 11 Students

1 Student

Filipino

0 Students

Hispanic

60 Prepared

90 Students

Two or More Races

0 Students

Pacific Islander

0 Students

White

Less than 11 Students

2 Students

Conclusions based on this data:

1. 58.3% of All Students placed in the "Prepared" level on the College/Career Indicator.

2. 57.1% of Socioeconomically Disadvataged students placed in the "Prepared" level on the College/Career Indicator.

3. 60% of Hispanic students placed in the "Prepared" level on the College/Career Indicator.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Conclusions based on this data:

1. No data presented.

2. Internal school site data review indicated that 12% of our current students are considered chronically absent, 14% of our current students are considered nearly chronically absent, and 15%.of our current students are considered trending chronically absent.

3. Internal school site data review indicated that 59% of our current students do not have an attendance concern.

School and Student Performance Data

Academic Engagement
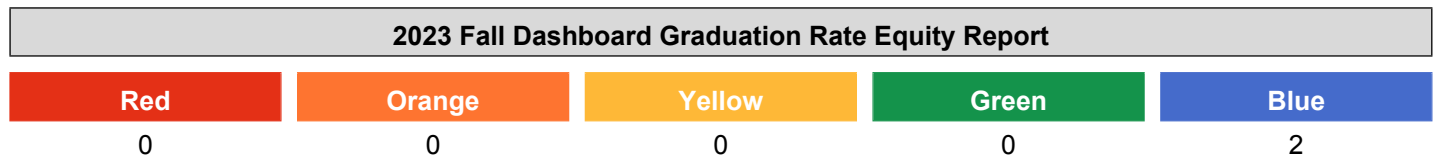### Graduation Rate

The 2023 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	100% graduated	Less than 11 Students
99% graduated	11 Students	
Decreased -1		1 Student
103 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Blue	100% graduated
	99% graduated	17 Students
3 Students	Decreased -1	
	98 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 9 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 98.9% graduated Decreased -1.1 90 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. Graduation Rate is in the blue performance indicator for All Students, Socioeconomically Disadvantaged Students, and Hispanic Students.

School and Student Performance Data

Conditions & Climate
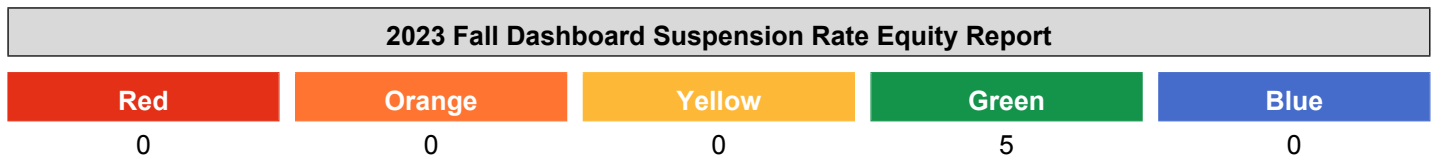### Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	5	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	Less than 11 Students
3.6% suspended at least one day	5.9% suspended at least one day	2 Students
Declined -0.6	Declined -2.2	
500 Students	51 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	Green
6 Students	3.5% suspended at least one day	1.4% suspended at least one day
	Declined -1	Declined -4.2
	463 Students	72 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green 2.7% suspended at least one day Declined -8.7 37 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 3.2% suspended at least one day Declined -0.6 431 Students	Less than 11 Students 7 Students	Less than 11 Students 3 Students	0% suspended at least one day 14 Students

Conclusions based on this data:

1. California Dashboard for Conditions and Climate has improved to the green performance level in the Suspension Rate indicator for All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American Students, and Hispanic Students.

2. There is a need to address the suspension rate of African American (2.7%), English Learners (5.9%), and Students with Disabilities (1.4%).

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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

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

As part of the comprehensive needs assessment, educational partners examined parent surveys, ELPAC Scores, state assessment results, and grades. The 2024 SBA and CAST assessment data showed growth n ELA, Math, and Science results. Results continue to indicate a need to provide high quality data-driven first best instruction using effective instructional strategies, gradual release of scaffolds and informal assessments. The data indicates a need to provide effective interventions using the CA MTSS model with progress monitoring tools to measure growth.

Odyssey administration and instructional team need to identify and implement effective instructional strategies to increase academic indicators for all scholars including student groups, such as English Learners, African American and Students With Disabilities, to ensure that all students are achieving at high academic levels and students' personal learning goals and needs are addressed.

2024 CAASP results:
ELA: 74% Met or Above Standard
Mathematics: 33% Met or Above Standard

2024 CAST results:
Science: 51% Met or Above Standard

There is a need to increase student achievement in Language Arts, Mathematics, and Science.

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
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 74% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (77%)
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 33% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (36%)
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 51% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (54%)
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	59.5% making progress Blue Status CA School Dashboard Fall 2023	Increase English Learners making progress by 3% (63%)

Graduation Rate (CA School Dashboard)	99% graduated Blue Status CA School Dashboard Fall 2023		Increase students meeting graduation rate by 1% (100%)	
CCI: College & Career Indicator (CA School Dashboard)	58.3% Prepared High Status CA School Dashboard Fall 2023		Increase graduates being prepared by 3% (62%)	

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	Progress Monitoring	Proposed Expenditures
1.1	Placeholder - District Funded - Action 1		Bi-weekly meetings with principal and school collab teams.	District Funded
1.2	AVID section. AVID is an academic acceleration program that aims to prepare students in the academic middle for four-year colleges. The AVID elective curriculum features writing, inquiry, collaboration, organization, reading, notetaking, and study skills. The AVID elective teacher is responsible for supporting students' academic success across content areas.	All Students	Master Schedule School Site AVID Plan i-Ready (MS only) Grades A-G completion (HS only) AVID Certification Instrument	District Funded
1.3	1 CTE Teachers: Coordinating and collaborating with teachers to develop engaging, rigorous, and hands-on lessons and lab activities based on the district curriculum guide. CTE teachers focus on cooperative learning structures to provide the most effective instructional program possible based on CTE state standards for their pathway. Prepare, administer, and grade assignments in a timely manner providing feedback to students about their progress and providing opportunities that allow students to succeed. Use current technology to enhance institutional effectiveness and be willing to apply any other new technology necessary to enhance learning. Provide supervision and safety of students.	All Students	Enrollment numbers per class/pathway CTE Completers PLTW End of Course Assessments Ensure CTE positions are filled with CTE Credential Student Grade Data - Semester	District Funded
1.9	The use of materials and supplies for math, humanities, science and Spanish courses to assist in the effective instruction of students by providing cross-curricular and meaning real-life experiences in the projects-based learning curriculum.	All Students	Purchases and use will be shared with the School Site Council (SSC). ELAC and ILT will identify purchases and provide the rationale for suggested purchases to the principal for approval. The principal will	5000 Title I Part A: Allocation

				present purchases to the SSC.	
1.10	Provide targeted ELD instruction, differentiated teaching strategies, and integrated language development across subjects and conduct regular observations to monitor student engagement, participation in discussions, and use of academic language to monitor progress. Engage families through culturally relevant communication and offer ongoing professional development for teachers to ensure effective support and inclusivity.	English Learners	Regularly administer assessments, such as the English Language Proficiency Assessments for California (ELPAC), to track students' growth in speaking, listening, reading, and writing. Maintain ongoing communication with families about their child's language and academic progress, using home languages where necessary.	3000 Title I: ELD
1.11	Fund field trips to enhance literacy and numeracy content taught at each grade level through real-life experiences and support the development of student academic performance.	All Students	Grade levels will request and provide a rationale explaining how the field trip will support/enhance grade-level instruction to the principal for approval. The principal will present the provided information to the SSC.	11516 Title I Part A: Allocation
1.12	Extra Hours for ILT Team members: follow-up site meetings focused on planning grade-level team training. This training could take place during grade level collaboration or staff meetings, supporting the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Develop and deliver professional development to train staff on the PUSD Framework, Focusing on the Powerful Professional Learning Cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and teacher team trainings.	Title I Part A: Allocation
1.13	Release time for content level teams focused on the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Participate in professional development trainings on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance	Title I Part A: Allocation

			indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and teacher team trainings.	
1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
1.23	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school administration and teachers	District Funded
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits Teacher and student use of technology during daily instruction	District Funded District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students Classroom use Tracking of student replacement	District Funded District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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.

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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

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.

In Paramount Unified School District, school are given the direction to ensure all students/scholars and educators are empowered to learn collaboratively through engaging, challenging, and rigorous work that enables them to think critically and purposefully communicate around grade-level content standards in a safe and inclusive environment. Through the development of Instructional Leadership Teams (ILT), the goal is to improve teaching, learning, pedagogy, and student learning by developing both their leadership skills as well as content specific knowledge. Their practices will be guided by ongoing data examination to provide a rigorous instructional program that supports the needs of all students, including social-emotional and academic needs. By leveraging the expertise of an ILT, Odyssey STEM Academy will more effectively align its schoolwide efforts to improve performance in Math, Humanities, Science, and English learner progress, ensuring that improvement goals are met and/or exceeded through focused and strategic interventions.

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
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

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	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025 Current School Site AVID Plans Pre-Conference meeting by the end of May 2025	District Funded

			AVID 2025-2026 Site Plan development at the conference	
2.6	Extra Hours for ILT Team members: follow-up site meetings focused on planning grade-level team training. This training could take place during grade level collaboration or staff meetings, supporting the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Develop and deliver professional development to train staff on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and team-level trainings.	5000 Title I Part A: Allocation
2.7	Release time for content level teams focused on the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Participate in professional development trainings on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and team-level trainings.	6000 Title I Part A: Allocation
2.8				

Annual Review

SPSA Year Reviewed: 2023-24

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.

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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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

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

Suspension Rate:
Overall: 4.2%
African American: 11.4%
Hispanic: 3.8%
English Learners: 8.1%
Special Education: 5.6%

Attendance: 94.6%

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
Suspension Rate Indicator (CA School Dashboard)	3.6% Green status CA School Dashboard Fall 2023		
Cumulative attendance (PUSD Dashboard)	94.4% EOY 2023-2024		Increase cumulative attendance by 2% (96%)
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	9th: 74%	12th: 72%	Increase by 3% (Grade 9: 77% and Grade 12: 75%)
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	9th: 66%	12th: 74%	Increase by 3% (Grade 9: 69% and Grade 12: 77%)
CHKS Student School Connectedness (5th) (7th) (9th) A6.4/A6.3	9th: 70%	12th: 62%	Increase by 3% (Grade 9: 73% and Grade 12: 65%)

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	Progress Monitoring	Proposed Expenditures
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior	All Students	SEL Data (monthly/weekly attendance,	District Funded

				suspension, counseling, etc.)	
	supports through the application of the science of Applied Bahavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students ith autism and social skills programming for students. BCBAs conduct functional behavioral assessmetns and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.				District Funded
3.3	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students		SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
3.4	Extra hours for the Climate and Culture Leadership Team (CCLT) members: follow-up site meetings focused on planning schoolwide training. This training could take place during grade level collaboration or staff meetings, supporting the implementation of research-based strategies shared in the district Safe and Civil Schools professional development and allowing for further review of site data and planning for next steps.	All Students		Develop and deliver professional development to train staff on the implementation of Safe and Civil Schools. This includes key performance indicators and success criteria for the "Foundations Implementation Rubric," facilitated through schoolwide meetings and team-level trainings.	4000 Title I Part A: Allocation
3.5	Release time for grade level teams focused on the implementation of research-based strategies shared in the district Safe and Civil Schools training and allowing for further review of site data and planning for next steps.	All Students		Participate in professional development trainings on the implementation of Safe and Civil Schools. This includes key performance indicators and success criteria for the "Foundations	5000 Title I Part A: Allocation

			Implementation Rubric," facilitated through schoolwide meetings and team-level trainings.	
3.6	Student incentives and assemblies will be provided to honor students with improved/maintained attendance, grade marks, citizenship, awards, and focus/effort on testing including the ELPAC and CAASPP. Students and families will participate in celebratory recognition events throughout the school year to acknowledge growth, effort and achievement both in and out of class.	All Students	Administer student, parent, and teacher surveys after assemblies and events over the course of the year to monitor data on the effectiveness of the outreach services.	5000 Title I Part A: Allocation
3.7	Provide educational partners multiples opportunities to address what research has revealed regarding the impact of family involvement in a student's life and assist in the removal of barriers they may encounter that affect student attendance.	All Students	Support staff will create engaging presentations for educational partners on the importance of regular school attendance, its impact on academic success, and practical strategies for ensuring consistency. These presentations will include visuals and interactive discussions. After each event, a survey will assess the impact on parents' attitudes and behaviors regarding attendance. Analyzing the survey results will inform improvements for future sessions.	137 Title I Part A: Parent Involvement
3.8	Implement enhanced behavior management training for staff to establish positive reinforcement systems and ensure clear communication of behavioral expectations. Increase engagement through extracurricular activities and utilize restorative practices that focus on repairing harm. Encourage parental involvement, utilize data-driven decision-making to identify trends, and provide access to mental health resources.	All Students	To establish positive reinforcement systems and clear behavioral expectations in school, professional development focused on creating a unified set of behavioral standards. Diverse extracurricular activities that enhance student engagement and promote positive behaviors as outlined in Foundations for Safe and Civil Schools to reinforce desirable conduct, and recognition programs to celebrate student achievements at the	3000 Title I Part A: Allocation

				quarter and semester recognition.	
3.9	Provide funding for supplies, materials, and resources that teach students how to demonstrate empathy toward others' feelings and circumstances, while encouraging reflection on how they contribute to a diverse and inclusive environment. The school will host assemblies and opportunities to recognize students who show resilience, perseverance, and grit, overcoming challenges and refusing to be limited by their circumstances.	All Students	Track the purchases of empathy-focused materials to ensure alignment with Odyssey STEM Academy's core values and teach empathy, promote diversity, and recognize student resilience. Utilize student surveys and collect feedback to gather data on student impact. Gather reflections from students on empathy and inclusivity, assessing shifts in school culture to assist in the MTSS process.	5000 Title I Part A: Allocation	
3.10	Attend conferences/workshops to cultivate a nurturing and emotionally safe learning environment to strengthen the well-being, belonging, and sense of safety at school.	All Students	Participate in the professional development trainings on the implementation of a nurturing and safe learning environment.	5000 Title I Part A: Allocation	
3.14				District Funded	
3.22	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded	
3.23	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded	

3.24	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.25	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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.

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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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

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

Family outreach is generally strong with active participation at school events approaching approximately 70% of the total school population. While family attendance is high during Back to School Night and Exhibitions of Learning, there is a need to further involve families as educational partners as reflected in the completion of the parent survey results. Altitude is Odyssey's Learning Management System, but guardian activity on Altitude is low, at 30% at the beginning of the school year. Without current information on scholar academic progress, families are unable to support scholars in their classes and academic progress. In addition, families do not consistently share questions and feedback during the variety of school-to-home communication. All families are signed up for ParentSquare as the district-wide communication tool, yet only 66% of the families reported using Parent Square at least one a week. Additionally, LCAP Parent Survey results is low in participation by our families.

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
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	93% School Year 2023-2024	Increase by 3%
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	66% School Year 2023-2024	Increase by 3%
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	93% average (4 or 5) as of June 12, 2024	Increase by 3%
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	86% School Year 2023-2024	Increase by 3%
Families report attending events (Title I/LCAP Parent Survey)	60 parents - Open House 57 parents - Back to School Night 7 parents - Parent Education Classes	Increase parents reporting attending events by 3%

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	Progress Monitoring	Proposed Expenditures

4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	AVID Students	Review of School Site Plans Fall and Spring Site visit with site coordinator and administrator AVID Site Coordinator Meetings	District Funded
4.5	Provide extra hours for staff to serve as educational partners to communicate and coordinate Parent Meetings between staff and family via meetings, trainings, and workshops for attendance.	All Students	Identify and implement preventive attendance interventions and incentives for all student groups and inform parents and families through the Parent Meetings and Universities on the importance of attendance and impact of families on educational success.	914 Title I Part A: Parent Involvement
4.6	Allocate additional hours for teachers and support staff to plan and execute family engagement events and training sessions (Parent Universities, Orientation Nights, and Parent Conferences). These initiatives will support parents as our educational partners in enhancing student achievement and promoting their children's social and emotional health, fostering a positive attitude toward school and learning.	All Students	Survey and identify family engagement topics facilitated through Parent University events and Orientation meetings. Monitor participation rates and survey completion to understand the effectiveness of the outreach program and provided information for parents and families.	914 Title I Part A: Parent Involvement
4.7	Training staff to create a positive school climate and focus specifically on the development of social-emotional competencies of children and adults and the use of Tier 1 & 2 Multi-Tiered System of Supports strategies in the classroom.	All Students	Monitor the progress of Odyssey STEM Academy's MTSS system including but not limited to: Foundations for Safe and Civil Schools Implementation Counselor and Social Worker Training and Conferences Comprehensive Student Assistant Team (CSAT) - Grade levels SART/SARB Training and Implementation	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2023-24

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Analysis

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

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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, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

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.

Identify student needs through culture and academic supports to create an environment where all students feel safe, supported, and connected to academics and activities. While Odyssey STEM Academy has seen growth in student connections (school involvement; clubs), the school must continue to strive to lower suspension rates and other means of correction through the use of Safe and Civil Schools and Restorative Practices. Attendance and survey results show that our school is supporting all students while providing an inclusive environment; however, growth is still needed to ensure all students find success and develop a strong connection with our 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
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 74% School Year 2023-2024 English Learners: 0% African American: 50% Hispanic: 76% SPED: 0% Foster Youth: N/A SED: 74% LTEL: N/A	Increase All Students Meeting or Exceeding in ELA by 3% English Learners: 0% Increase African American Students Meeting or Exceeding in ELA by 3% Increase Hispanic Students Meeting of Exceeding in ELA by 3% SPED: 0% Foster Youth: N/A Increase SED Students Meeting or Exceeding in ELA by 3% LTEL: N/A
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 33% School Year 2023-2024 English Learners: 0% African American: 13% Hispanic: 33% SPED: 0% Foster Youth: N/A SED: 32% LTEL: N/A	Increase All Students Meeting or Exceeding in Math by 3% English Learners: 0% Increase African American Students Meeting or Exceeding in Math by 3% Increase Hispanic Students Meeting of Exceeding in Math by 3% SPED: 0% Foster Youth: N/A Increase SED Students Meeting or Exceeding in Math by 3% LTEL: N/A
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 51% School Year 2023-2024 English Learners: 5% African American: 46%	Increase All Students Meeting or Exceeding in Science by 3% English Learners: 0%

	Hispanic: 51% SPED: 0% Foster Youth: N/A SED: 50% LTEL: N/A	Increase African American Students Meeting or Exceeding in Science by 3% Increase Hispanic Students Meeting of Exceeding in Science by 3% SPED: 0% Foster Youth: N/A Increase SED Students Meeting or Exceeding in Science by 3% LTEL: N/A
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	59.5% making progress Blue Status Decreased at Least 1 ELPI Level: 14.3% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 26.2% Maintained ELPI Level 4: N/A Progressed at Least 1 ELPI Level: 59.5% CA School Dashboard Fall 2023	Increase English Learners Meeting or Exceeding by 3%
Graduation Rate (CA School Dashboard)	99% graduated Blue Status Hispanic: 98.9% graduated SED: 99% graduated CA School Dashboard Fall 2023	Increase Graduation Rate for All Students by 1% Increase Graduation Rate for Hispanic Students by 1.1% Increase Graduation Rate for SED Students by 1%
CCI: College & Career Indicator (CA School Dashboard)	58.3% Prepared High Status Hispanic: 60% prepared SED: 57.1% prepared CA School Dashboard Fall 2023	Increase All Graduates being prepared by 3% Increase Hispanic Graduates being prepared by 3% Increase SED Graduates being prepared by 3%

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	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending	All Students		District Funded

	District meetings, trainings, and outside conferences as directed.			
5.2	AVID Tutors: Under the supervision of the site principal and AVID coordinator and AVID elective teacher, AVID Tutors assist students in academic subjects in order to develop habits of mind and higher standards of academic achievement among students which will increase postsecondary educational options upon high school graduation. AVID Tutors are distinguished from other Tutors and Instructional Aides/Assistants in that AVID Tutors are trained in the use of AVID strategies to enhance academic performance of targeted high school students and serve as role models and mentors.	AVID Elective Students AVID Excel	AVID Tutor Evaluation Grade Data	District Funded
5.3	CTEIG Match: Program established as a state education, economic, and workforce development initiative to provide pupils in kindergarten through grade twelve with the knowledge and skills necessary to transition to employment and postsecondary education. For any funding received from this program, EC Section 53071(a)(1)(D)(i) requires a local match from fiscal year (FY) 2024–25 of two dollars ($2) for every one dollar ($1).	All Students	Quarterly Budget Revisions Allowable and Non-Allowable Expenditures Yearly Budget reporting	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences. 3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps. 4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking. 5) Remediation and Credit Recovery: High school students needing additional support to meet graduation	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	District Funded District Funded

	or A-G credit requirements can participate in credit recovery courses.			
5.5	Assistant Principals support the principal to meet District goals, attain school plan objectives through supportive management of the school's educational programs, and assist in the coordination of all state and federal categorical/special programs provided at the school site.	All Students	Student achievement data (such as the California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	District Funded
5.6	Train all staff to implement the systematic approach and management practices of Safe and Civil Schools through the implementation of CHAMPS/STOIC in our classrooms, in our office, and outside areas.	All Students	Odyssey staff will be provided opportunities to attend professional development and conferences focusing on CHAMPS: a proactive and positive approach to classroom management. Utilizing data of student achievement, SEL, and College and Career Readiness, the school will analyze the specific data and survey results.	4000 Title I Part A: Allocation
5.7	Fund extra hours for academic interventions including tutoring, assessment retake, and additional course enrollment, and for additional teacher/support staff collaboration time to plan for interventions for grade levels to address the needs of struggling students, students with disabilities, and English Learners to improve academic performance.	All Students	Attendance of students for intervention, lessons planned by teams, student data of progress in intervention.	5000 Title I Part A: Allocation
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$68,481.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$63,516.00
Title I Part A: Parent Involvement	$1,965.00

Subtotal of additional federal funds included for this school: $65,481.00

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 ($)
Title I: ELD	$3,000.00

Subtotal of state or local funds included for this school: $3,000.00

Total of federal, state, and/or local funds for this school: $68,481.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	1965	0.00
Title I Part A: Allocation	63516	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	63,516.00
Title I Part A: Parent Involvement	1,965.00
Title I: ELD	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	46,653.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	63,516.00
	Title I Part A: Parent Involvement	1,965.00
	Title I: ELD	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,516.00
Goal 2	11,000.00
Goal 3	27,137.00
Goal 4	1,828.00
Goal 5	9,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Alicia Megofna	Principal
Marianne Leon	Classroom Teacher
Sara Morgan	Classroom Teacher
Gerlhen Perez	Classroom Teacher
Cynthia Chavez	Other School Staff
Astrid Rodriguez	Parent or Community Member
Parent B	Parent or Community Member
Parent C	Parent or Community Member
Nathan Arzate	Secondary Student
Monserrat Duran	Secondary Student
Cristina Ochoa	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Alicia Megofna on

SSC Chairperson, Cristina Ochoa on

Instructions

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