School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central Elementary School	39-75499-6042832	April 23, 2024	May 9, 2023

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 Central Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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 Central Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

Our plan has been developed with input from all appropriate educational partner groups. The educational partners involved in the development of this plan included the School Site Council (including the English Learner Advisory Committee representatives), the site Leadership Team, Instructional Leadership Team and all Central teachers. The site teachers all take a survey on needs and provided input and feedback on the plan. Beginning in the 2025–26 school year, Central School will have a Reading Support Teacher focused on Grades K–3, utilizing Core Learning and implementing the Science of Reading. The development is based upon the needs and interests expressed by the educational partners they represent and alignment to LCAP and Title I requirements.

Educational Partner Involvement

How, when, and with whom did Central Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Central School's school plan has been developed with input from all appropriate stakeholders groups.
ELAC - September 10, 2024, November 19, 2024, January 13, 2025 and April 1, 2025.
School Site Council - September 24, 2024, October 29, 2024, November 19, 2024, January 14, 2025, February 25, 2025, March 25, 2025, and April 17, 2025.
School staff - Staff meetings August 2024, December 2024, January 2025, and April 2025.
School staff - Team discussions and surveys on priorities, goals and expenditures November 2024 and January 2025.

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.

In reviewing the most recent California School Dashboard data (April 2025) for Central Elementary, several performance disparities highlight persistent resource inequities across student subgroups. Central continues to qualify for Additional Targeted Support and Improvement (ATSI) under the state accountability system.

The English Learner Progress Indicator remains in the Red performance level, with only 31.9% of students making progress toward English proficiency—a 9.7% decline from the prior year. Despite targeted supports, English learners continue to require additional instructional and intervention resources.

In Mathematics, Central received an Orange performance rating, with all four major subgroups—English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities—also performing in the Orange band. Students with Disabilities were 143.1 points below standard, despite showing a 28.5-point gain from the prior year. All four subgroups demonstrated below typical growth, with Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students each scoring more than 25 points below typical growth on the growth model.

In English Language Arts, Central was rated Yellow overall, but Students with Disabilities remained in the Orange band, performing 133.4 points below standard. Growth scores in ELA were also below typical for all identified subgroups, including Homeless students (-37), White students (-51), and Socioeconomically Disadvantaged (-29).

The Chronic Absenteeism rate for the school is in the Red band at 28.5%, with English Learners (23.8%), Hispanic (28%), Socioeconomically Disadvantaged (29%), and White students (37.2%) all in the Red zone. Students with Disabilities (34.2%) and Homeless youth (29.7%) fall in the Orange band. These high rates indicate barriers to consistent attendance for vulnerable populations.

The Suspension Rate for Central is in the Orange band overall (5%), with Homeless students (11.9%) and Students with Disabilities (6.8%) in the Red band, signaling disproportionate disciplinary outcomes. Suspension rates for English Learners, Hispanic, and Socioeconomically Disadvantaged students are in the Orange band.

These data reflect ongoing inequities in academic achievement, engagement, and school climate. The consistent underperformance and low growth among key student subgroups underscore the need for continued and expanded investments in:

Targeted intervention support,

Inclusive instructional practices,

Attendance and engagement strategies,

Behavioral and mental health services,

Professional development focused on parity and culturally responsive teaching.

Closing these gaps is essential to providing all students—especially those most underserved—with access to high-quality educational experiences and equitable outcomes.

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.

Central Elementary had the following indicators in the Red or Orange performance categories:
Chronic Absenteeism – Red: 28.5% of students were chronically absent, a slight increase from the previous year?.
English Learner Progress – Red: Only 31.9% of English Learners made progress toward English proficiency, declining 9.7% from the previous year?.
Suspension Rate – Orange: 5% of students were suspended at least once, with increases in key subgroups including Homeless and Students with Disabilities?.
Mathematics – Orange: Students scored 83.9 points below standard on average and maintained the same level of performance?.

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.

Several student groups at Central Elementary performed two or more levels below the "All Students" group:
In ELA, "All Students" were Yellow, while Students with Disabilities were Orange, scoring 133.4 points below standard?.
In Math, "All Students" were Orange, while Students with Disabilities were also Orange but scored 143.1 points below standard—significantly lower?.
Chronic Absenteeism showed the most pronounced subgroup gaps. While "All Students" were Red, key groups like White (37.2%), Socioeconomically Disadvantaged (29%), Hispanic (28%), and Students with Disabilities (34.2%) also remained in Red or Orange, demonstrating persistent equity challenges?.

Other Needs

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

Locally collected LCAP and staff/student/parent survey data identified additional areas of need:

Behavior and SEL support: To address student SEL needs, the school provides comprehensive support services five days a week, including access to one therapist and two counselors provided through Valley Community Counseling Services, as well as one school-based behaviorist. Social-emotional and character development is embedded into instruction through the use of Character Compacts, which reinforce essential life skills and promote positive behavior. The school also holds regular COST (Coordination of Services Team) meetings to discuss and provide supports for each student demonstrating academic, behavioral, or emotional needs.

Academic Gaps and Intervention Access: Students face challenges in reading comprehension and foundational math skills. Teachers have expressed a need for professional learning on the Science of Reading and structured interventions to support student growth. Intervention is provided by both teachers and paraprofessionals to ensure parity in instructional access across learners. Beginning in the 2025–26 school year, Central School will add a Reading Support Teacher dedicated to supporting students in Grades K–3, using Core Learning and Science of Reading strategies to address early literacy gaps.

Support for English Learners: Teachers report limited instructional support and resources for English Learners beyond ELPAC testing. There is a need for continued advocacy to strengthen instruction, build teacher capacity, and ensure sustained language development opportunities for each student identified as an EL.

Special Education Participation: Central School is committed to advocating for practices that support the meaningful participation of each student, including those receiving special education services. When appropriate, students with disabilities access general education settings and engage in learning experiences alongside our students, fostering a sense of community and shared responsibility. Staff collaborate to provide appropriate supports and accommodations, ensuring parity in learning opportunities. Ongoing efforts focus on strengthening instructional strategies and collective involvement to meet the needs of priority learners and reduce the risk of students becoming marginalized in school experiences.

Family Engagement: The school has made intentional efforts to strengthen family-school partnerships. This year, Central hosted a Hispanic Heritage Celebration and its second annual Black History Celebration, which honored student learning and cultural identity. Additionally, four Family Engagement Nights were held, focusing on literacy, math, STEM, and parent celebration. These events provided families with opportunities to connect, learn, and engage in meaningful support of student success.

Tutoring and Enrichment: Students in need of additional academic support receive intervention through both classroom teachers and trained paraprofessionals as part of the school's MTSS (Multi-Tiered System of Supports) framework. These supports are embedded during the instructional day and extended to before- and after-school sessions. Intervention is delivered in small group settings and designed to provide equitable access to targeted instruction for each student.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.43%	0.25%	%	2	1	
African American	3.67%	2.04%	2.35%	17	8	10
Asian	5.40%	5.85%	6.34%	25	23	27
Filipino	2.38%	1.78%	1.41%	11	7	6
Hispanic/Latino	76.46%	76.59%	75.12%	354	301	320
Pacific Islander	0.43%	1.27%	1.17%	2	5	5
White	7.34%	8.14%	9.15%	34	32	39
Two or More Races	3.89%	4.07%	4.46%	18	16	19
Not Reported	%	0%	%	0	0	
			Total Enrollment	463	393	426

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	78	65	67
Grade 1	81	67	69
Grade 2	78	68	69
Grade3	78	75	70
Grade 4	55	67	79
Grade 5	93	51	64
Total Enrollment	463	393	426

Conclusions based on this data:

1. Enrollment at Central School increased to 426 students.
2. Central School's subgroup numbers have stayed fairly consistent the past three years, with the biggest increase in Hispanic/Latino enrollment, which is at 320 students.
3. Central School's enrollment at grade level 4 and 5 has increased by 25 students since the 2022-2023 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	220	178	204	48.5%	47.5%	47.9%
Fluent English Proficient (FEP)	30	26	31	6.8%	6.5%	7.3%
Reclassified Fluent English Proficient (RFEP)	12	5	9	5.6%	2.6%	4.2%

Conclusions based on this data:

1. Over the past three years enrollment has fluctuated.
2. The number of Central School's EL students reclassified is 9, which increased by 1.6%
3. Central School's student enrollment for English Learners for 2023-2024 increased by 26 students.

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 3	75	82	75	74	77	69	74	77	69	98.7	93.9	92
Grade 4	58	67	83	54	66	78	54	66	78	93.1	98.5	94
Grade 5	92	52	67	91	52	63	91	52	63	98.9	100.0	94
All Grades	225	201	225	219	195	210	219	195	210	97.3	97.0	93.3

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 3	2375.	2395.	2391.	9.46	23.38	15.94	16.22	14.29	21.74	28.38	18.18	24.64	45.95	44.16	37.68
Grade 4	2383.	2379.	2394.	1.85	3.03	8.97	14.81	13.64	15.38	14.81	19.70	15.38	68.52	63.64	60.26
Grade 5	2422.	2414.	2420.	9.89	5.77	4.76	12.09	13.46	20.63	17.58	21.15	17.46	60.44	59.62	57.14
All Grades	N/A	N/A	N/A	7.76	11.79	10.00	14.16	13.85	19.05	20.55	19.49	19.05	57.53	54.87	51.90

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 3	4.05	11.69	10.14	64.86	54.55	59.42	31.08	33.77	30.43
Grade 4	0.00	6.06	5.13	61.11	48.48	58.97	38.89	45.45	35.90
Grade 5	9.89	1.92	4.76	36.26	53.85	63.49	53.85	44.23	31.75
All Grades	5.48	7.18	6.67	52.05	52.31	60.48	42.47	40.51	32.86

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 3	8.11	16.88	10.14	47.30	48.05	55.07	44.59	35.06	34.78
Grade 4	5.56	1.52	3.85	46.30	40.91	47.44	48.15	57.58	48.72
Grade 5	4.40	7.69	7.94	47.25	42.31	36.51	48.35	50.00	55.56
All Grades	5.94	9.23	7.14	47.03	44.10	46.67	47.03	46.67	46.19

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 3	0.00	10.39	13.04	71.62	64.94	65.22	28.38	24.68	21.74
Grade 4	1.85	3.03	5.13	68.52	66.67	67.95	29.63	30.30	26.92
Grade 5	5.49	7.69	3.17	64.84	61.54	65.08	29.67	30.77	31.75
All Grades	2.74	7.18	7.14	68.04	64.62	66.19	29.22	28.21	26.67

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 3	14.86	11.69	20.29	59.46	59.74	49.28	25.68	28.57	30.43
Grade 4	3.70	9.09	3.85	66.67	54.55	66.67	29.63	36.36	29.49
Grade 5	6.59	3.85	4.76	57.14	57.69	52.38	36.26	38.46	42.86
All Grades	8.68	8.72	9.52	60.27	57.44	56.67	31.05	33.85	33.81

Conclusions based on this data:

1. Central's overall achievement for all students increased in the percentage of standard met by 5.2%.
2. The Central School students decreased in the percentage below standard in the areas of Reading and Listening.
3. The Central School students increased in the percentage of at or near standard in the area of Writing, and students increased in the percentage of above standard students in the area of Research/Inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 3	75	82	75	73	81	73	73	81	73	97.3	98.8	97.3
Grade 4	58	67	83	54	67	80	54	67	80	93.1	100.0	96.4
Grade 5	92	52	67	92	52	65	92	52	65	100.0	100.0	97
All Grades	225	201	225	219	200	218	219	200	218	97.3	99.5	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 3	2386.	2384.	2383.	4.11	4.94	10.96	35.62	23.46	21.92	17.81	28.40	16.44	42.47	43.21	50.68
Grade 4	2381.	2396.	2384.	1.85	5.97	1.25	11.11	10.45	8.75	29.63	25.37	32.50	57.41	58.21	57.50
Grade 5	2403.	2396.	2412.	4.35	1.92	4.62	8.70	11.54	4.62	13.04	11.54	32.31	73.91	75.00	58.46
Grade 11															
All Grades	N/A	N/A	N/A	3.65	4.50	5.50	18.26	16.00	11.93	18.72	23.00	27.06	59.36	56.50	55.50

Concepts & Procedures Applying mathematical concepts and procedures									
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 3	20.55	12.35	21.92	38.36	46.91	36.99	41.10	40.74	41.10
Grade 4	1.85	10.45	3.75	31.48	20.90	32.50	66.67	68.66	63.75
Grade 5	2.17	3.85	3.08	26.09	21.15	30.77	71.74	75.00	66.15
Grade 11									
All Grades	8.22	9.50	9.63	31.51	31.50	33.49	60.27	59.00	56.88

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 3	5.48	9.88	8.22	52.05	44.44	43.84	42.47	45.68	47.95
Grade 4	1.85	4.48	1.25	37.04	41.79	38.75	61.11	53.73	60.00
Grade 5	6.52	1.92	3.08	34.78	34.62	49.23	58.70	63.46	47.69
All Grades	5.02	6.00	4.13	41.10	41.00	43.58	53.88	53.00	52.29

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 3	8.22	7.41	4.11	61.64	61.73	60.27	30.14	30.86	35.62
Grade 4	1.85	4.48	1.25	42.59	46.27	47.50	55.56	49.25	51.25
Grade 5	2.17	1.92	6.15	44.57	46.15	40.00	53.26	51.92	53.85
All Grades	4.11	5.00	3.67	49.77	52.50	49.54	46.12	42.50	46.79

Conclusions based on this data:

1. The percentage of Central School students who score exceeding the standard in mathematics increased by 6% in third grade and 2.7% in fifth grade.
2. The percentage of Central School students in fourth grade decreased in Concepts and Procedures by 6.7% in above standard, and decreased by 4.91% in below standard.
3. Central School students' scores decreased in the overall achievement for mathematics in the percentage of standard met for grades three, four and five.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1430.5	1463.8	1392.3	1451.8	1458.0	1399.7	1380.2	1477.3	1374.8	37	26	38
1	1429.0	1442.7	1382.0	1447.6	1446.0	1384.4	1409.8	1438.9	1379.2	42	33	26
2	1471.7	1469.9	1442.6	1481.9	1476.1	1446.7	1461.0	1463.2	1437.9	35	39	32
3	1489.9	1456.2	1463.0	1484.9	1455.3	1451.6	1494.2	1456.8	1473.8	29	36	41
4	1482.9	1487.5	1486.1	1484.3	1477.7	1472.4	1480.8	1497.0	1499.2	24	31	35
5	1502.2	1492.8	1497.9	1510.7	1492.3	1476.6	1493.4	1492.8	1518.7	46	24	26
All Grades										213	189	198

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
K	5.41	26.92	2.63	56.76	30.77	31.58	32.43	42.31	34.21	5.41	0.00	31.58	37	26	38
1	2.38	6.06	0.00	33.33	27.27	19.23	35.71	45.45	34.62	28.57	21.21	46.15	42	33	26
2	8.57	5.13	0.00	42.86	56.41	28.13	34.29	25.64	43.75	14.29	12.82	28.13	35	39	32
3	6.90	8.33	9.76	41.38	22.22	34.15	41.38	33.33	19.51	10.34	36.11	36.59	29	36	41
4	0.00	19.35	17.65	37.50	35.48	17.65	41.67	16.13	32.35	20.83	29.03	32.35	24	31	34
5	8.70	4.17	26.92	28.26	29.17	26.92	45.65	29.17	19.23	17.39	37.50	26.92	46	24	26
All Grades	5.63	11.11	9.14	39.44	34.39	26.90	38.50	31.75	30.46	16.43	22.75	33.50	213	189	197

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
K	27.03	34.62	10.53	45.95	26.92	23.68	21.62	38.46	31.58	5.41	0.00	34.21	37	26	38
1	14.29	12.12	3.85	40.48	45.45	19.23	26.19	24.24	42.31	19.05	18.18	34.62	42	33	26
2	28.57	28.21	12.50	40.00	41.03	37.50	25.71	23.08	28.13	5.71	7.69	21.88	35	39	32
3	13.79	13.89	24.39	55.17	44.44	21.95	17.24	19.44	19.51	13.79	22.22	34.15	29	36	41
4	12.50	41.94	17.65	50.00	16.13	47.06	20.83	12.90	14.71	16.67	29.03	20.59	24	31	34
5	28.26	20.83	23.08	52.17	45.83	38.46	6.52	20.83	15.38	13.04	12.50	23.08	46	24	26
All Grades	21.60	24.87	15.74	46.95	37.04	30.96	19.25	22.75	24.87	12.21	15.34	28.43	213	189	197

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
K	0.00	23.08	2.63	6.67	38.46	31.58	55.56	38.46	44.74	37.78	0.00	21.05	45	26	38
1	2.94	6.06	0.00	29.41	18.18	11.54	32.35	39.39	34.62	35.29	36.36	53.85	34	33	26
2	8.57	2.56	0.00	42.86	46.15	18.75	22.86	25.64	43.75	25.71	25.64	37.50	35	39	32
3	0.00	2.78	7.32	8.00	27.78	19.51	36.00	8.33	31.71	56.00	61.11	41.46	25	36	41
4	6.98	6.45	20.59	11.63	22.58	5.88	34.88	38.71	29.41	46.51	32.26	44.12	43	31	34
5	7.89	0.00	15.38	15.79	12.50	23.08	31.58	41.67	23.08	44.74	45.83	38.46	38	24	26
All Grades	2.82	6.35	7.61	17.84	28.57	18.78	43.66	30.69	35.03	35.68	34.39	38.58	213	189	197

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
K	29.73	42.31	15.79	64.86	57.69	68.42	5.41	0.00	15.79	37	26	38
1	23.81	33.33	15.38	57.14	54.55	50.00	19.05	12.12	34.62	42	33	26
2	20.00	17.95	0.00	71.43	71.79	75.00	8.57	10.26	25.00	35	39	32
3	41.38	25.00	17.07	55.17	50.00	51.22	3.45	25.00	31.71	29	36	41
4	20.83	45.16	47.06	70.83	32.26	35.29	8.33	22.58	17.65	24	31	34
5	6.52	25.00	30.77	82.61	58.33	42.31	10.87	16.67	26.92	46	24	26
All Grades	22.54	30.69	20.81	67.61	54.50	54.31	9.86	14.81	24.87	213	189	197

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
K	21.62	23.08	13.16	70.27	73.08	39.47	8.11	3.85	47.37	37	26	38
1	9.52	12.12	0.00	71.43	54.55	42.31	19.05	33.33	57.69	42	33	26
2	34.29	46.15	31.25	57.14	43.59	46.88	8.57	10.26	21.88	35	39	32
3	31.03	16.67	19.51	55.17	55.56	43.90	13.79	27.78	36.59	29	36	41
4	20.83	35.48	23.53	62.50	19.35	44.12	16.67	45.16	32.35	24	31	34
5	71.11	50.00	42.31	15.56	29.17	34.62	13.33	20.83	23.08	45	24	26
All Grades	33.02	30.16	21.32	53.77	46.03	42.13	13.21	23.81	36.55	212	189	197

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
K	2.70	23.08	2.63	75.68	76.92	73.68	21.62	0.00	23.68	37	26	38
1	7.14	21.21	3.85	40.48	36.36	46.15	52.38	42.42	50.00	42	33	26
2	8.57	2.56	0.00	48.57	74.36	56.25	42.86	23.08	43.75	35	39	32
3	10.34	8.33	7.32	65.52	27.78	51.22	24.14	63.89	41.46	29	36	41
4	0.00	12.90	20.59	41.67	51.61	23.53	58.33	35.48	55.88	24	31	34
5	0.00	0.00	23.08	45.65	50.00	42.31	54.35	50.00	34.62	46	24	26
All Grades	4.69	11.11	9.14	52.58	52.38	49.75	42.72	36.51	41.12	213	189	197

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
K	21.62	73.08	36.84	54.05	26.92	44.74	24.32	0.00	18.42	37	26	38
1	4.76	6.06	0.00	57.14	72.73	52.17	38.10	21.21	47.83	42	33	23
2	11.43	15.79	3.13	54.29	65.79	71.88	34.29	18.42	25.00	35	38	32
3	3.45	11.11	4.88	89.66	61.11	60.98	6.90	27.78	34.15	29	36	41
4	0.00	9.68	14.71	66.67	64.52	58.82	33.33	25.81	26.47	24	31	34
5	4.35	0.00	15.38	60.87	58.33	50.00	34.78	41.67	34.62	46	24	26
All Grades	7.98	18.09	13.40	62.44	59.57	56.70	29.58	22.34	29.90	213	188	194

Conclusions based on this data:

1. The overall scores for Central School students in Language shows a decrease Levels 2, 3, and 4. The overall score for Central School students in Language shows an increase in level 1 students by 10.75%.
2. Central School students in Oral Language, Written Language, Listening Domain, Speaking Domain, Reading Domain and Writing Domain all decreased in Level 4 and Well Developed domains.

3. Central School students in the Reading Domain of Well Developed increased by 23% for the 23-24 school year. There were zero students in Well Developed for the 21-22 and 22-23 school years.

School and Student Performance Data

Student Population

The 2024 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 information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
426	**91.3%**	**47.9%**	**1.2%**
Total Number of Students enrolled in Central Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	204	47.9%
Foster Youth	5	1.2%
Homeless	60	14.1%
Socioeconomically Disadvantaged	389	91.3%
Students with Disabilities	98	23%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	2.3%
American Indian	0	0.0%
Asian	27	6.3%
Filipino	6	1.4%
Hispanic	320	75.1%
Two or More Races	19	4.5%
Pacific Islander	5	1.2%
White	39	9.2%

Conclusions based on this data:

1. Central School has high poverty with 91.3% low SES students and 14.1% of the students homeless.

2. 23% of the students at Central School are Students with Disabilities.

3. Central School's student population increased in enrollment by 33 students over the last year.

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
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts student scores is in the Yellow range. Mathematics student scores decreased to the Orange range. ELA and Math will continue to be a focus for our students.
2. English Learner Progress decreased to the Red Performance range.

3. The suspension rate decreased to the orange range and chronic absenteeism rates decreased to the red range. Overall, Mathematics, English Language Progress, Chronic Absenteeism, and Suspension rates decreased from the previous school year.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
61.6 points below standard	62.0 points below standard	0 Students
Increased 7.4 points	Increased 8.2 points	
197 Students	101 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	79.4 points below standard	63.2 points below standard
2 Students	Increased 5.6 points	Increased 10.0 points
	32 Students	178 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
133.4 points below standard	Less than 11 Students	0 Students
Increased 13.9 points	4 Students	
60 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
36.8 points below standard	Less than 11 Students	65.6 points below standard
12 Students	3 Students	Increased 3.5 points
		154 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	91.5 points below standard
7 Students	4 Students	Increased 8.9 points
		16 Students

Conclusions based on this data:

1. While all Central School student groups scored below standard, the Students with Disabilities group scores increased by 13.9 points and moved into the Orange level.
2. Students in Socioeconomically Disadvantaged group scores increased by 10 points and moved from the Red level to the Yellow level.
3. Overall, all Central School students increased in all areas compared to the previous school year. Students in Homeless group increased by 5.6 points, English Learners increased by 8.2 points and Hispanic increased by 3.5 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
83.9 points below standard	86.9 points below standard	0 Students
Maintained 0.9 points	Maintained 2.5 points	
200 Students	104 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	103.3 points below standard	87.6 points below standard
2 Students	Maintained 2.8 points	Maintained 1.6 points
	32 Students	180 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
143.1 points below standard	Less than 11 Students	0 Students
Increased 28.5 points	4 Students	
61 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
75.0 points below standard	Less than 11 Students	83.6 points below standard
13 Students	3 Students	Maintained 0.8 points
		153 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	122.8 points below standard
7 Students	4 Students	Maintained 1.7 points
		17 Students

Conclusions based on this data:

1. Overall Central School students scored in the Orange level for Mathematics. Students in English Learners and Socioeconomically Disadvantaged decreased from Yellow to Orange Level.
2. Students with Disabilities increased their score by 28.5 points and moved in the the Orange Level.
3. Central School students in English Learner, Homeless, Socioeconomically Disadvantaged and Hispanic groups maintained their scores.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Red	No Performance Color
31.9% making progress.	making progress.
Number Students: 138 Students	Number Students: 0 Students

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

2024 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
25.4%	42.8%	1.4%	30.4%

Conclusions based on this data:

1. Central School is in the red performance range and has 31.9% of EL students making progress.
2. 25.4% of Central School EL students have decreased one ELPI level and 1.4% of Central School's students maintained ELPI Level 4.
3. Central School had 30.4% of the students progress at least one ELPI level. A focus on English Language support will continue to be a focus for Central School during the 2025-2026 school year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	 No Performance Color
28.5% Chronically Absent	23.8% Chronically Absent	0 Students
Increased 0.5	Increased 0.5	
466 Students	227 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Red
Fewer than 11 students - data not displayed for privacy	29.7% Chronically Absent	29% Chronically Absent
9 Students	Declined 3.6	Increased 0.7
	64 Students	427 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
34.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 8.1	10 Students	
114 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
18.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	28% Chronically Absent
Declined 4	6 Students	Increased 1.2
33 Students		346 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
21.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	37.2% Chronically Absent
Declined 10.2	9 Students	Increased 5.6
19 Students		43 Students

Conclusions based on this data:

1. Central School had a significant decline in Chronic Absenteeism for Fall 2024 compared to Fall 2023.
2. Homeless and Students with Disabilities subgroups are in the Orange Performance Level.
3. English Learners, Socioeconomically Disadvantaged, Hispanic and White subgroups are in the Red Performance level.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	1	0	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 No Performance Color
5% suspended at least one day	4.7% suspended at least one day	0 Students
Increased 0.6%	Maintained 0.1%	
484 Students	236 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Orange
Fewer than 11 students - data not displayed for privacy	11.9% suspended at least one day	5.2% suspended at least one day
9 Students	Increased 5.6%	Increased 0.4%
	67 Students	442 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
6.8% suspended at least one day	9.1% suspended at least one day	0 Students
Maintained 0.1%	Increased 9.1%	
118 Students	11 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	5.9% suspended at least one day
Declined 6.9%	6 Students	Increased 1.6%
36 Students		355 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	4.4% suspended at least one day
Maintained 0%	9 Students	Declined 0.3%
22 Students		45 Students

Conclusions based on this data:

1. Central School overall suspension rate had an increase from the previous year going from declined significantly by -2.1 and increasing to 0.6%
2. Students with Disabilities and Homeless subgroups both are in the Red Performance level. Students with Disabilities subgroup maintained at -0.1% suspended at least one day with 6.8%.
3. English Learners, Socioeconomically Disadvantaged and Hispanic subgroups are in the Orange Performance Range and the White subgroup is in the Yellow Performance Range.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated and tiered supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated and tiered supports.

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.

A review of Dashboard and local assessment data (including Fastbridge, SBAC, and ELPAC) highlights several areas requiring targeted improvement:

Reading and Math Achievement Gaps: Fastbridge data shows that 72% of students in reading and 71% in math are identified in some or high-risk categories. Only 28–29% of students fall within college pathway and low-risk groups. This reveals a pressing need to provide tiered interventions to shift more students into the college readiness category.

Academic Rigor and Instructional Practice: Rigor Rubric walkthroughs indicate that most staff fall within the "Emerging" or "Beginning" levels for key instructional areas such as Academic Discussion, High-Level Questioning, and Thoughtful Work. There is a need for increased professional development and instructional coaching to move staff practice toward "Developed" or higher levels.

ELA and Math Performance on SBAC: Only 29.05% of students met or exceeded standards in ELA and 17.43% in Math. These proficiency levels indicate that a significant portion of our students are not meeting grade-level expectations in core academic areas. This highlights a critical need to intensify our efforts around focused instruction, strategic differentiation, and acceleration strategies. The data particularly underscore the urgency to strengthen math instruction through small group supports, intervention blocks, and targeted professional development to help close the achievement gap.

EL Proficiency Growth: According to the 2024 ELPAC Dashboard, only 30.4% of English Learners made one year of growth. This underperformance indicates a need for enhanced language development supports, including structured academic language instruction and consistent progress monitoring.

These data points suggest that while some progress has been made, there are significant gaps in performance among subgroups—especially ELs and students performing below grade level in Math and ELA. Central School will address these needs by strengthening instructional rigor, implementing targeted academic interventions, and providing ongoing professional development focused on effective tiered supports.

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
Fastbridge ELA and Math	Reading 28 % in college pathways and low risk groups 72 % in some and high risk groups Math 29 % in college pathways and low risk groups 71 % in some and high risk groups	Fastbridge data will show a 5% growth in college pathways and low risk groups and a 10% decrease in the some and high risk groups for ELA and Math.
Rigor rubric	By Informal Rigor Rubric walkthroughs, the majority of our staff are "Emerging" in Thoughtful Work, "Beginning" in High-Level Questioning, and "Beginning" in Academic Discussion.	We will see an increase in evidence of Academic Discussion, High-Level Academic Questioning and Thoughtful work to increase to "developed" during informal walkthroughs.
Increase the % of Standard Exceeded and Standard Met on Overall ELA achievement for all grades by at least 5% on SBAC	29.05% of students exceeded or met ELA standards on SBAC	34.05% of students will exceed or meet ELA standards on SBAC.
Increase the % of Standard Exceeded and Standard Met on Overall Mathematics achievement for all grades by at least 5% on SBAC	17.43% of students exceeded or met Mathematics standards on SBAC	22.43% of students will exceed or meet ELA standards on SBAC.
Percent of students showing one year of EL proficiency growth on ELPAC	30.4% of students made one year of EL proficiency growth on the 2024 Dashboard	35.4% will increase in making one year of EL proficiency growth on ELPAC.
Increase the % of Standard Exceeded and Standard Met for 5th grade CAST	23.05% of 5th grade students exceeded or met CAST Science Standards on SBAC.	28.05% of students will exceed or meet CAST Science standards on SBAC.
Reclassification of EL students	9 students were reclassified	15 students reclassified

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Classroom support, materials and supplies, and STEM	All students	2000 LCFF 15100 Title I
1.2	Consumables and intervention/classroom support	All students	5000 LCFF - Supplemental 1500 LCFF - Supplemental 2000 LCFF

			15000 Title I
1.3	Planning before or after school for additional time for all Grade Levels to collaborate, plan and hold Professional Learning Communities (PLCs) with stakeholders at Central School.	All students	19800 Title I 2000 LCFF - Supplemental 3000 LCFF - Supplemental
1.4	Provide subs for Professional Learning Communities (PLCs) for all grade levels to meet with paraprofessionals providing support for intervention for MTSS. Grade levels will meet to focus on effective instructional practices to maximize student achievement. Teachers will have the opportunity to work collaboratively during PLCs, Grade Level Collaboration and Vertical Articulation time to identify grade level proficiency using the results of measures of assessment (i.e. common formative assessments, universal screeners, district assessment results, FastBridge, and school adopted common formative assessments) to plan instruction, monitor student progress, and adjust instruction accordingly. They will use the results to inform instruction, plan additional interventions and small group intervention. This time will be used to address specific needs in literacy, math and STEM.	All students	12320 Title I
1.5	STEM ILT team planning and presenting professional development for staff	All students	0 District Funded
1.6	Real world and extension experiences including field trips. Artist in Residence will be provided through Prop 28 funds.	All students	8000 Title I
1.7	Artist in Residence: Funded through Prop 28	All students	0 District Funded
1.8	AVID strategies for student organization including agendas, folders and materials. 3rd, 4th and 5th grade students will receive agendas to teach organizational skills and time management. All students will receive a Central Folder which has the bell schedule and important handbook policies printed on it. The folder will be used to send home corrected work and for communication between school and home.	All students	1500 Title I 1500 LCFF - Supplemental
1.9	Library supplies	All students	750 Title I

1.10	Subs will be provided for Kindergarten and 1st Grade to individually give Trimester Assessments to students for data collecting and monitoring student progress.	Primary students	2800 Title I
1.11	Teacher professional development/training/resources/book study/conferences/CABE	All students	12000 LCFF - Supplemental
1.12	Three salaried paraprofessionals - providing intervention for all students in the areas of ELA and Mathematics, including EL students.	All students	26036 Title I 14708 LCFF - Supplemental 15106 LCFF - Supplemental
1.13	School culture & climate focus meetings (3 days x 1 sub)	All students	840 LCFF
1.14	ELPAC testing and scoring - teacher sub days (1 teacher x 14 days x $280)	EL students	3920 LCFF - Supplemental
1.15	ELL morning/after school intervention - learning English	EL students	4000 LCFF - Supplemental
1.16	After school/extended day interventions - teacher time	All students	2000 LCFF - Supplemental
1.17	Intervention Resources, WonderWorks textbooks, Tier 2 and Tier 3 services	All students	4000 LCFF - Supplemental 500 Title I
1.18	SST meetings-timesheets/subs (9 days x 1 teacher x $280)	All students needing SST	2520 Title I
1.19	Technology and technology programs and professional development	All students	6000 Title I 5000 LCFF - Supplemental

1.20	Teacher subs for professional development/conferences to include SJCOE PD, CABE and any other PD as needed.	All students	2800 Title I
1.21	Additional supports - Designated ELD	Principal	1000 LCFF - Supplemental 1000 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The implementation of Goal 1 strategies was partially successful. Teachers engaged in PLCs throughout the year, including vertical articulation meetings, and held grade-level collaborations using assessment data to inform instruction. Targeted academic interventions and after-school supports were provided based on FastBridge and classroom data. However, the intended plan to utilize general education paraprofessionals for small group instruction in grades 1–5 was not fully implemented. Due to the absence of Kindergarten paraprofessionals in two of the three Kindergarten classrooms, general education paras were reassigned to provide daily Kindergarten support, limiting their availability for Tier 2 interventions in other grades.

Despite this shift, other activities—such as investments in ELD intervention, AVID materials, rigorous instruction walkthroughs, and real-world learning experiences through field trips and STEM projects—contributed to improved student engagement and instructional quality. Walkthroughs showed growth toward “Developed” levels in Academic Discussion and Thoughtful Work. Nonetheless, SBAC outcomes indicate a continued need for increased intervention intensity, particularly in mathematics and among English Learners.

Additionally, lesson studies were conducted to support peer learning and the implementation of new instructional strategies. The General Education Para II provided intervention support across all grade levels in both math and reading. Investments in Leveled Literacy Intervention and professional development also contributed to improved academic engagement and instructional practices. While measurable progress is evident in FastBridge data and Rigor Rubric walkthroughs, SBAC outcomes underscore the ongoing need for focused academic interventions. Overall, the strategies implemented this year were effective in strengthening instructional quality and delivering targeted academic support.

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

A key implementation difference was the inability to utilize general education paraprofessionals as originally planned. Their reassignment to Kindergarten due to staffing gaps redirected intervention resources away from grades 1–5. This created a gap in small group academic support for upper grades, which had previously contributed to stronger intervention outcomes.

Additionally, some professional development activities were rescheduled or modified and minor adjustments were made to reallocate funds to classroom materials and consumables. Fortunately, support from district-provided resources—such as STEM PD and Prop 28 funds for the Artist-in-Residence program—offset costs and preserved the budget for core academic needs.

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.

In response to this analysis, the following changes will be made to increase impact and fidelity of implementation:

Ensure all Kindergarten classrooms are staffed with paraprofessionals for the 2025–26 school year to restore intervention capacity for grades 1–5.

Strengthen EL support services by increasing push-in/pull-out interventions, using UDL instructional strategies (grades K-5) and CORE learning (grades K-3) and extended day programs.

Prioritize math professional development and coaching to target instruction aligned with student performance needs.

Enhance PLC structures to better monitor instructional strategies and monitor priority learners.

Expand access to academic field trips and real-world applications to increase student engagement and connection to learning.

These revisions are reflected in the updated SPSA Goal 1 strategies, proposed expenditures, and measurable outcomes for 2025–26.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Provide a safe and equitable learning environment for all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and equitable learning environment for all students and staff.

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.

Central School is committed to fostering a safe, inclusive, and equitable learning environment for all students, staff, and families. While we are proud of the overall decrease in chronic absenteeism and suspension rates over the past two years, recent data from the California School Dashboard shows that these areas remain a concern—especially among subgroups such as English Learners, Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students. Chronic absenteeism is currently in the Red performance band at 28.5%, and the suspension rate, while in the Orange band, increased slightly to 5%.

In response, the school has prioritized building strong home-school connections and promoting student well-being through monthly Parent Café meetings, two PIQE workshop series (Family Engagement and K–3 Literacy), and culturally responsive events such as Hispanic Heritage Month, Black History Month, and Read Across America.

Student mental health continues to be a high-need area. To support social-emotional learning, Central has implemented the Second Step SEL curriculum alongside the Character Counts framework. Counseling services were expanded this year to include a full-time behaviorist through a five-year Community Schools grant. This counselor supports students individually and in small groups, facilitates restorative circles, and leads social skill groups for Kindergarten students and 5th-grade transition groups.

Positive reinforcement strategies remain a cornerstone of our school culture. Students are recognized each trimester for strong attendance and good character. Monthly recognition now includes students exemplifying the Character Pillar of the Month and classrooms with the best on-time attendance.

Despite targeted efforts, attendance continues to fall below the desired 95% benchmark. The school will remain diligent in supporting families through the SARB process, while also refining communication and incentives to promote daily, on-time attendance when students are healthy and able.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance data: Average Daily Attendance Rate	Months 1-7 were an average of 91.64% which is minimal improvement from the previous year. Month 1: 93.42% Month 2: 93.60% Month 3: 93.52% Month 4: 92.52% Month 5: 90.12% Month 6: 90.64% Month 7: 88.89% Month 8: 92.56% Month 9: 90.87%	Monthly average attendance goal is 95%.
Suspension data	There have been 10 In-house suspensions and 27 suspensions for the 23-24 school year. This is an increase from the 16 suspensions last school year. Of the 37 suspensions, this is only 3.97% of our students receiving at least one suspension.	Suspension numbers below 35 and less than 5% of the students.
Parent attendance at Parent Cafe/family workshops	Average parent attendance at Parent café/workshops is 15. This is lower than our goal of 20 last year. We held PIQE Family Engagement and Literacy Workshops, with an average of 15 families graduating. We held Year 2 of Latino Family Literacy workshops which is open to 20 families.	Increase our parent cafe attendance to an average of 20 parents. Continue with PIQE workshops to support families in the evenings.
SARB letters and meetings	Letter 1 - 95 Letter 2 - 52 Letter 3 - 32 School site SARB meetings - 84 SARB hearings - 3	Letters and meetings to decrease by 10%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Promote school wide positive culture for behavior and academics; Character Counts incentives, positive social-emotional learning	All students	1000 LCFF - Supplemental 1000 Title I
2.2	Classified and Certificated overtime for family orientation and engagement events	All students	3600 Title I
2.3	Parent communication and translations - Central School has a school community that needs translations sent to parents for school communications/IEP/504/SST, Parent/Teacher conferences and Open House. Central School's	All students	4000 LCFF - Supplemental

	community relies heavily on paper communication for information, along with text messages and emails that must be translated for families.		3000 Title I 500 LCFF 5000 Title I
2.4	Parent Institute for Quality Education (PIQE) Family Math together Workshop funded through Title 1 for all students' families.	All students	6000 LCFF - Supplemental 6500 LCFF - Supplemental
2.5	Parent education and workshops - food	All families	650 LCFF - Supplemental
2.6	Parent education and workshops - teacher time childcare	Teachers	100 LCFF - Supplemental
2.7	Service contracts on copiers/maintenance/communiques	Principal/Teachers	11894 LCFF 1183 Title I 167 LCFF - Supplemental 454 LCFF - Supplemental
2.8	VCC counseling - 5 days a week - TUSD provided; counselor and therapist	Principal	0 District Funded
2.9	360 Behaviorist counseling provided 5 days - Community Schools Grant	Principal	0 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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.

Overall, Goal 2 strategies were implemented with consistency, resulting in strengthened school climate and increased family engagement. Incentive programs recognizing good attendance and positive behavior continued throughout the year, helping build a culture of character and accountability. While the Second Step SEL curriculum was introduced schoolwide, its implementation has not been consistent across all classrooms; however, social-emotional learning remains a key area of focus. The Character Counts framework and the addition of a full-time behaviorist counselor significantly enhanced student support. The counselor conducted individual and group counseling sessions, led restorative circles, and facilitated targeted support for students transitioning to middle school.
While attendance and suspension rates did not meet our performance targets, intentional efforts such as monthly Parent Cafés, PIQE workshops, and bilingual communication have helped maintain strong connections with families. The school made progress in supporting student well-being and school-family partnerships, though chronic absenteeism and suspension disproportionality remain challenges among specific student groups.

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

Most strategies were implemented as planned; however, the school saw a higher-than-anticipated need for translation services and parent outreach materials, resulting in a slight shift in expenditures. Additional time was needed from classified and certificated staff for family engagement events, leading to increased timecarded hours. Food costs for parent events were also slightly higher than expected due to increased attendance in some months.

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.

For the 2025–26 school year, Central School will continue implementing PIQE workshops, with a new focus on Math to address academic gaps identified in Dashboard data. Certificated and classified staff will continue to receive timecarded support for family engagement events to ensure strong implementation and attendance. The role of the Parent Liaison will be expanded to increase outreach efforts, with a focus on engaging families beyond her usual Spanish-speaking contacts, including underrepresented linguistic and cultural groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Increase the percentage of students reading at or above grade level by the end of 3rd grade, with a focus on accelerated growth for students performing below grade level, while ensuring that all student groups, including English learners, students with disabilities, and socioeconomically disadvantaged students, make measurable progress in reading proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will read at grade level by the end of 3rd grade.

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.

Analysis of CAASPP and CA Dashboard data reveals a continued need for foundational literacy support at Central School. In 2023–24, 54.87% of 3rd–5th grade students did not meet the standard in English Language Arts on the CAASPP assessment. According to FastBridge aReading universal screening data, 44.1% of students in grades 2–5 were identified as High Risk for reading difficulties, with an additional 25% at Some Risk. Subgroup performance on the CA Dashboard indicates significant gaps, particularly for students with disabilities (133.4 points below standard), English learners (62 points below standard), and socioeconomically disadvantaged students (63.2 points below standard).

To address these challenges, Central School will introduce a Reading Support Teacher in the 2025–26 school year, focused on targeted intervention for students in grades Kindergarten through 3rd grade. This role will prioritize early intervention using evidence-based programs such as CORE Learning and Leveled Literacy Intervention (LLI) to accelerate growth for students reading below grade level. The initiative aims to close equity gaps and ensure all student groups make measurable progress in reading proficiency by the end of 3rd grade.

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 Overall Achievement: Dashboard	61.6 points below the standard Increased by 47,4 points from previous year.	Increase by 10 points
CAASPP 3rd Grade ELA Met/Exceeds Standard	15.94% Met 21.74% Exceeded (Total: 37.68%)	10% increase for standard met = 25.94% 5% increase for exceeding the standard = 26.74%
CAASPP 4th Grade ELA Met/Exceeds Standard	15.38% met the standard 8.97% exceeded the standard	10% increase for standard met = 25.38% 5% increase for exceeding the standard = 13.97%

CAASPP 5th Grade ELA Met/Exceeds Standard	20.63% met the standard 4.76% exceeded the standard	10% increase for standard met = 30.63% 5% increase for exceeding the standard = 9.76%
CA Dashboard ELA - Subgroups	Socioeconomically Disadvantaged: 63.2 pts below English Learners: 62 pts below Students w/ Disabilities: 133.4 pts below	Continue closing subgroup gaps: +10 points growth for SED and EL; +15 points for Students w/ Disabilities
CA Dashboard EL Progress	31.9% of ELs making progress	Increase to 45% of ELs making progress toward proficiency
FastBridge aReading Grade 2-5	44.10% High-Risk for aReading (Winter) 25% Some Risk for aReading (Winter)	10% decrease in High Risk for aReading; 34.10% 10% decrease in some Risk for aReading; 15%
STAR reading results	132 students in grades 2-5 have gained a year or more in reading levels this school year. Broken down by grade level; 11 1st graders 32 2nd graders 39 3rd graders 30 4th graders 29 5th graders	Growth of .4 average instructional levels every trimester.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1 Hour of daily Priority Individualized Reading (PIR) time as differentiated reading instruction	All students	0
3.2	Read Across America day/evening event and books	All students	500 LCFF
3.3	Increase classroom libraries for students choice of reading material	All students	3000 Title I 3400 LCFF - Supplemental
3.4	Increase library with fiction and non-fiction books and any other genre	All students	1500 LCFF - Supplemental 2000 Title I

			1000 LCFF - Supplemental
3.5	Real life classroom periodicals	All students	3,500 Title I
3.6	Priority Individualized Reading (PIR) books for differentiated reading groups	All students	3300 Title I
3.7	Promote a culture of reading and summer reading with books provided to students to choose from prior to extended breaks.	All students TK-5th Grade	5000 Title I
3.8	Promote a culture of reading	All students	3000 Title I
3.9	TUSD will contract with CORE Learning to provide Tier 1 training to K-3 teachers to ensure early reading foundations and instructional routines are implemented in every classroom. TUSD hired a Reading Support Teacher for Central School to provide Tier 1, 2 and 3 instruction to ensure early reading foundations and instructional routines implemented within the classroom.	K-3 grade students	0 District Funded
3.10	Promote a culture of reading through incentives with various reading programs; AR/LLI/CORE	All students	500 LCFF

Annual Review

SPSA Year Reviewed: 2024-25

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.

During the 2024–25 school year, Central School continued implementing foundational literacy supports through strategies such as Priority Individualized Reading (PIR) time, literacy events like Read Across America, Latino Family Literacy and PIQE Family Literacy Workshop and expanded access to fiction and non-fiction texts through library and classroom materials. These efforts contributed to growth in student reading achievement. Notably, 132 students in grades 2–5 demonstrated one year or more of reading growth as measured by STAR Reading, with each grade level showing positive gains.

While CAASPP ELA performance showed an increase of 7.4 points overall, over 54% of students in grades 3–5 still did not meet standard, and subgroup gaps remain significant, especially for students with disabilities, English learners, and socioeconomically disadvantaged students. FastBridge aReading data showed that 44.1% of students remained at high risk for reading difficulties, highlighting the ongoing need for early intervention.

Implementation of reading-based enrichment activities and differentiated small group reading instruction showed promise but require deeper systematization and instructional coherence, particularly in early grades.

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

All planned strategies and activities were implemented with minor adjustments. As a result, PIR time and reading intervention were primarily delivered through classroom teachers and one general education paraprofessional, whose time was also needed to support math, in addition to reading. Budget allocations for library and classroom texts were fully utilized and teachers were able to supplement their PIR reading materials.

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.

In response to student outcome data and subgroup performance trends, a significant addition to the 2025–26 SPSA will be the hiring of a Reading Support Teacher focused on Grades K–3. This position will enable targeted intervention using research-based programs such as CORE Learning and Leveled Literacy Intervention. Metrics have been updated to include expected improvements in subgroup growth (SED, EL, SWD), STAR Reading gains, and reductions in FastBridge High-Risk identification.
These updates are reflected in the Identified Need, Annual Measurable Outcomes, and newly added resource under strategies/activities in the 2025–26 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 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$265,448.00
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	$146,709.00

Subtotal of additional federal funds included for this school: $146,709.00

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 ($)
	$0.00
District Funded	$0.00
LCFF	$18,234.00
LCFF - Supplemental	$100,505.00

Subtotal of state or local funds included for this school: $118,739.00

Total of federal, state, and/or local funds for this school: $265,448.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF	18,234.00
LCFF - Supplemental	100,505.00
Title I	146,709.00

Expenditures by Budget Reference

Budget Reference	Amount
	28,140.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
	LCFF	18,234.00
	LCFF - Supplemental	100,505.00
	Title I	146,709.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	193,700.00
Goal 2	45,048.00
Goal 3	26,700.00

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

5 Parent or Community Members

Name of Members	Role
April Jacobs	Principal
Stacey Arnaudo	Classroom Teacher
Heather Tarabini	Classroom Teacher
Katrina Carvalho	Classroom Teacher
Ryan Tarabini	Parent or Community Member
Chanelle Clifton	Parent or Community Member
Erika Ambriz	Parent or Community Member
Nancy Alvarez	Parent or Community Member
Claudia Cordero	Parent or Community Member
Sandra Vasquez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/25.

Attested:

	Principal, April Jacobs on 5/13/25
	SSC Chairperson, Stacey Arnaudo on 5/13/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023