



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Whitney Avenue Elementary School	34-67447-6034961	May 29, 2025	June 24,2025

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Summarize the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

The development of the School Plan began in fall of the 2024/2025 school year. School Site Council, English Learner Advisory Committee, Site Leadership Team, and the staff as a whole evaluated the current SPSA to determine the effectiveness of actions and any additional needs. Overall, the groups noted the need for continued or increased support with improving attendance, provided academic intervention to students, academic support for newcomer students, increasing safety on campus, technology upgrades, and community outreach and engagement.

School Site Council met five times during the 2024/2025 school year to collaborate on the development of the School Plan. Site Council reviewed extensive site data, site budgets, and staff and family surveys. Site council expressed interest in: continued funding of an intervention teacher to provide targeted small group instruction for students based on academic need; increased hours for the attendance clerk to provide outreach and support to families; and increased staff to provide behavioral support and supervision both inside and outside of the classroom.

The English Learner Advisory Committee met four times during the 2024/2025 school year during the development of the School Plan. Data, budgets, and survey results were shared with ELAC members as well as the ideas and input of other decision-making groups on campus. ELAC members shared their agreement in a continued need for academic support for students, specifically English Learners so that they have the appropriate resources and materials to meet reclassification goals. In general, ELAC members expressed their satisfaction with the services currently provided for English Learners, specifically BIA and ELD teacher support, and would like them to continue. ELAC members were also in agreement with Site Council regarding the need for an improvement of chronic absenteeism and school safety, specifically more outreach to families as well as increased supervision and behavioral support on campus. Lastly, members of ELAC expressed the importance of field trips for students.

The Site Leadership Team met bimonthly for the duration of the 2024/2025 school year during the development of the School Plan. SLT reviewed extensive school data, site budgets, survey results, and input from all stakeholder groups. The team discussed the effectiveness of the current School Plan as well as additional resources needed in the future School Plan. Overwhelmingly, SLT was in alignment with stakeholder groups, confirming the need for increased support with: resources to improve chronic absenteeism; resources and personnel to provide targeted academic support, personnel to provide behavioral support and supervision on campus to increase safety, and resources to support family engagement opportunities to build a sense of home school connection and community.

Teachers and support staff participated in the development of the School Plan through surveys, whole staff discussions, and staff meetings. In January of 2025, SJTA members shared their priorities for funding in a survey and further refined their priorities in March of 2025 through a more focused survey. These priorities were shared with School Site Council and English Learner Advisory Committee and addressed in the development of this School Plan. The top priority of the staff was to continue funding for an intervention teacher to provide targeted small group instruction to students based on academic need as well as for instructional assistants to support instruction in the classroom. The second priority identified by the staff is to continue additional funding for the attendance clerk to provide outreach to families to improve our chronic absenteeism rate. The third priority identified by staff was to continue and/or increase supervision staff during unstructured times of the school day in order to increase safety. During conversations, teachers also identified a need to continue with the home visit program as well as after school tutoring, in order to provide individualized academic supports as well as foster a home school connection with families. Teachers also throughout the year have expressed an overwhelming need for appropriate materials and supplies to meet the differentiated needs of students as well maintain and upgrade technology in order to engage students. Additionally, teachers expressed the importance of field trips for real world learning experiences. Lastly, staff have expressed a need to provide academic support to students as well as effective SEL and ELD curriculum.

The School Plan draft was shared with Site Leadership Team, School Site Council, and English Learner Advisory Committee, and the staff as a whole. All stakeholders were provided opportunity for input.

School and Student Performance Data

Student Enrollment 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	0.26%	0.25%	%	1	1	
African American	17.99%	18.25%	17.96%	70	73	72
Asian	18.25%	21.75%	22.19%	71	87	89
Filipino	0.77%	1%	1.00%	3	4	4
Hispanic/Latino	24.42%	20.75%	21.70%	95	83	87
Pacific Islander	1.03%	1.5%	1.25%	4	6	5
White	29.56%	28%	27.68%	115	112	111
Multiple/No Response	7.46%	8.5%	8.23%	29	34	33
Total Enrollment				389	400	401

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	64	65	55
Grade 1	64	76	63
Grade 2	70	64	74
Grade3	72	73	69
Grade 4	50	61	78
Grade 5	69	61	62
Total Enrollment	389	400	401

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	138	157	166	29.30%	35.5%	41.4%
Fluent English Proficient (FEP)	19	24	23	3.10%	4.9%	5.7%
Reclassified Fluent English Proficient (RFEP)			20	5.2%		9.85%

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.

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

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
401	86.3%	41.4%	0.0%
Total Number of Students enrolled in Whitney Avenue 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	166	41.4%
Foster Youth	0	0.0%
Homeless	25	6.2%
Socioeconomically Disadvantaged	346	86.3%
Students with Disabilities	61	15.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	72	18%
American Indian	0	0.0%
Asian	89	22.2%
Filipino	4	1%
Hispanic	87	21.7%
Two or More Races	33	8.2%
Pacific Islander	5	1.2%
White	111	27.7%

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Red</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Yellow</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Blue</p></div>		

School and Student Performance Data

Academic Performance English Language Arts

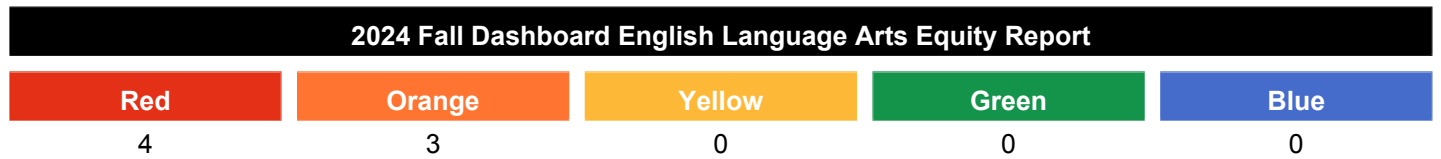
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>79.1 points below standard</div> <div>Declined 7.8 points</div> <div>173 Students</div>	<div>English Learners</div> <div> Red</div> <div>98.2 points below standard</div> <div>Declined 34.7 points</div> <div>75 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>81.3 points below standard</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>82.6 points below standard</div> <div>Declined 6.4 points</div> <div>152 Students</div>

Students with Disabilities  Orange 105.5 points below standard Increased 40.5 points 32 Students	African American  Orange 90.9 points below standard Increased 24.1 points 35 Students	American Indian  No Performance Color 0 Students
Asian  Red 106.3 points below standard Declined 24.3 points 36 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 70.1 points below standard Declined 7.8 points 42 Students
Two or More Races  No Performance Color 62.5 points below standard Declined 34.6 points 13 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Orange 64.0 points below standard Declined 13.9 points 43 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall Student Performance:

This year, the overall student population is 79.1 points below standard, with 173 students falling into this category. This represents a decline of 7.8 points from the previous year.

Asian Students:

Asian students are 106.3 points below standard, with 36 students in this group. This shows a decline of 24.3 points, which is concerning given the previous year’s performance.

Students with Disabilities:

Students with disabilities are performing 105.5 points below standard, with 32 students identified in this group. This is an increase of 40.5 points compared to last year, reflecting an increase in achievement.

English Learners:

English Learners are 98.2 points below standard, with 75 students included in this group. This marks a significant decline of 34.7 points compared to the prior year.

African American Students:

African American students are 90.9 points below standard, with 35 students in this group. There has been a notable increase of 24.1 percent in the achievement gap compared to the previous year, indicating a significant challenge in this subgroup's performance.

Socioeconomically Disadvantaged Students:

Students who are socioeconomically disadvantaged are 82.6 points below standard, with 152 students represented in this group. This is a decline of 6.4 points from last year, indicating a modest drop in performance.

Homeless Students:

Homeless students are performing 81.3 points below standard, with 15 students in this category. There is no specific trend provided for comparison from the previous year, but this highlights a notable gap in achievement.

Hispanic Students:

Hispanic students are performing 70.1 points below standard, with 42 students in the category. This is a decline of 7.8 points from last year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

- High rates of chronic absenteeism necessitate increased outreach to families regarding attendance, but current efforts are limited by insufficient staff and resources.
- There is a critical need for behavioral and mental health services for students, but the campus lacks adequate mental health support to meet these needs.
- Academic interventions and differentiated instruction are essential for student success, but limited staff and resources hinder the ability to implement these effectively.
- There is a need for supplemental instructional materials to better support targeted and differentiated learning for students.
- Student engagement remains a challenge, with a need for more strategies to increase participation and interest in academic activities.
- Support staff are crucial to providing effective interventions, but there is a shortage of personnel to deliver the necessary support to students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- Supplemental instructional materials and resources are needed to enhance teaching and support differentiated learning.
- Technology and ongoing maintenance are essential for fostering student engagement through digital tools and resources.
- Opportunities for family engagement events should be expanded to strengthen the partnership between home and school.
- The development and expansion of the home visit program is crucial for building stronger connections with families and supporting student success.
- Student council opportunities should be provided to promote student leadership and increase campus engagement.
- Attendance outreach and support are necessary to address chronic absenteeism and improve overall student attendance.
- Project Optimism should be continued to provide academic support and mentoring.
- Intervention teachers and instructional assistants to provide targeted small group instruction.

School and Student Performance Data

Academic Performance Mathematics

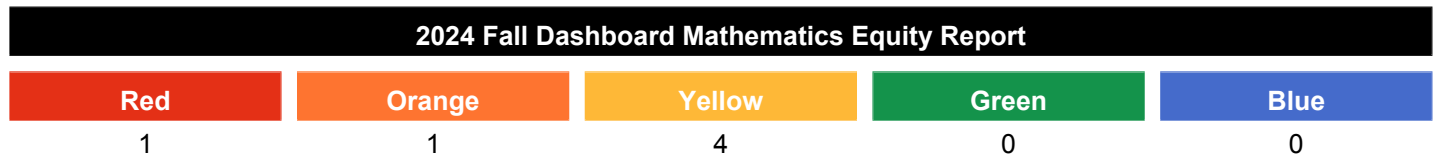
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<div>All Students</div> <div> Yellow</div> <div>80.3 points below standard</div> <div>Increased 9.1 points</div> <div>179 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>79.7 points below standard</div> <div>Increased 4.8 points</div> <div>81 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>81.1 points below standard</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>82.8 points below standard</div> <div>Increased 12.0 points</div> <div>158 Students</div>

Students with Disabilities  Orange 121.8 points below standard Increased 35.5 points 32 Students	African American  Red 132.4 points below standard Maintained 2.9 points 35 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 88.6 points below standard Maintained 2.3 points 37 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Yellow 67.8 points below standard Increased 31.1 points 42 Students
Two or More Races  No Performance Color 67.9 points below standard 14 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Yellow 54.8 points below standard Increased 5.8 points 47 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall Student Performance:

This year, the overall student population is 80.3 points below standard, with 179 students falling into this category. This represents an increase of 9.1 points compared to the previous year.

African American Students:

African American students are 132.4 points below standard, with 35 students in this group. There is no specific change noted from last year, but this continues to represent a significant achievement gap.

Socioeconomically Disadvantaged Students:

Socioeconomically disadvantaged students are 82.8 points below standard, with 158 students represented in this group. This is an increase of 12 points compared to last year.

Asian Students:

Asian students are 88.6 points below standard, with 37 students in this group. The performance for this subgroup has remained steady, showing no significant increase or decrease from the prior year.

Homeless Students:

Homeless students are performing 81.1 points below standard, with 15 students in this category. No specific trend is provided for comparison from last year, but it highlights a consistent gap in achievement for this subgroup.

Hispanic Students:

Hispanic students are 67.8 points below standard, with 42 students in this category. This marks an increase of 31.1 points compared to the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

- High rates of chronic absenteeism necessitate increased outreach to families regarding attendance, but current efforts are limited by insufficient staff and resources.
- There is a critical need for behavioral and mental health services for students, but the campus lacks adequate mental health support to meet these needs.
- Academic interventions and differentiated instruction are essential for student success, but limited staff and resources hinder the ability to implement these effectively.
- There is a need for supplemental instructional materials to better support targeted and differentiated learning for students.
- Student engagement remains a challenge, with a need for more strategies to increase participation and interest in academic activities.
- Support staff are crucial to providing effective interventions, but there is a shortage of personnel to deliver the necessary support to students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- Supplemental instructional materials and resources are needed to enhance teaching and support differentiated learning.
- Technology and ongoing maintenance are essential for fostering student engagement through digital tools and resources.
- Opportunities for family engagement events should be expanded to strengthen the partnership between home and school.
- The development and expansion of the home visit program is crucial for building stronger connections with families and supporting student success.
- Student council opportunities should be provided to promote student leadership and increase campus engagement.
- Attendance outreach and support are necessary to address chronic absenteeism and improve overall student attendance.
- Project Optimism should be continued to provide academic support and mentoring.
- Intervention teachers and instructional assistants to provide targeted small group instruction.

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.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
60.7% making progress.	making progress.
Number Students: 112 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
8%	31.3%	2.7%	57.1%

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

The greatest growth is seen in the 57.1% of students who progressed at least one ELPI level. This is a substantial portion of students moving upward, indicating successful interventions or improvements in language acquisition for many English Learners. The 31.3% who maintained ELPI levels 1-3 could be a focus for further support to ensure they progress to higher levels. Additionally, the 8% who decreased represents a small but important group that may need targeted interventions to avoid further regression.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

- High rates of chronic absenteeism necessitate increased outreach to families regarding attendance, but current efforts are limited by insufficient staff and resources.
- There is a critical need for behavioral and mental health services for students, but the campus lacks adequate mental health support to meet these needs.
- Academic interventions and differentiated instruction are essential for student success, but limited staff and resources hinder the ability to implement these effectively.
- There is a need for supplemental instructional materials to better support targeted and differentiated learning for students.

- Student engagement remains a challenge, with a need for more strategies to increase participation and interest in academic activities.
- Support staff are crucial to providing effective interventions, but there is a shortage of personnel to deliver the necessary support to students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- Ongoing professional development for ELD staff to enhance teaching strategies and improve student outcomes in English language acquisition.
- Expanded opportunities for professional growth to empower educators with the tools and knowledge needed to meet diverse student needs.
- Continuous development and refinement of the whole school ELD model to ensure its effectiveness across all levels.
- Supplemental instructional materials for newcomer students to provide targeted support and accelerate language development.
- Technology integration and maintenance to engage students in interactive learning experiences and ensure consistent access to digital resources.
- Increased opportunities for family engagement events to strengthen home-school partnerships and involve parents in supporting student success.
- Further development and implementation of the home visit program to foster stronger connections with families and provide personalized support for students.
- Enhanced attendance outreach and support to address chronic absenteeism and improve student participation in school activities.
- Dedicated counseling or social worker services to offer both academic and mental health support, ensuring students' well-being and academic success.

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



This section provides number of student groups in each level.



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

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

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator? This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

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.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>35.6% Chronically Absent</div> <div>Declined 7.7</div> <div>455 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>28.1% Chronically Absent</div> <div>Declined 4.5</div> <div>196 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>48.4% Chronically Absent</div> <div>Declined 16.8</div> <div>62 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>36.1% Chronically Absent</div> <div>Declined 6.6</div> <div>407 Students</div>

Students with Disabilities  Orange 39.5% Chronically Absent Declined 12.9 76 Students	African American  Orange 40.5% Chronically Absent Declined 10.1 79 Students	American Indian  No Performance Color 0 Students
Asian  Orange 22.7% Chronically Absent Declined 1.2 110 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Orange 40.4% Chronically Absent Declined 5.8 99 Students
Two or More Races  Orange 41.7% Chronically Absent Declined 15.1 36 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Orange 38.8% Chronically Absent Declined 7.6 121 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall Student Absenteeism:

35.6% of students are chronically absent, which equals 455 students.

Homeless Students:

48.4% chronically absent, equaling 62 students, with a decline of 16.8 percentage points.

Students of Two or More Races:

41.7% chronically absent, equaling 36 students, with a decline of 15.1 percentage points.

African American Students:

40.5% chronically absent, equaling 79 students, with a decline of 10.1 percentage points.

Hispanic Students:

40.4% chronically absent, equaling 99 students, with a decline of 5.8 percentage points.

Students with Disabilities:

39.5% chronically absent, equaling 76 students, with a decline of 12.9 percentage points.

White Students:

38.8% chronically absent, equaling 121 students, with a decline of 7.6 percentage points.

Asian Students:

22.7 chronically absent, equaling 36 students, with a decline of 1.2 percentage points.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

- Outreach to families was occurring, but there was a need for more consistent and expanded efforts to engage all families effectively.
- Staff were working on building relationships with families, though additional time and resources were needed to strengthen these connections further.
- Limited staff availability made it challenging to connect parents with the appropriate services and resources in a timely manner.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- Establishment of a proactive attendance outreach and support system to engage and assist families in improving student attendance.
- Expansion and enhancement of the home visit program to strengthen family involvement and provide personalized support.

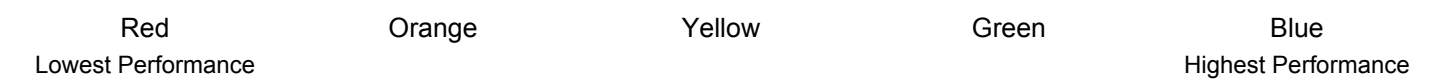
School and Student Performance Data

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.

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

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



This section provides number of student groups in each level.



This section provides 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

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

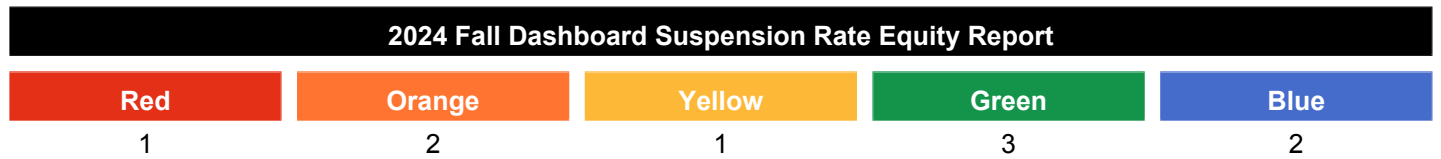
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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







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












This section provides number of student groups in each level.



This section provides 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		
<div>All Students</div> <div></div> <div>Yellow</div> <div>1.3% suspended at least one day</div> <div>Maintained 0%</div> <div>473 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>0.5% suspended at least one day</div> <div>Increased 0.5%</div> <div>202 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>Orange</div> <div>1.6% suspended at least one day</div> <div>Increased 1.6%</div> <div>62 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.2% suspended at least one day</div> <div>Declined 0.3%</div> <div>422 Students</div>

Students with Disabilities  Red 6.2% suspended at least one day Increased 2.8% 81 Students	African American  Orange 4.9% suspended at least one day Increased 3.8% 81 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 0.9% suspended at least one day Increased 0.9% 116 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Blue 0% suspended at least one day Declined 1% 103 Students
Two or More Races  Blue 0% suspended at least one day Declined 2.5% 37 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Green 0.8% suspended at least one day Declined 1.4% 126 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall Suspension Rate: 1.3% of students were suspended for at least one day, maintaining the same rate as the previous year.

Students with Disabilities: 6.2% suspension rate, a 2.8% increase from the previous year.

African American Students: 4.9% suspension rate, a 3.8% increase from the previous year.

Homeless Students: 1.6% suspension rate, a 1.6% increase from the prior year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

- Insufficient direct mental health services to adequately support students' well-being.
- Chronic absenteeism is impacting students' academic performance and behavior, resulting from disrupted routines.
- Inadequate behavioral support and supervision to address students' needs effectively.
- Limited opportunities for student engagement at school, necessitating additional avenues for involvement.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- Ongoing and expanded attendance outreach and support for families.
- Direct mental health services offered by the school counselor or social worker to support student well-being.
- Continuation of Project Optimism and Superior Sport to strengthen positive school connections and student engagement.
- Further development and implementation of the home visit program to build and nurture positive relationships with families.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Data used to monitor progress: CA Dashboard Indicators, Unified Insight Dashboard, iReady, Benchmark, SIPPS, SF Math, classroom data.
Frequency: Ongoing throughout year such as at weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings, and site council meetings.

What worked and didn’t work? Why? (monitoring)

Successes:

- small group intervention

- whole school ELD
- push-in and pull-out student support
- data-based differentiated instruction
- supplemental instructional materials such as SF math curriculum, Handwriting without Tears, EL Achieve, and Hello!
- new interactive panels
- UDL training and integration

Challenges:

- not enough appropriate materials to support differentiated instruction in math, ELA, and ELD
- not providing enough small group support and intervention
- ongoing instructional technology needs/maintenance to provide engaging instructional delivery
- need for academic mentoring

What modification(s) did you make based on the data? (evaluation)

Connected communities and personal relationships are foundational to learning, and standards-based instruction and data-based differentiated and academic support are key to academic success. We will ensure that each student is engaged and supported in a challenging and standards-based program that provides intervention and small group instruction with appropriate curriculum, supplemental materials, technology for engagement, and personnel for student support.

2025-26

Identified Need

- continued additional staffing for small group intervention, push-in support, and academic mentoring
- supplemental instructional materials and supplies to meet needs of all students
- technology & technology maintenance for student engagement
- academic mentoring and support
- continued improvement of whole school ELD model
- continued training and development of UDL practices

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	79.1 points below standard	+3 scale score points

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	English Learners	98.2 points below standard	
	Foster Youth		
	Homeless	81.3 points below standard	
	Socioeconomically Disadvantaged	82.6 points below standard	
	Students with Disabilities	105.5 points below standard	
	African American	90.9 points below standard	
	American Indian		
	Asian	106.3 points below standard	
	Filipino		
	Hispanic	70.1 points below standard	
	Two or More Races	62.5 points below standard	
	Pacific Islander		
	White	64.0 points below standard	
Math State Assessment: Change in scale score	All Students	80.3 points below standard	+3 scale score points
	English Learners	79.7 points below standard	
	Foster Youth		
	Homeless	81.1 points below standard	
	Socioeconomically Disadvantaged	82.8 points below standard	
	Students with Disabilities	121.8 points below standard	
	African American	132.4 points below standard	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	American Indian Asian 88.6 points below standard Filipino Hispanic 67.8 points below standard Two or More Races 67.9 points below standard Pacific Islander White 54.8 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	60.7%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	9.85%	+2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Materials & Supplies: Provide supplemental materials and supplies to support intervention,	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA	Title I Part A Site Allocation 4000-4999: Books And Supplies	24072	August 2025-June 2026

	differentiation, and engagement.				
1.2	Supplemental Instructional Materials: Provide materials and supplies to support explicit language instruction and math concepts in all grades as well as provide differentiated and target small group instruction.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	17,500	August 2025-June 2026
1.3	EL Achieve & Hello Curriculum: Provide supplemental curriculum to meet the varied academic needs of all levels of EL students.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	4,000	August 2025-June 2026
1.4	UDL Materials, and Supplies: Make content comprehensible to emerging bilinguals.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	500	August 2025-June 2026

1.5	Technology: Provide equipment and programs to enhance instructional delivery as well as increase student engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	August 2025-June 2026
1.6	Technology Maintenance: Maintain and upgrade instructional technology as needed to allow for delivery of high quality instruction.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 4000-4999: Books And Supplies	5,000	August 2025-June 2026
1.7	Title 1 Teacher (1.0 FTE): Support instructional processes to increase student achievement, including formative and summative assessment, data analysis, goal-setting, small	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	98,000 36,671	August 2025-June 2026

	group instruction, and collaboration on lesson design and delivery. PC #29562				
1.8	Instructional Assistant 1 (1.0 FTE): Provide small group instruction and intervention in grades 3-5. PC #39387	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA	Equity Multiplier 2000-2999: Classified Personnel Salaries		August 2025-June 2026
1.9	Instructional Assistant 3 (1.0 FTE): Work in collaboration with the behaviorist to provide academic and behavioral support to students. PC #39484	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA	Equity Multiplier 2000-2999: Classified Personnel Salaries		August 2025-June 2026

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Data used to monitor progress: CA Dashboard Indicators, Unified Insight Dashboard, LCAP student listening session, attendance data, classroom data, and staff and family climate surveys.
Frequency: Ongoing throughout year such as at weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings and site council meetings.

What worked and didn't work? Why? (monitoring)

Successes:
-attendance outreach and support
-programs to provide one on one student mentoring

- field trips to provide real world experiences for students
- home visit program to build home school connection
- engagement activities provided by Student Council

Challenges:

- not enough staff to provide academic mentoring
- family needs for resources around barriers to attendance
- student engagement at school

What modification(s) did you make based on the data? (evaluation).

Continue the home visit program and increased attendance outreach and support will foster the home school connection and increase student engagement.

2025-26

Identified Need

- real world experiences to engage with curriculum
- continuance of a proactive and responsive system of attendance outreach and support for families
- continued development and implementation of home visit program

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	35.6% Chronically Absent	-0.5%
	English Learners	28.1% Chronically Absent	
	Foster Youth		
	Homeless	48.4% Chronically Absent	
	Socioeconomically Disadvantaged	36.1% Chronically Absent	
	Students with Disabilities	39.5% Chronically Absent	
	African American	40.5% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	American Indian Asian 22.7% Chronically Absent Filipino Hispanic 40.4% Chronically Absent Two or More Races 41.7% Chronically Absent Pacific Islander White 38.8% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	90.0%	+1%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian	N/A

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Filipino Hispanic Two or More Races Pacific Islander	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.10	Home Visits: Provide home school connection to families as well as support attendance, academic success, and social emotional support.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic, AA	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	August 2025-June 2026
2.11	Field Trips: Provide academic field trips and busses for each grade level to build knowledge around grade level curriculum, provide opportunities for students to experience real world	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	6,171	August 2025-June 2026

	experiences, and increase overall engagement with the curriculum.				
2.12	Additional Attendance Clerk Hours: Provide connection with families, triage attendance needs, and support student and family engagement. PC #38986	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	7,896 7,634	August 2025-June 2026
2.13		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Data used to monitor progress: CA Dashboard Indicators, Unified Insight Dashboard, LCAP student listening session, and staff and family climate surveys.
Frequency: Ongoing throughout year such as at weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings and site council meetings.

What worked and didn't work? Why? (monitoring)

Successes:
-staff to monitor student safety in and outside the classroom
-staff to facilitate recreational activities during recess

- staff to provide intervention both inside and outside of the classroom
- student leadership activities and events
- SEL curriculum meeting the social emotional needs of students
- development of PBIS systems

- Challenges:
- ample staff to provide supervision and safety
 - ample staff to provide intervention
 - attendance at family events

What modification(s) did you make based on the data? (evaluation)

Due to a need for increased school safety, the position of School Community Specialist was increased. Additionally, staff implemented social emotional curriculum. We also increased the number of student leadership activities and family engagement events to create a sense of culture of connection.

2025-26

Identified Need

- continued opportunities for family engagement events
- continued supervision staff to provide a safe campus and recreational activities
- Project Optimism to provide academic mentoring and support
- SEL curriculum that meets the needs of students
- materials and supplies to support PBIS systems

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	1.3% suspended at least one day	-0.3%
	English Learners	0.5% suspended at least one day	
	Foster Youth		
	Homeless	1.6% suspended at least one day	
	Socioeconomically Disadvantaged	1.2% suspended at least one day	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Students with Disabilities	6.2% suspended at least one day	
	African American	4.9% suspended at least one day	
	American Indian		
	Asian	0.9% suspended at least one day	
	Filipino		
	Hispanic	0% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		
	White	0.8% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	78.5%		69%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	85.1%		90%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	100%		100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
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3.1	Superior Sports: Provide organized music, art, sports, and dance opportunities to create positive experiences for students and a connection at school.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD	Equity Multiplier 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	372	August 2025-June 2026
3.2	Project Optimism: Promote academic success and self-confidence through 1:1 mentoring and small group coaching.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA		0	August 2025-June 2026
3.3	SEL Curriculum: Provide social emotional learning for students struggling socially and behaviorally in order to create a safe and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	August 2025-June 2026

	healthy learning environment.				
3.4	SEL Materials & Supplies: Provide necessary materials & supplies needed to support SEL learning in all grades ensuring students have access to the instructional environment.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7,900	August 2025-June 2026
3.5	Student Leadership: Support student leadership opportunities across campus including student-led assemblies to promote academic success through student engagement.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	273	August 2025-June 2026
3.6	Parent/Guardian Leadership Roles: Provide supplemental supplies and materials for	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	400	August 2025-June 2026

	events such as ELAC, Site Council, and Mugs & Muffins.		4000-4999: Books And Supplies		
3.7	Family Engagement: Support site-based student and family needs and on-campus math and literacy events to engage families around early learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	3,610	August 2025-June 2026
3.8	Playground Recreational Aides: Increase safety by facilitating structured play and reduce incidences of negative behavior on the playground. PC #35007 PC #35992 PC #35993 PC #35991	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Rec Aide Allocation	32,131 13,444 4,130	August 2025-June 2026

			2000-2999: Classified Personnel Salaries		
3.9	School Community Intervention Specialist: Provide intervention for students as well as support school-wide intervention systems. PC #37776	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing EL, SED, Asian, Hispanic, AA	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	43,586 41,073	August 2025-June 2026

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide primary language support to EL students.	August-June	BIA-Persian	2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	
Provide primary language support to EL students.	August-June	BIA-Dari	2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	
Provide systematic, explicit language development to English Learners.	August-June	ELD Teacher (2.0 FTE)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide instructional support to students in grades K-2 and combo classes.	August-June	Instructional Assistants (8.0 FTE)	2000-2999: Classified Personnel Salaries	Other	
Provide targeted small group intervention in math and ELA.	August-June	Intervention Teachers (2.0 FTE)	1000-1999: Certificated Personnel Salaries	Other	

SCHOOL GOAL #2:

Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Coordinate and provide school-wide system of interventions for at-risk students.	August-June	Social Worker (.5 FTE)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide active student supervision as well as student behavioral support and intervention.	August-June	School Community Specialist (7 hrs)	2000-2999: Classified Personnel Salaries	Other	

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$369,363.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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
LCFF Rec Aide Allocation	\$4,130.00
LCFF Supplemental Site Allocation	\$59,520.00
Other	\$5,000.00
Title I Part A Parent Involvement	\$3,610.00
Title I Part A Site Allocation	\$297,103.00

Subtotal of state or local funds included for this school: \$369,363.00

Total of federal, state, and/or local funds for this school: \$369,363.00

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
LCFF Supplemental Site Allocation	59,520	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	297,103	0.00
Title I Part A Parent Involvement	3,610	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	59,520.00
Other	5,000.00
Title I Part A Parent Involvement	3,610.00
Title I Part A Site Allocation	297,103.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	103,000.00
2000-2999: Classified Personnel Salaries	87,743.00
3000-3999: Employee Benefits	98,822.00
4000-4999: Books And Supplies	73,255.00
5000-5999: Services And Other Operating Expenditures	6,543.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	32,131.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	13,444.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	13,573.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	372.00
4000-4999: Books And Supplies	Other	5,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,610.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	103,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	51,482.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	85,378.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	51,072.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	6,171.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,743.00
Goal 2	26,701.00
Goal 3	151,919.00

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
Jenna Cole	Parent or Community Member
Shani Drake	Parent or Community Member
Nicole Santillan	Parent or Community Member
Yasameen Faza	Parent or Community Member
Randal McArthur	Parent or Community Member
Monica DeLeon	Classroom Teacher
Sabina Gergi	Other School Staff
Jordyn Love Aguilar	Classroom Teacher
Taylor Marino	Classroom Teacher
Stephanie King	Principal

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

on file

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 5/29/25.

Attested:

S. King
on file

Principal, Stephanie King on 5/29/25

SSC Chairperson, Nicole Santillan on 5/29/25

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Whitney Avenue Elementary School

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Project Optimism: Promote academic success and self-confidence through 1:1 mentoring and small group coaching.		\$0.00	Engaging Academic Programs	

Total Expenditures:

\$0.00

Allocation Balance:

\$0.00

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures:

\$4,130.00

LCFF Rec Aide Allocation Allocation Balance:

\$0.00

Funding Source: LCFF Supplemental Site Allocation

\$59,520.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Whitney Avenue Elementary School

Family & Student Engagement: Provide opportunities for families and students to engage in math and literacy events on campus that supports early and developing math intervention; provide activities and supports to families for at home usage to support math literacy	4000-4999: Books And Supplies	\$540.00	Clear Pathways to Bright Futures
SEL Curriculum: Provide social emotional learning for students struggling socially and behaviorally in order to create a safe and healthy learning environment.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
SEL Materials & Supplies: Provide necessary materials & supplies needed to support SEL learning in all grades ensuring students have access to the instructional environment.	4000-4999: Books And Supplies	\$7,900.00	Engaging Academic Programs
Student Leadership: Support student leadership opportunities across campus including student-led assemblies to promote academic success through student engagement.	4000-4999: Books And Supplies	\$273.00	Engaging Academic Programs
Parent/Guardian Leadership Roles: Provide supplemental supplies and materials for events such as ELAC, Site Council, and Mugs & Muffins.	4000-4999: Books And Supplies	\$400.00	Engaging Academic Programs
Playground Recreational Aides: Increase safety by facilitating structured play and reduce incidences of negative behavior on the playground. PC #35007 PC #35992 PC #35993 PC #35991	2000-2999: Classified Personnel Salaries	\$32,131.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	\$372.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$13,444.00	Engaging Academic Programs

Whitney Avenue Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$60,060.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology Maintenance: Maintain and upgrade instructional technology as needed to allow for delivery of high quality instruction.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	

Other Total Expenditures: \$5,000.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$3,610.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Engagement: Support site-based student and family needs and on-campus math and literacy events to engage families around early learning.	4000-4999: Books And Supplies	\$3,610.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$3,610.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation

\$297,103.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Whitney Avenue Elementary School

	3000-3999: Employee Benefits	\$41,073.00	Engaging Academic Programs
School Community Intervention Specialist: Provide intervention for students as well as support school-wide intervention systems. PC #37776	2000-2999: Classified Personnel Salaries	\$43,586.00	Engaging Academic Programs
Title 1 Teacher (1.0 FTE): Support instructional processes to increase student achievement, including formative and summative assessment, data analysis, goal-setting, small group instruction, and collaboration on lesson design and delivery. PC #29562	1000-1999: Certificated Personnel Salaries	\$98,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$36,671.00	Connected School Communities
Home Visits: Provide home school connection to families as well as support attendance, academic success, and social emotional support.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Healthy Environments for Socio-Emotional Health
Field Trips: Provide academic field trips and busses for each grade level to build knowledge around grade level curriculum, provide opportunities for students to experience real world experiences, and increase overall engagement with the curriculum.	5000-5999: Services And Other Operating Expenditures	\$6,171.00	Healthy Environments for Socio-Emotional Health
Additional Attendance Clerk Hours: Provide connection with families, triage attendance needs, and support student and family engagement. PC #38986	2000-2999: Classified Personnel Salaries	\$7,896.00	Healthy Environments for Socio-Emotional Health
	3000-3999: Employee Benefits	\$7,634.00	Healthy Environments for Socio-Emotional Health
Materials & Supplies: Provide supplemental materials and supplies to support intervention, differentiation, and engagement.	4000-4999: Books And Supplies	\$24,072.00	Connected School Communities

Whitney Avenue Elementary School

Supplemental Instructional Materials: Provide materials and supplies to support explicit language instruction and math concepts in all grades as well as provide differentiated and target small group instruction.	4000-4999: Books And Supplies	\$17,500.00	Connected School Communities
EL Achieve & Hello Curriculum: Provide supplemental curriculum to meet the varied academic needs of all levels of EL students.	4000-4999: Books And Supplies	\$4,000.00	Connected School Communities
UDL Materials, and Supplies: Make content comprehensible to emerging bilinguals.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Technology: Provide equipment and programs to enhance instructional delivery as well as increase student engagement.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities
Intervention: Provide opportunities for students to engage in programs to prepare and support future aspirations i.e. Builders Club, STEM Club. Provide activities to engage students above and beyond daily learning in their interests and talents beyond core through before, during, and after school intervention programs.	2000-2999: Classified Personnel Salaries	\$20,000.00	Clear Pathways to Bright Futures
Field Trips: Provide virtual academic field trips and busses for each grade level to attend at least one trip per year to build academic language and vocabulary around a specific grade level curriculum. Provide opportunities for students to experience real world experiences off campus (field trips) to support background knowledge, vocabulary (possible virtually as needed)	5000-5999: Services And Other Operating Expenditures	\$25,500.00	Clear Pathways to Bright Futures

Whitney Avenue Elementary School

Student Exploration:

Provide exploration activities/assemblies in math, science, core subjects to foster many different opportunities for communication, collaboration, leadership that prepare them for the future of their choosing in academics (Mad Science Academy, Phil Tulga, etc.)

\$25,000.00 Clear Pathways to
Bright Futures

Title I Part A Site Allocation Total Expenditures: \$367,603.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Whitney Avenue Elementary School Total Expenditures: \$440,403.00