



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Military Institute	33-67207-0101170	May 27, 2025	June 18, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous

cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by California Military Institute for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description	5
Educational Partner Involvement	5
Resource Inequities	6
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	14
ELPAC Results	20
Student Population	25
Overall Performance	27
Academic Performance	29
Academic Engagement	36
Conditions & Climate.....	40
Goals, Strategies, & Proposed Expenditures.....	42
Goal 1.....	42
Goal 2.....	45
Goal 3.....	49
Goal 4.....	53
Goal 5.....	56
Budget Summary	59
Budget Summary	59
Other Federal, State, and Local Funds	59
Budgeted Funds and Expenditures in this Plan.....	60
Funds Budgeted to the School by Funding Source.....	60
Expenditures by Funding Source	60
Expenditures by Budget Reference	60
Expenditures by Budget Reference and Funding Source	60
Expenditures by Goal.....	60
School Site Council Membership	61
Recommendations and Assurances	62
Instructions.....	63
Appendix A: Plan Requirements	70

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements73
Appendix C: Select State and Federal Programs76

Plan Description

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

This plan is being used by California Military Institute for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This Single Plan for Student Achievement (SPSA) is designed to guide California Military Institute's efforts to meet the planning requirements outlined in the Every Student Succeeds Act (ESSA). The plan serves as the school's comprehensive blueprint for improving academic outcomes for all students, with an intentional focus on addressing the needs of historically underserved student groups, including English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, and other identified subgroups.

This plan is aligned with the Perris Union High School District's Local Control and Accountability Plan (LCAP) and is developed in coordination with other federal, state, and local programs to ensure coherence, maximize the use of available resources, and promote educational equity. It reflects a continuous improvement process grounded in analysis of California School Dashboard data, input from stakeholders, and an assessment of student needs and site priorities.

The SPSA outlines California Military Institute's measurable goals, actions, services, and resource allocations designed to enhance student achievement, close opportunity gaps, and prepare all students for college, career, and civic life.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

California Military Institute engaged a broad range of educational partners in the development of the Single Plan for Student Achievement (SPSA) and the Annual Review and Update. Consultation occurred through a variety of structured meetings and engagement opportunities to gather feedback, review student performance data, and collaboratively identify site priorities.

Educational partners were engaged as follows:

- **School Site Council (SSC):** The SSC met regularly throughout the year to review schoolwide academic performance, approve Title I expenditures, and provide recommendations on interventions and supports. Based on SSC input, additional academic interventions and tutoring supports were prioritized for students not meeting grade-level standards in ELA and mathematics.
- **English Learner Advisory Committee (ELAC):** ELAC members reviewed ELPAC and English Learner Progress Indicator (ELPI) data and emphasized the need for enhanced designated ELD instruction and integrated supports. As a result, actions were incorporated into the SPSA to expand ELD services and professional development for teachers on supporting English Learners.
- **African American Parent Advisory Committee (AAPAC):** AAPAC discussions highlighted the importance of culturally responsive instruction, mentoring, and engagement activities for African American students. The SPSA reflects this input by including actions aimed at promoting equity, access to college readiness programs, and student mentorship initiatives.
- **Parent Engagement Leadership Institute (PELI):** PELI parent leaders shared feedback regarding barriers to parent involvement and access to school resources. In response, the SPSA includes strategies to increase family engagement opportunities, improve communication, and support parent education workshops.
- **Coffee with the Administrator:** Monthly meetings provided informal but valuable feedback about the need for stronger Tier 1 classroom instruction, expanded wellness services, and continued use of restorative practices.

These discussions influenced the SPSA goals around school climate, student wellness supports, and professional development for staff.

Impact of Educational Partner Input on the SPSA:

The feedback provided by educational partners directly shaped the development of SPSA goals, measurable outcomes, and site actions. Their input ensured that planned interventions are aligned with student needs, that resources are directed toward underserved student groups, and that strategies are designed to enhance both academic achievement and student wellness. Educational partners' engagement reinforced the school's commitment to a shared vision of equity, achievement, and continuous improvement.

Resource Inequities

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

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

Not Applicable

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the 2024 California School Dashboard, California Military Institute (CMI) demonstrates several areas of strength as well as key areas in need of improvement. This needs assessment is grounded in Dashboard indicators that fall within the "Red" or "Orange" performance levels, signaling urgent or significant performance gaps that require targeted intervention.

Mathematics (Red Performance Level)

- All Students: 104.6 points below standard
- Change: Maintained (? 0.5 points)
- Number of Students: 594

Student Group Highlights (All Red Performance):

- Hispanic Students: 107.4 points below standard (? 0.4 points)
- Socioeconomically Disadvantaged: 107.6 points below standard (? 0.1 points)
- Long-Term English Learners: 167.5 points below standard (? 2 points)
- English Learners (Overall): 128.5 points below standard (? 6 points) – Orange

Disaggregated EL Performance:

- Current English Learners: 173.9 points below standard (? 0.8 points)
- Recently Reclassified ELs: 105.8 points below standard (? 0.4 points)

English Only Students: 102 points below standard (? 3.6 points)

Root Cause Analysis:

Tier 1 Gaps: Instruction may lack differentiation and scaffolding needed for high-needs learners (ELs, LTELs, and SED).

- Limited Intervention: Inconsistent access to after-school or in-class math intervention programs.
- Language Barriers: EL students, particularly current ELs and LTELs, may not be receiving sufficient support in accessing rigorous math content.
- Assessment Use: Limited implementation of formative and diagnostic tools (e.g., CAASPP IABs, iReady) to adjust instruction in real time.

Implications for the SPSA:

CMI's mathematics performance is a critical area of concern, with all key subgroups scoring in the Red performance level and more than 100 points below standard. The significant achievement gaps—particularly among Long-Term English Learners (LTELs) and Socioeconomically Disadvantaged students—require urgent, sustained action.

Mathematics (Red Performance Level)

All Students: 104.6 points below standard

Performance Level: Red

Change: Maintained (? 0.5 points)

Number of Students: 594

Student Group Highlights (All Red Performance):

Hispanic Students: 107.4 points below standard (? 0.4 points)

Socioeconomically Disadvantaged: 107.6 points below standard (? 0.1 points)

Long-Term English Learners: 167.5 points below standard (? 2 points)

English Learners (Overall): 128.5 points below standard (? 6 points) – Orange

Disaggregated EL Performance:

Current English Learners: 173.9 points below standard (? 0.8 points)

Recently Reclassified ELs: 105.8 points below standard (? 0.4 points)

English Only Students: 102 points below standard (? 3.6 points)

Root Cause Analysis:

Tier 1 Gaps: Instruction may lack differentiation and scaffolding needed for high-needs learners (ELs, LTELs, and SED).

- Limited Intervention: Inconsistent access to after-school or in-class math intervention programs.
- Language Barriers: EL students, particularly current ELs and LTELs, may not be receiving sufficient support in accessing rigorous math content.
- Assessment Use: Limited implementation of formative and diagnostic tools (e.g., CAASPP IABs, iReady) to adjust instruction in real time.

Implications for the SPSA:

CMI's mathematics performance is a critical area of concern, with all key subgroups scoring in the Red performance level and more than 100 points below standard. The significant achievement gaps—particularly among Long-Term English Learners (LTELs) and Socioeconomically Disadvantaged students—require urgent, sustained action.

Actions taken to address these areas:

English Language Arts (Orange Performance Level)

All Students:

- 38.8 points below standard
- Declined 16.7 points
- Students Tested: 594

Student Group Highlights:

Long-Term English Learners (Red):

- 120.3 points below standard
- Declined 27.6 points
- Students: 73

English Learners (Orange):

- 68.6 points below standard
- Declined 9.4 points
- Students: 210

Hispanic Students (Orange):

- 41.6 points below standard
- Declined 17.4 points
- Students: 540

Socioeconomically Disadvantaged (Orange):

- 42.4 points below standard
- Declined 17.7 points
- Students: 524

Disaggregated English Learner Performance:

Current ELs: 134.2 points below standard

- Declined 21.8 points
- Students: 70

Reclassified ELs:

- 35.8 points below standard
- Declined 15.7 points
- Students: 140

English Only:

- 42.4 points below standard
- Declined 25.1 points
- Students: 236

Root Cause Analysis:

- Tier 1 Instructional Gaps: Declines across all student groups suggest systemic issues in core ELA instruction, including engagement with complex texts and academic writing.
- Language Support Deficiencies: Current and Long-Term ELs have the most significant gaps, likely due to insufficient integration of ELD strategies into ELA curriculum.
- Instructional Differentiation: Teachers may need support in scaffolding and culturally responsive teaching to meet the diverse literacy needs of ELs, SED, and EO students.
- Literacy Intervention Access: Not all struggling students are receiving targeted supports beyond the classroom setting.

Implications for the SPSA:

With an overall ELA performance level of Orange and all key student groups performing below standard—with sharp year-over-year declines—English Language Arts must remain a priority area of focus in the SPSA. The data signals an urgent need to improve Tier 1 instruction and provide targeted academic language support, especially for Long-Term ELs and socioeconomically disadvantaged students.

Actions taken to address these areas:

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

Mathematics – All Students: RED

Student Groups Also in RED (same level):

Hispanic: –107.4 points

Socioeconomically Disadvantaged: –107.6 points

Long-Term English Learners (LTEL): –167.5 points

Student Group in ORANGE (1 level above):

English Learners: –128.5 points

LTEs are two levels below the “All Students” group and performing significantly worse, indicating a critical performance gap.

English Language Arts – All Students: ORANGE

Student Group in RED (two levels below):

Long-Term English Learners: –120.3 points (Red vs. Orange)

LTEs are again two levels below “All Students,” reinforcing the need for targeted academic supports.

College/Career (CCI) – All Students: ORANGE

No groups in RED, but:

English Learners and LTEs both had only 10% prepared, yet were listed with “No Performance Color”—likely due to low N sizes.

Although no performance color was reported for ELs and LTEs, their CCI outcomes are critically low, indicating substantial needs.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	%	2.98%	2.97%		30	31
Asian	%	1.09%	0.86%		11	9
Filipino	%	0.5%	0.19%		5	2
Hispanic/Latino	%	89.36%	90.71%		899	947
Pacific Islander	%	0%	0.10%		0	1
White	%	3.78%	3.26%		38	34
Two or More Races	%	1.89%	1.72%		19	18
Not Reported	%	0.4%	0.19%		4	
Total Enrollment					1006	1044

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 5		49	33
Grade 6		94	91
Grade 7		170	168
Grade 8		173	186
Grade 9		148	185
Grade 10		155	127
Grade 11		121	140
Grade 12		96	114
Total Enrollment		1,006	1,044

Conclusions based on this data:

1. In 2023–24, Hispanic/Latino students made up 90.71% of the student body (947 out of 1,044 students), an increase from 89.36% (899 out of 1,006) in 2022–23. This trend underscores the importance of culturally responsive teaching and targeted supports for this demographic.

2. Aside from Hispanic/Latino students, no other ethnic group represents more than 3.5% of total enrollment. For example, White students decreased slightly from 3.78% (38 students) in 2022–23 to 3.26% (34 students) in 2023–24. African American, Asian, Filipino, and multiracial groups each make up less than 3% of the population, indicating limited ethnic diversity beyond the dominant group.
3. Total enrollment at CMI increased from 1,006 students in 2022–23 to 1,044 students in 2023–24, a modest rise of 38 students. This steady growth suggests ongoing community interest and stability in the school's enrollment trends.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	219	198	164	21.4%	19.7%	15.7%
Fluent English Proficient (FEP)	423	433	479	41.3%	43.0%	45.9%

Conclusions based on this data:

- 1. Decline in English Learner (EL) Enrollment**
The number of English Learners has steadily decreased:

2021–22: 219 students

2022–23: 198 students

2023–24: 164 students

This decline is also reflected in the percentage of total students:

2021–22: 21.4%

2022–23: 19.7%

2023–24: 15.7%

Conclusion: There is a clear trend of decreasing enrollment among English Learners, indicating possible improvements in English proficiency or changes in student demographics.

- 2. Increase in Fluent English Proficient (FEP) Students**
The number of Fluent English Proficient (FEP) students has increased each year:

2021–22: 423 students

2022–23: 433 students

2023–24: 479 students

Percentage of students in this category has also increased:

2021–22: 41.3%

2022–23: 43.0%

2023–24: 45.9%

Conclusion: More students are achieving fluency in English without needing reclassification, suggesting effective early language acquisition or more English-proficient entrants.

3. Missing or Incomplete Data for Reclassified Fluent English Proficient (RFEP)
The data for RFEP (students reclassified from EL to proficient) is not provided for any of the years.

This is a critical group for evaluating the success of English Language Development programs.

Conclusion: The absence of RFEP data limits full analysis of EL program effectiveness. The increasing FEP group may include some RFEP students, but this cannot be confirmed without the data.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	56	49	33	56	49	33	56	49	33	100.0	100.0	100
Grade 6	90	96	91	90	96	91	90	96	91	100.0	100.0	100
Grade 7	173	167	166	171	167	166	171	167	166	98.8	100.0	100
Grade 8	148	168	180	148	168	180	148	168	180	100.0	100.0	100
Grade 11	103	115	137	103	115	136	103	115	136	100.0	100.0	99.3
All Grades	570	595	607	568	595	606	568	595	606	99.6	100.0	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	2440.	2453.	2462.	5.36	8.16	6.06	23.21	20.41	24.24	21.43	24.49	33.33	50.00	46.94	36.36
Grade 6	2488.	2508.	2461.	6.67	8.33	3.30	23.33	25.00	18.68	33.33	39.58	26.37	36.67	27.08	51.65
Grade 7	2528.	2537.	2525.	7.02	10.18	7.23	40.94	32.93	31.33	21.05	31.14	31.93	30.99	25.75	29.52
Grade 8	2499.	2519.	2510.	4.73	5.95	7.22	16.89	23.81	18.89	32.43	36.90	36.67	45.95	33.33	37.22
Grade 11	2623.	2598.	2570.	27.18	20.00	9.56	44.66	38.26	38.24	16.50	30.43	30.88	11.65	11.30	21.32
All Grades	N/A	N/A	N/A	9.86	10.42	7.10	30.81	29.08	26.90	25.18	33.45	32.34	34.15	27.06	33.66

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	10.71	8.16	12.12	55.36	59.18	69.70	33.93	32.65	18.18
Grade 6	11.11	15.63	7.69	56.67	63.54	47.25	32.22	20.83	45.05
Grade 7	12.28	16.77	12.65	64.91	62.87	63.86	22.81	20.36	23.49
Grade 8	7.43	10.71	10.56	54.05	55.36	55.00	38.51	33.93	34.44
Grade 11	35.92	25.22	17.65	53.40	64.35	58.82	10.68	10.43	23.53
All Grades	14.96	15.80	12.38	57.75	60.84	57.92	27.29	23.36	29.70

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	1.79	6.12	3.03	50.00	63.27	60.61	48.21	30.61	36.36
Grade 6	5.56	6.25	4.40	51.11	55.21	39.56	43.33	38.54	56.04
Grade 7	15.20	15.57	12.05	54.97	56.29	54.82	29.82	28.14	33.13
Grade 8	4.73	6.55	7.22	49.32	50.60	42.22	45.95	42.86	50.56
Grade 11	33.98	18.26	13.97	58.25	65.22	62.50	7.77	16.52	23.53
All Grades	13.03	11.26	9.41	52.99	56.81	50.83	33.98	31.93	39.77

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	8.93	10.20	3.03	73.21	67.35	72.73	17.86	22.45	24.24
Grade 6	8.89	8.33	9.89	75.56	80.21	67.03	15.56	11.46	23.08
Grade 7	7.60	10.78	9.04	75.44	79.64	80.12	16.96	9.58	10.84
Grade 8	7.43	15.48	10.56	75.68	72.62	73.33	16.89	11.90	16.11
Grade 11	15.53	10.43	13.97	77.67	86.96	74.26	6.80	2.61	11.76
All Grades	9.33	11.60	10.40	75.70	78.15	74.42	14.96	10.25	15.18

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	5.36	12.24	18.18	62.50	55.10	54.55	32.14	32.65	27.27
Grade 6	13.33	9.38	4.40	67.78	79.17	70.33	18.89	11.46	25.27
Grade 7	12.28	10.18	10.24	65.50	71.26	72.89	22.22	18.56	16.87
Grade 8	4.05	8.33	8.89	72.97	72.62	68.89	22.97	19.05	22.22
Grade 11	24.27	17.39	16.91	67.96	75.65	71.32	7.77	6.96	11.76
All Grades	11.80	11.09	10.89	67.96	72.44	69.97	20.25	16.47	19.14

Conclusions based on this data:

1. Overall Performance Data: Grade 6 experienced a significant decline in performance in 2023–24. The mean scale score for Grade 6 dropped from 2508.4 (2022–23) to 2461.5 (2023–24)—a notable decrease. The percentage of students who met or exceeded the standard fell sharply. Meanwhile, those who did not meet the standard increased from 27.08% (2022–23) to 51.65% (2023–24). This indicates a clear decline in overall academic achievement for Grade 6 students in the most recent school year, suggesting the need for targeted academic support or curriculum review.
2. (Grades 7–11 Reading Data):
Reading performance declined in Grade 11, while Grades 7 and 8 remained relatively stable with low performance overall. Older students in Grades 7–11 are not showing meaningful gains in reading proficiency over time, and Grade 11 is seeing a sharp drop in advanced performance, which may signal issues in curriculum alignment or student engagement at the secondary level.
3. Writing Grades 7, 8, and 11 (Writing – Producing Clear and Purposeful Writing): From 2021–22 to 2023–24, writing performance declined across Grades 7, 8, and 11:
Grade 7 saw a drop in students performing above standard from 15.20% to 12.05%, while those below standard increased from 29.82% to 33.13%.
Grade 8 had a slight increase in those above standard (4.73% to 7.22%), but the below standard group also increased significantly from 45.95% to 50.56%, indicating widening disparities.
Grade 11 showed the sharpest decline in students above standard, dropping from 33.98% in 21–22 to 13.97% in 23–24, with those below standard tripling from 7.77% to 23.53%.
While some middle-grade students maintained or slightly improved top-tier performance, a consistent increase in students performing below standard—especially in Grade 11—suggests a need for targeted writing support, particularly at the secondary level.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	56	49	33	56	49	33	56	49	33	100.0	100.0	100
Grade 6	90	96	91	90	95	91	90	95	91	100.0	99.0	100
Grade 7	173	166	166	171	166	166	171	166	166	98.8	100.0	100
Grade 8	148	168	180	148	168	180	148	168	180	100.0	100.0	100
Grade 11	103	115	137	103	115	136	103	115	136	100.0	100.0	99.3
All Grades	570	594	607	568	593	606	568	593	606	99.6	99.8	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	2402.	2415.	2445.	0.00	2.04	3.03	5.36	4.08	6.06	17.86	20.41	30.30	76.79	73.47	60.61
Grade 6	2462.	2462.	2437.	3.33	3.16	5.49	10.00	9.47	4.40	35.56	29.47	25.27	51.11	57.89	64.84
Grade 7	2471.	2467.	2487.	1.75	3.61	2.41	11.11	10.84	16.87	33.92	28.31	36.75	53.22	57.23	43.98
Grade 8	2458.	2459.	2464.	1.35	1.79	1.67	8.11	5.36	7.78	23.65	20.24	22.78	66.89	72.62	67.78
Grade 11	2541.	2536.	2515.	2.91	0.87	1.47	12.62	12.17	5.15	40.78	33.91	30.15	43.69	53.04	63.24
All Grades	N/A	N/A	N/A	1.94	2.36	2.48	9.86	8.77	9.08	31.16	26.64	29.04	57.04	62.23	59.41

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	0.00	2.04	3.03	30.36	26.53	33.33	69.64	71.43	63.64
Grade 6	6.67	5.26	5.49	36.67	40.00	20.88	56.67	54.74	73.63
Grade 7	3.51	4.22	4.82	40.94	37.35	45.78	55.56	58.43	49.40
Grade 8	2.03	0.60	2.22	37.84	38.69	36.67	60.14	60.71	61.11
Grade 11	5.83	2.61	2.21	43.69	52.17	40.44	50.49	45.22	57.35
All Grades	3.70	2.87	3.47	38.91	40.13	37.46	57.39	57.00	59.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	0.00	4.08	3.03	28.57	36.73	54.55	71.43	59.18	42.42
Grade 6	1.11	3.16	2.20	50.00	43.16	40.66	48.89	53.68	57.14
Grade 7	1.75	4.22	3.01	59.06	48.19	60.24	39.18	47.59	36.75
Grade 8	0.68	3.57	2.22	54.05	39.88	52.78	45.27	56.55	45.00
Grade 11	3.88	4.35	1.47	78.64	60.87	66.91	17.48	34.78	31.62
All Grades	1.58	3.88	2.31	56.87	46.54	56.27	41.55	49.58	41.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	1.79	0.00	0.00	39.29	57.14	63.64	58.93	42.86	36.36
Grade 6	5.56	3.16	3.30	68.89	66.32	56.04	25.56	30.53	40.66
Grade 7	1.17	3.61	3.61	70.18	62.65	75.30	28.65	33.73	21.08
Grade 8	1.35	0.60	1.67	53.38	57.14	60.00	45.27	42.26	38.33
Grade 11	1.94	0.00	1.47	71.84	79.13	63.24	26.21	20.87	35.29
All Grades	2.11	1.69	2.31	62.85	64.42	64.52	35.04	33.90	33.17

Conclusions based on this data:

- Overall Achievement Data (All Students): Across grades, there has been a gradual increase in the percentage of students exceeding the standard, but a majority of students still fall below the standard, with Grade 6 and Grade 11 showing the most significant declines in performance. For Grade 6, the percentage of students not meeting the standard increased from 51.11% in 21–22 to 64.84% in 23–24, while only 5.49% exceeded the standard in 23–24. Grade 11 performance declined as well, with the mean scale score dropping from 2541.6 (21–22) to 2515.1 (23–24) and the percentage not meeting the standard rising to 63.24% in 23–24. While there were modest gains in the "% Standard Exceeded" category overall (e.g., from 1.94% in 21–22 to 2.48% in 23–24), over half of all students (59.41%) did not meet the standard in 2023–24. Despite slight growth at the top levels, overall student achievement remains low, particularly in middle and upper grades, signaling a need for strategic academic intervention.

2. Across all grades, a majority of students continue to perform below standard in applying mathematical concepts and procedures, with limited improvement over three years and some notable setbacks. The data reflect a persistent and even worsening struggle in math proficiency, particularly in foundational understanding and application of concepts, highlighting an urgent need for instructional intervention and support.
3. Problem Solving & Modeling/Data Analysis Data: There has been a notable improvement in students performing at or near standard in problem-solving and data analysis from 2021–22 to 2023–24, particularly in Grades 5 through 8, even though students exceeding the standard remain very few. While few students are excelling in mathematical problem solving, more students are progressing out of the lowest performance tier, showing promising growth that could be built upon with continued targeted support.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	1560.1	1593.6	*	1562.0	1616.6	*	1557.7	1570.2	*	20	16	7
6	1552.9	1556.7	1523.2	1556.4	1564.8	1524.7	1549.2	1548.3	1521.1	19	20	18
7	1553.1	1565.3	1569.1	1546.9	1571.0	1580.8	1558.8	1559.1	1556.6	37	39	22
8	1552.9	1576.9	1561.6	1550.4	1581.3	1572.5	1555.1	1572.0	1550.2	33	33	22
9	1566.4	1554.8	1562.7	1563.3	1552.8	1564.7	1568.9	1556.3	1560.2	38	23	27
10	1566.5	1607.6	1580.5	1554.3	1623.7	1599.4	1578.3	1591.0	1561.2	22	31	20
11	1586.5	1622.0	1589.2	1579.3	1639.0	1604.9	1593.1	1604.6	1572.9	15	14	16
12	1593.2	1571.2	*	1591.3	1578.3	*	1594.4	1563.5	*	16	13	8
All Grades										200	189	140

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	50.00	68.75	*	45.00	25.00	*	5.00	6.25	*	0.00	0.00	*	20	16	*
6	31.58	45.00	16.67	42.11	30.00	33.33	26.32	20.00	38.89	0.00	5.00	11.11	19	20	18
7	21.62	46.15	54.55	48.65	41.03	27.27	29.73	12.82	18.18	0.00	0.00	0.00	37	39	22
8	18.18	27.27	27.27	51.52	54.55	54.55	27.27	18.18	18.18	3.03	0.00	0.00	33	33	22
9	13.16	13.04	18.52	52.63	39.13	40.74	34.21	47.83	33.33	0.00	0.00	7.41	38	23	27
10	18.18	45.16	25.00	40.91	41.94	60.00	36.36	12.90	15.00	4.55	0.00	0.00	22	31	20
11	20.00	42.86	25.00	73.33	35.71	56.25	6.67	21.43	18.75	0.00	0.00	0.00	15	14	16
12	18.75	7.69	*	56.25	53.85	*	25.00	38.46	*	0.00	0.00	*	16	13	*
All Grades	22.50	37.57	29.29	50.50	41.27	44.29	26.00	20.63	23.57	1.00	0.53	2.86	200	189	140

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	75.00	81.25	*	25.00	18.75	*	0.00	0.00	*	0.00	0.00	*	20	16	*
6	57.89	65.00	33.33	42.11	25.00	55.56	0.00	10.00	11.11	0.00	0.00	0.00	19	20	18
7	32.43	61.54	77.27	54.05	33.33	13.64	13.51	5.13	9.09	0.00	0.00	0.00	37	39	22
8	27.27	48.48	45.45	54.55	45.45	45.45	18.18	6.06	9.09	0.00	0.00	0.00	33	33	22
9	26.32	26.09	44.44	57.89	56.52	37.04	15.79	17.39	11.11	0.00	0.00	7.41	38	23	27
10	18.18	54.84	50.00	54.55	41.94	45.00	22.73	3.23	5.00	4.55	0.00	0.00	22	31	20
11	40.00	57.14	62.50	60.00	35.71	31.25	0.00	7.14	6.25	0.00	0.00	0.00	15	14	16
12	25.00	53.85	*	68.75	30.77	*	6.25	15.38	*	0.00	0.00	*	16	13	*
All Grades	35.50	55.03	52.86	52.50	37.57	37.86	11.50	7.41	7.86	0.50	0.00	1.43	200	189	140

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	8.33	25.00	*	25.00	56.25	*	33.33	12.50	*	33.33	6.25	*	12	16	*
6	15.79	10.00	5.56	31.58	55.00	22.22	36.84	20.00	50.00	15.79	15.00	22.22	19	20	18
7	16.22	15.38	13.64	29.73	38.46	45.45	48.65	35.90	27.27	5.41	10.26	13.64	37	39	22
8	12.12	15.15	9.09	18.18	51.52	36.36	54.55	30.30	31.82	15.15	3.03	22.73	33	33	22
9	7.89	4.35	7.41	28.95	21.74	25.93	52.63	56.52	48.15	10.53	17.39	18.52	38	23	27
10	13.64	22.58	0.00	40.91	29.03	40.00	36.36	45.16	45.00	9.09	3.23	15.00	22	31	20
11	0.00	21.43	0.00	66.67	35.71	12.50	33.33	42.86	81.25	0.00	0.00	6.25	15	14	16
12	12.50	0.00	*	43.75	23.08	*	37.50	61.54	*	6.25	15.38	*	16	13	*
All Grades	13.00	14.81	7.14	33.50	39.15	30.00	45.00	37.57	46.43	8.50	8.47	16.43	200	189	140

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	20.00	62.50	*	80.00	37.50	*	0.00	0.00	*	20	16	*
6	21.05	25.00	11.11	78.95	70.00	55.56	0.00	5.00	33.33	19	20	18
7	10.81	20.51	18.18	86.49	74.36	68.18	2.70	5.13	13.64	37	39	22
8	18.18	15.15	13.64	78.79	84.85	81.82	3.03	0.00	4.55	33	33	22
9	7.89	8.70	11.11	86.84	86.96	74.07	5.26	4.35	14.81	38	23	27
10	4.55	32.26	20.00	95.45	64.52	80.00	0.00	3.23	0.00	22	31	20
11	0.00	28.57	6.25	100.00	64.29	87.50	0.00	7.14	6.25	15	14	16
12	12.50	0.00	*	75.00	84.62	*	12.50	15.38	*	16	13	*
All Grades	12.00	23.28	15.00	85.00	72.49	74.29	3.00	4.23	10.71	200	189	140

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	100.00	100.00	*	0.00	0.00	*	0.00	0.00	*	20	16	*
6	84.21	80.00	77.78	15.79	20.00	22.22	0.00	0.00	0.00	19	20	18
7	52.78	84.62	90.91	47.22	15.38	9.09	0.00	0.00	0.00	36	39	22
8	36.36	78.79	86.36	63.64	21.21	13.64	0.00	0.00	0.00	33	33	22
9	73.68	86.96	81.48	23.68	13.04	11.11	2.63	0.00	7.41	38	23	27
10	54.55	93.55	95.00	40.91	6.45	5.00	4.55	0.00	0.00	22	31	20
11	100.00	92.86	87.50	0.00	7.14	12.50	0.00	0.00	0.00	15	14	16
12	93.75	92.31	*	6.25	7.69	*	0.00	0.00	*	16	13	*
All Grades	68.84	87.30	87.14	30.15	12.70	11.43	1.01	0.00	1.43	199	189	140

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	30.00	31.25	*	65.00	62.50	*	5.00	6.25	*	20	16	*
6	15.79	10.00	5.56	52.63	55.00	27.78	31.58	35.00	66.67	19	20	18
7	21.62	20.51	18.18	43.24	51.28	50.00	35.14	28.21	31.82	37	39	22
8	18.18	24.24	9.09	36.36	51.52	50.00	45.45	24.24	40.91	33	33	22
9	13.16	17.39	11.11	55.26	47.83	55.56	31.58	34.78	33.33	38	23	27
10	22.73	32.26	15.00	45.45	58.06	60.00	31.82	9.68	25.00	22	31	20
11	0.00	21.43	0.00	93.33	57.14	62.50	6.67	21.43	37.50	15	14	16
12	12.50	0.00	*	75.00	76.92	*	12.50	23.08	*	16	13	*
All Grades	17.50	21.16	9.29	54.00	55.56	52.86	28.50	23.28	37.86	200	189	140

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	25.00	62.50	*	75.00	37.50	*	0.00	0.00	*	20	16	*
6	31.58	45.00	22.22	68.42	50.00	72.22	0.00	5.00	5.56	19	20	18
7	13.89	30.77	31.82	86.11	64.10	63.64	0.00	5.13	4.55	36	39	22
8	3.03	21.21	4.55	96.97	78.79	95.45	0.00	0.00	0.00	33	33	22
9	2.63	0.00	0.00	92.11	100.00	100.00	5.26	0.00	0.00	38	23	27
10	4.55	9.68	0.00	95.45	90.32	95.00	0.00	0.00	5.00	22	31	20
11	26.67	28.57	12.50	73.33	71.43	87.50	0.00	0.00	0.00	15	14	16
12	31.25	15.38	*	62.50	76.92	*	6.25	7.69	*	16	13	*
All Grades	14.07	24.87	11.43	84.42	73.02	86.43	1.51	2.12	2.14	199	189	140

Conclusions based on this data:

- Oral language scores generally improved or remained stable, while written language scores declined in 2023–24. For example, Grade 7 oral scores increased steadily: 1546.9 (21–22) 1571.0 (22–23) 1580.6 (23–24) However, Grade 7 written scores dropped from 1559.1 (22–23) to 1556.6 (23–24) This pattern is consistent in other grades as well, suggesting students are progressing more in speaking and listening than in writing.
- Grades 10 and 11 demonstrated the strongest overall ELPAC performance in 2022–23, but showed regression in 2023–24. Grade 11 overall score dropped from 1622.0 (22–23) to 1589.2 (23–24) Similarly, Grade 10 fell from 1607.6 to 1580.5 These declines may reflect a loss in language gains or challenges in maintaining academic language proficiency as curriculum demands increase in upper grades.
- Participation in ELPAC testing is declining significantly. The number of students tested dropped from 200 in 2021–22 to 140 in 2023–24, a 30% decline over three years. CMI has fewer English learners due to RFEP.

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
1,044	88%	15.7%	0.0%
Total Number of Students enrolled in California Military Institute.	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	164	15.7%
Foster Youth	0	0.0%
Homeless	49	4.7%
Socioeconomically Disadvantaged	919	88%
Students with Disabilities	37	3.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	3%
American Indian	0	0.0%
Asian	9	0.9%
Filipino	2	0.2%
Hispanic	947	90.7%
Two or More Races	18	1.7%
Pacific Islander	1	0.1%
White	34	3.3%

Conclusions based on this data:

1. CMI serves a highly socioeconomically disadvantaged population.

88% of the 1,044 students are classified as socioeconomically disadvantaged, indicating a high need for wraparound services, equitable access to academic support, and funding through Title I.

2. English Learners represent a significant subgroup.
15.7% (164 students) are identified as English Learners (ELs).
This aligns with the importance of robust ELD (English Language Development) programming and monitoring systems like ELPAC, especially considering performance challenges in writing.
3. The student body is overwhelmingly Hispanic.
90.7% (947 students) of the student population identify as Hispanic, with the next largest group being White at just 3.3% (34 students).
This homogeneity suggests the need for culturally responsive teaching, bilingual support strategies, and community-aligned engagement practices to reflect and respect the dominant student culture.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Blue

Mathematics



Red

Chronic Absenteeism



Yellow

English Learner Progress



Orange

College/Career



Orange

Conclusions based on this data:

1. Academic performance is a critical area of concern, particularly in mathematics.
2. Academic engagement is mixed, with strong graduation outcomes but moderate absenteeism concerns.
3. School climate is a strength, as shown by the low suspension rate. The Suspension Rate is also rated “Blue”, suggesting that the school has established a safe and supportive behavioral environment.

School and Student Performance Data

Academic Performance English Language Arts

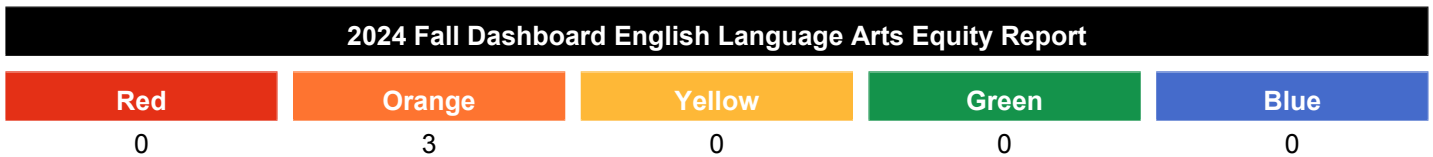
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>38.8 points below standard</p> <p>Declined 16.7 points</p> <p>594 Students</p>	<p>English Learners</p> <p>Orange</p> <p>68.6 points below standard</p> <p>Declined 9.4 points</p> <p>210 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>120.3 points below standard</p> <p>Declined 27.6 points</p> <p>73 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>54.7 points below standard</p> <p>Declined 50.3 points</p> <p>29 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>42.4 points below standard</p> <p>Declined 17.7 points</p> <p>524 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>67.2 points below standard</p> <p>Increased 4.3 points</p> <p>25 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>17.5 points below standard</p> <p>Increased 14.3 points</p> <p>19 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p> <p> Orange</p> <p>41.6 points below standard</p> <p>Declined 17.4 points</p> <p>540 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>27.0 points below standard</p> <p>12 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>18.4 points below standard</p> <p>Declined 17.9 points</p> <p>14 Students</p>

Conclusions based on this data:

1. Long-Term English Learners are experiencing the most significant academic challenges. They scored 120.3 points below standard, the lowest performance among all subgroups with a color rating. Their status is rated Red, and they declined 27.6 points, showing a serious academic setback that signals a need for urgent intervention and differentiated support.
2. Socioeconomically Disadvantaged and Hispanic students face systemic performance gaps. Socioeconomically Disadvantaged students (88% of the population) are 42.4 points below standard and declined 17.7 points. Hispanic students, who make up over 90% of the student body, are 41.6 points below standard and also declined 17.4 points.
3. Despite small sample sizes, some subgroups show improvement—especially African American students. Although not color-rated due to low numbers (19 students), African American students improved by 14.3 points, now scoring 17.5 points below standard—the best performance level among all reported subgroups

School and Student Performance Data

Academic Performance Mathematics

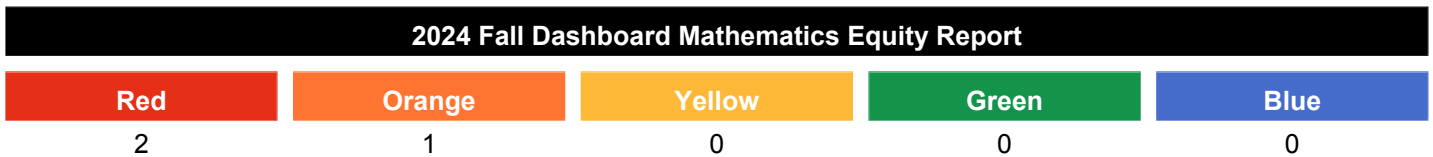
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












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		
<p>All Students</p>  Red 104.6 points below standard Maintained 0.5 points 594 Students	<p>English Learners</p>  Orange 128.5 points below standard Increased 6.0 points 210 Students	<p>Long-Term English Learners</p>  Red 167.5 points below standard Maintained 2.0 points 73 Students
<p>Foster Youth</p>  No Performance Color 0 Students	<p>Homeless</p>  No Performance Color 86.3 points below standard Increased 57.9 points 29 Students	<p>Socioeconomically Disadvantaged</p>  Red 107.6 points below standard Maintained 0.1 points 524 Students

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>110.3 points below standard</p> <p>Increased 37.7 points</p> <p>25 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>73.6 points below standard</p> <p>Increased 25.4 points</p> <p>19 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p> <p> Red</p> <p>107.4 points below standard</p> <p>Maintained 0.4 points</p> <p>540 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>109.9 points below standard</p> <p>12 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>57.8 points below standard</p> <p>Increased 12.4 points</p> <p>14 Students</p>

Conclusions based on this data:

- Mathematics achievement is critically low across most student groups, especially for Long-Term English Learners and Hispanic students. All Students scored 104.6 points below standard, with an overall performance level of Red (lowest tier). Long-Term English Learners performed the worst, at 167.5 points below standard, and are also rated Red, showing no improvement from the prior year. Hispanic students (who make up over 90% of the population) scored 107.4 points below standard, also with a Red rating.
- Despite low proficiency levels, several groups showed significant improvement. Students with Disabilities improved by +37.7 points, Homeless students by +57.9 points, and African American students by +25.4 points. These increases show that, while achievement remains low, targeted supports or interventions may be yielding early results for some vulnerable populations.
- Socioeconomically Disadvantaged and English Learner students continue to underperform with little progress. These groups' persistent underperformance signals a systemic equity issue that needs deeper academic and language-based support.

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  Orange 51.1% making progress. Number Students: 139 Students	Long-Term English Learner Progress  Orange 49.1% making progress. Number Students: 112 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 24.5%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 24.5%	Maintained ELPI Level 4 1.4%	Progressed At Least One ELPI Level 49.6%

Conclusions based on this data:

- Just over half of English Learners are making adequate language progress. 51.1% of English Learners are meeting growth expectations in English language proficiency, earning an Orange rating, which indicates below-average performance statewide.
- Only 49.1% of LTELs are making progress, also rated Orange. Since these students have been classified as ELs for multiple years, the data reflects a significant ongoing challenge in moving LTELs toward language proficiency and academic success.
- Nearly half of EL students either declined or remained at lower levels, underscoring the need for stronger instructional supports, especially in academic language and reclassification efforts.

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.

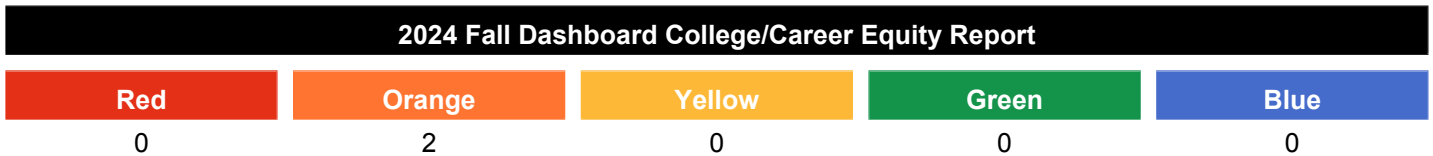
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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












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		
<p>All Students</p> <p>Orange</p> <p>45.2 Prepared</p> <p>Declined 14.2</p> <p>115 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>10 Prepared</p> <p>Declined 15</p> <p>20 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>10 Prepared</p> <p>Declined 15</p> <p>20 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>33.3 Prepared</p> <p>0</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>42.7 Prepared</p> <p>Declined 15.3</p> <p>110 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students 0</p> <p>4 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 0</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>43.9 Prepared</p> <p>Declined 12.3</p> <p>107 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 0</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students 0</p> <p>1 Student</p>

Conclusions based on this data:

- College and career preparedness has declined for most students. Only 45.2% of all students are considered "Prepared", and the indicator is rated Orange (below average). This reflects a 14.2 percentage point decline from the previous year, signaling a significant drop in readiness for postsecondary success.
- English Learners and Long-Term English Learners are severely underprepared. Just 10% of both English Learners and Long-Term English Learners met the preparedness benchmark. Both subgroups saw a 15 percentage point decline, highlighting ongoing challenges in ensuring access to A-G coursework, CTE pathways, or college/career benchmarks for multilingual learners.
- Socioeconomically Disadvantaged and Hispanic students—who make up the vast majority—are underprepared.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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












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		
<p>All Students</p>  <p>Yellow</p> <p>17.6% Chronically Absent</p> <p>Declined 6.9</p> <p>490 Students</p>	<p>English Learners</p>  <p>Yellow</p> <p>11.1% Chronically Absent</p> <p>Declined 13.9</p> <p>90 Students</p>	<p>Long-Term English Learners</p>  <p>Yellow</p> <p>12.9% Chronically Absent</p> <p>Declined 12.4</p> <p>62 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>20.8% Chronically Absent</p> <p>0</p> <p>24 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>18.7% Chronically Absent</p> <p>Declined 6.6</p> <p>428 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Increased 4.9</p> <p>18 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>5% Chronically Absent</p> <p>Declined 10.4</p> <p>20 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p> <p> Yellow</p> <p>17.5% Chronically Absent</p> <p>Declined 8</p> <p>440 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>27.3% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>27.3% Chronically Absent</p> <p>Increased 8.2</p> <p>11 Students</p>

Conclusions based on this data:

- Chronic absenteeism is a moderate concern overall but is improving. CMI is rated Yellow for All Students, with 17.6% chronically absent, meaning nearly 1 in 5 students missed 10% or more of the school year. However, CMI saw a decline of 6.9 percentage points from the previous year, indicating that recent interventions are making a positive impact.
- English Learner groups are showing meaningful improvement in attendance. English Learners: 11.1% chronically absent (? 13.9 points) Long-Term English Learners: 12.9% chronically absent (? 12.4 points) These are some of the largest declines in chronic absenteeism, suggesting targeted attendance efforts may be particularly effective with these groups.
- Disparities remain among subgroups, with some worsening. Students with Disabilities had 16.7% chronic absenteeism, with an increase of 4.9 points, indicating this group is struggling more with consistent attendance. White students had the highest absenteeism rate (27.3%), increasing by 8.2 points, suggesting a concerning upward trend despite small numbers. Two or More Races also reported 27.3% chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

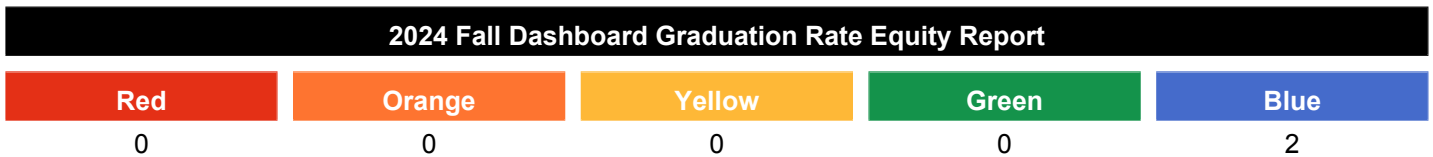
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<p>All Students</p> <p> Blue</p> <p>99.1% graduated</p> <p>Maintained 0.9%</p> <p>115 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>20 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>20 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>100% graduated</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>99.1% graduated</p> <p>Maintained 0.9%</p> <p>110 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Blue 100% graduated Maintained 0% 107 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>

Conclusions based on this data:

1. Graduation outcomes are excellent schoolwide. 99.1% of all students graduated, earning a Blue performance rating—the highest possible level. This indicates a strong ability to support students through to graduation, even if other performance indicators (e.g., academic proficiency) are lower.
2. Key subgroups achieved 100% graduation rates: English Learners, Long-Term English Learners, Homeless students, and Hispanic students all graduated at a rate of 100%, showing equitable outcomes for historically underserved populations. These results suggest effective interventions and supports to ensure all students reach graduation, regardless of barriers.
3. High graduation rates contrast with low academic readiness. Despite the near-perfect graduation rate, prior dashboard data showed only 45.2% of students are College/Career “Prepared” Many student groups are 100+ points below standard in math and ELA. This disconnect suggests that while students are earning diplomas, many may not be fully equipped for postsecondary success, highlighting a need to improve the rigor and relevance of academic and career readiness supports.

School and Student Performance Data

Conditions & Climate Suspension Rate

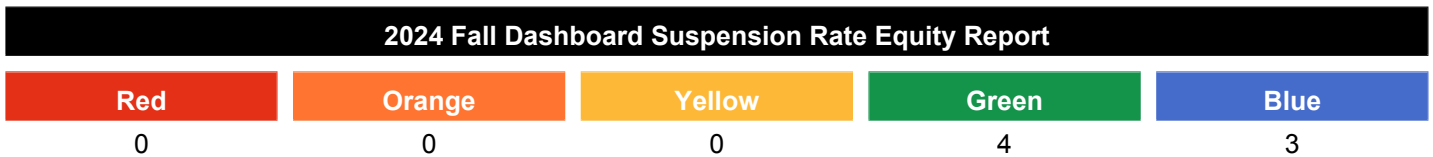
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<p>All Students</p> <p> Blue</p> <p>1.3% suspended at least one day</p> <p>Declined 3.4%</p> <p>1070 Students</p>	<p>English Learners</p> <p> Blue</p> <p>1.7% suspended at least one day</p> <p>Declined 5.1%</p> <p>173 Students</p>	<p>Long-Term English Learners</p> <p> Green</p> <p>1.5% suspended at least one day</p> <p>Declined 6.7%</p> <p>137 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>1.9% suspended at least one day</p> <p>Declined 1.6%</p> <p>52 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>1.2% suspended at least one day</p> <p>Declined 3.8%</p> <p>950 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 0.5%</p> <p>39 Students</p>	<p>African American</p>  <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined 6.7%</p> <p>34 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>1.1% suspended at least one day</p> <p>Declined 3.6%</p> <p>968 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5.3% suspended at least one day</p> <p>Increased 5.3%</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>2.8% suspended at least one day</p> <p>Declined 2.4%</p> <p>36 Students</p>

Conclusions based on this data:

1. Suspension rates are low overall and improving. The school earned a Blue rating for All Students, with only 1.3% suspended at least once—a decline of 3.4 percentage points from the previous year. This indicates a strong, positive school climate and effective behavior interventions or restorative practices.
2. Key high-need subgroups also show reduced suspension rates. English Learners: 1.7% suspended (? 5.1 points) – Blue
Socioeconomically Disadvantaged: 1.2% suspended (? 3.8 points) – Blue
Hispanic students: 1.1% suspended (? 3.6 points) – Blue
These groups represent the majority of the student population, so these improvements reflect system-wide equity in discipline practices.
3. For the African American subgroup, the suspension rate declined by 6.7 percentage points, showing substantial improvement over the prior year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All students will attain proficiency in all academic areas.

By the end of the 2024-2025 school year, students' proficiency on the English Language SBAC will increase by 10 points and mathematics by 3 points as indicated by the CA Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will attain grade level proficiency in English Language Arts and Mathematics.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Indicator ELA (Grade 11)	38.8 below standard	35 below standard (+3.8%)
CA Dashboard Academic Indicator Math (Grade 11)	104.6 below standard	101 below standard (+3.6%)
English Language Proficiency Assessment (ELPAC)	65%	65%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Provide extra curricular opportunities and supports for students to improve academic proficiency.	All Students	7100 Title I 1000-1999: Certificated Personnel Salaries Teacher extra duty: before and after school tutoring, release time, sub coverage, teacher collaboration.
1.2	1.2 Increase teacher capacity to deliver outstanding standards based first best instruction.	All Students	7000 Title I None Specified Materials and supplies designed to increase student engagement and achievement.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.3	1.3 Provide supplemental materials and supplies to support teachers and increase academic success for all students.	All Students	7640 Title I 4000-4999: Books And Supplies Materials and supplies to support core content courses.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Action 1.1 – Literacy Across the Curriculum and Enhancement of the Core Curriculum
 This action showed limited effectiveness in improving overall student outcomes. While professional development and curriculum enhancements were implemented across content areas, ELA performance declined for most student groups. All Students declined by 16.7 points and remain 38.8 points below standard (Orange), while English Learners declined to 95.5 points below standard (Red). These outcomes suggest that instructional shifts have not yet had the intended academic impact. Further support in implementation monitoring, instructional coaching, and direct literacy intervention is needed to improve the effectiveness of this action.

Action 1.2 – Targeted Support Services (MTSS)
 This action was partially effective in building foundational systems for intervention but did not result in measurable academic gains on the Dashboard. While the structure for MTSS was implemented, challenges with staffing and consistency in tiered supports limited its impact. Students with Disabilities remained significantly behind in both ELA (-123.6) and Math (-202.6), and other subgroups, including SED and Homeless Youth, showed declines in ELA. These results indicate a need to strengthen tiered intervention fidelity, expand academic coaching, and ensure targeted services are matched to student needs using data.

Action 1.3 – Instructional Technology
 This action was moderately effective in increasing access to digital learning tools, but the academic results suggest that the use of technology has not yet led to improved achievement outcomes. Professional development was provided, and resources were expanded, but most student groups still declined in ELA and Math. To improve impact, instructional technology integration must be coupled with evidencebased instructional practices, clearer implementation expectations, and feedback loops for teacher support.

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

Budget expenditures will remain consistent to support academic proficiency growth for Goal 1.

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

Based on the 2024 Dashboard data and a review of implementation effectiveness, several changes have been made to Goal 1 actions and implementation strategies for the 2025–26 school year:

Increased Emphasis on Targeted Academic Interventions: While the Multi-Tiered System of Support (MTSS) structure was in place, its effectiveness varied across subgroups. In response, intervention sections and progress monitoring systems will be more intentionally designed and consistently implemented. Academic coaches and instructional leads will receive additional support to facilitate tiered intervention placement and ensure fidelity to instructional strategies that support ELs, SED, and SWD students. Administrators, will implement more classroom observations during the 25-26 school year including classroom two days of classroom visits during their weekly schedule.

Refined Use of Data and PLC Structures: Professional Learning Communities (PLCs) will implement more frequent and structured six-week data cycles to respond in real time to student performance trends. This includes the use of formative assessments, interim benchmarks, and ELPAC practice assessments to better inform instructional adjustments.

Enhanced English Learner Supports: Due to the decline in English Learner progress (-13.4%) and low achievement in ELA and Math, expanded designated and integrated ELD time has been added to the schedule. In addition, targeted professional development will be provided on scaffolding strategies and the use of formative language development assessments.

Instructional Technology Realignment: While access to devices and software was improved, the use of technology will be refocused on learning acceleration, not just digital access. Teachers will receive updated training on evidence-based tools that support reading comprehension, writing development, and conceptual math understanding.

New Metrics for Monitoring Impact: To better evaluate the effectiveness of actions, additional internal metrics (such as formative assessment growth, ELD portfolio scores, and intervention attendance rates) will be tracked at the site level. These will complement the state Dashboard data and provide more timely indicators of progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

College and Career Readiness

By the end of the 2024-2025 school year, a 3% increase in AP test participation rate will occur as compared to the AP participation rate from the previous school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will graduate from high school prepared for postsecondary and career options.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Indicator	Prepared: 43.1% Approaching 32.8% Not Prepared: 33.1%	Prepared- 45.2% Approaching- 53.9% Not Prepared- .9%
Graduation Rate	2023-24 100% Dashboard Performance: Very High	2024-25 100% Dashboard Performance: Very High
AVID Enrollment	2023-24 AVID Enrollment 132	2024-25 196 49% increase
FAFSA Completion Rate	2023-24 FAFSA Completion Rate of 100%	2024-25 Maintain FAFSA Completion Rate of 100%
A-G Completion Rate	2023-24 A-G Completion Rate 96%	2024-25 Maintain A-G Completion Rate of 98% -100%
AP Participation	Pass Rate: 36.9% Participation: 25%	2024-25 Participation: 30%
Concurrent Enrollment	2023-24 30 students	2024-25 41 students

CTE Enrollment	2023-24 0%	2025-24 Increase CTE Enrollment by 0%
----------------	---------------	------------------------------------------

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Utilize incentives designed to improve passing and proficiency rates for SBAC, AP Exams, CTE Pathways completion.	All Students	7000 Title I 4000-4999: Books And Supplies Materials and supplies to include but limited too: certificates, ribbons, awards 5000 Title I 1000-1999: Certificated Personnel Salaries AP Exam coverage, AP Readiness extra duty, SBAC teacher support
2.2	2.2 Continue to support CTE pathways (Digital Pathways, Military)	All Students	8800 Title I 4000-4999: Books And Supplies CTE Program Development
2.4	2.3 Continue to support and increase College Concurrent and online college Enrollment	All Students	2000 Title I 1000-1999: Certificated Personnel Salaries Extra duty for counselors to provide college and career readiness

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Action 2.1 – Student Support and Interventions
This action was effective in supporting graduation outcomes and foundational college readiness. The school maintained a 99.1% graduation rate (Blue) and achieved 100% A-G completion across all student groups. Additionally, 100% of students completed FAFSA, demonstrating the success of targeted counseling, financial aid workshops, and strong graduation monitoring systems. However, the decline in College and Career Indicator (CCI) scores suggests that while students are graduating, many are not meeting the full breadth of postsecondary preparedness measures, such as AP exam success, CTE pathway completion, or dual enrollment.

Action 2.2 – Post-Secondary Opportunities
This action was partially effective. Students were offered access to college credit opportunities and dual enrollment, and AVID remained a

key program for college readiness. However, AP exam performance was low, with only 16.7% of students earning CCI credit through AP, 2025-26 Local Control and Accountability Plan for Perris Union High School District Page 28 of 98 and even lower rates among English Learners (7.7%), SED students (4.8%), and LTELs (3.6%). While access exists, additional academic supports, AP preparation, and intervention structures are needed to ensure students succeed in rigorous postsecondary-aligned coursework.

Action 2.3 – College and Career Readiness Skills Development

This action was minimally effective in closing CCI equity gaps. Although students received exposure to CCR skills through interest surveys, planning tools, and career events, the overall CCI Prepared rate dropped to 45.2% (Orange), with significant disparities among student

groups:

EL: 10.3%

LTEL: 9.0%

SWD: 8.6%

Hispanic: 30.2%

These outcomes indicate that students are receiving general CCR guidance but may not be translating those experiences into tangible CCI

achievements. Targeted mentorship, expanded access to CCI-qualifying pathways (e.g., CTE Plus, AP, college credit), and a more

personalized approach for underperforming groups are needed.

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

Budget expenditures will remain consistent to support College and Career Readiness growth for Goal 2.

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

Based on analysis of the 2024 California School Dashboard and school-level CCI data, several changes have been made to Goal 2 actions

and implementation for the 2025–26 school year:

Expanded Focus on CCI-Aligned Opportunities: While graduation and A-G completion rates remained strong, a significant decline in College

and Career Indicator (CCI) Prepared rates (–14.2%) highlighted the need to increase access to and success in qualifying opportunities. As a

result, CMI will expand supports for students to successfully complete AP, dual enrollment, and CTE pathways that contribute to CCI.

Increased AP and Dual Enrollment Supports: Due to low AP success rates—especially among EL, SED, and LTEL students—additional

academic interventions, tutoring, and test prep resources will be introduced to increase readiness and performance. Staff will receive

professional development focused on equity in AP instruction and course placement.

Refinement of AVID Implementation and Monitoring: AVID participation dropped from 261 to 215 students. For the coming year, AVID

recruitment, monitoring, and coaching will be strengthened to ensure that underrepresented student groups are prioritized and supported.

New Internal Metrics to Monitor College and Career Readiness: In addition to monitoring graduation and A-G data, CMI will track student

progress toward CCI preparedness by subgroup, enrollment and success in college-level courses, CTE completer status, and AP pass rates.

2025-26 Local Control and Accountability Plan for Perris Union High School District Page 29 of 98

These metrics will be used during data cycles to provide early intervention and improve alignment between CCR instruction and student outcomes.

Personalized Postsecondary Planning: To improve effectiveness of CCR counseling, CMI will implement more personalized college and

career plans for students, with a focus on ensuring that high-need subgroups receive individualized guidance and consistent follow-up through advisory periods and academic coaching. These changes are designed to ensure that all students—not just those meeting graduation requirements—are truly prepared to pursue college, career, and military pathways upon graduation.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

School Climate and Safety

By the end of the 2024-2025 school year, the attendance rate will improve by 1%, from 92.99% to 93.99%, compared to the 2023-2024 school attendance rate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All departments and sites will provide a safe and positive environment for staff and students.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	1.3%	Maintain less than 1.5%
Chronic Absenteeism	18.1%	Reduce rate by 6%
CA Healthy Kids Student Survey	62.6%	Increase participation by 2%
Attendance Rate	95%	Increase Attendance Rate by 1%
Dismissal Rate	4	Maintain less than .5% dismissal

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Provide programs that promote positive behavior expectations.	All Students	14750 Title I None Specified Provide positive and educational experiences to students designed to incentivize positive student behavior.
3.2	3.2 Provide Social Emotional Support to students.	All Students	7139 Title I None Specified To support positive school culture and activities that

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			promote social emotional well being. Assemblies, presentations, etc.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Overall Implementation:

Goal 3 was implemented with a strong emphasis on creating a safe, supportive, and inclusive learning environment aligned to the MultiTiered System of Supports (MTSS) framework. All four actions—universal supports, targeted and intensive interventions, student engagement, and campus safety—were initiated and carried out in alignment with the LCAP plan, with no substantive deviations from the original design. Implementation was supported by school-wide PBIS efforts, SEL activities, campus safety protocols, and increased monitoring of attendance and behavior.

Action 3.1 – Universal Support Services (Tier I):

Tier I supports were effectively integrated through consistent implementation of behavioral expectations, SEL routines, and PBIS practices.

Staff received training on MTSS foundations and relationship-centered classroom management. The implementation contributed to a

significant decline in suspension rates, with most student groups reporting 0.0% suspensions, and the overall rate improving to 1.3% (Blue).

One challenge was the varying depth of SEL instruction across classrooms due to limited time and staff capacity for ongoing coaching.

Action 3.2 – Targeted and Intensive Support Services (Tier II & III):

2025-26 Local Control and Accountability Plan for Perris Union High School District Page 35 of 98

The school established a system for identifying and monitoring students needing additional academic, behavioral, or emotional supports.

Small group counseling, behavior contracts, and individualized check-ins were delivered as Tier II and III supports.

However, persistent

chronic absenteeism among SWD (30.4%), Homeless Youth (30.1%), and African American students (26.7%) revealed implementation

challenges, including limited availability of Tier III services and inconsistent coordination of supports across departments. Referral and followup systems need refinement to improve impact.

Action 3.3 – Student Engagement and Participation:

Outreach efforts such as parent communication, home visits, and wellness checks contributed to a 6.9 percentage point reduction in chronic

absenteeism, improving the overall rate to 17.6% (Yellow). While some student groups, like English Learners, reached Green status (15.2%),

others remained in the Orange range. Variability in follow-up strategies, limited staffing for attendance outreach, and ongoing family

engagement barriers were challenges to deeper implementation.

Action 3.4 – Safety and Security:

Planned safety enhancements were fully implemented, including regular drills, campus supervision improvements, and security personnel

support. There were no major incidents, and student feedback reflected a positive perception of campus safety. Staff and administration

worked collaboratively to respond to behavioral concerns quickly and effectively, contributing to the low suspension rate and overall sense of order.

Successes and Challenges:

Successes: Decline in suspension across all groups, strong Tier I climate systems, and improved chronic absenteeism rates.

Challenges: Persistent absenteeism in targeted subgroups, limited access to Tier III mental health and wraparound services, and inconsistent SEL depth across classrooms.

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

Budget expenditures will remain consistent to support School Climate and Safety for Goal 3

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

Action 3.1 – Universal Support Services (Tier I Implementation)

This action was effective in reducing campus discipline issues and promoting a positive climate. Universal Tier I supports—such as clearly communicated behavioral expectations, school-wide PBIS implementation, and SEL-infused classroom practices—helped establish consistency and a shared approach to student conduct. This contributed to a significant decline in the suspension rate to 1.3% (Blue), with

most subgroups, including ELs, SWD, Homeless, and African American students, reporting 0.0% suspension.

2025-26 Local Control and Accountability Plan for Perris Union High School District Page 36 of 98

Staff also reported improvements in classroom management and student-teacher relationships. However, professional development on SEL

integration and classroom routines varied by department, and staff surveys indicated a continued need for support in stress management and

self-care strategies—reinforcing the importance of adult SEL competencies in Tier I systems.

Action 3.2 – Targeted and Intensive Support Services (Tier II & III)

This action was partially effective. The MTSS framework was used to identify and monitor at-risk students throughout the year. Counseling

support, small group interventions, and behavior contracts were provided as part of Tier II and III efforts. While these systems were

established, chronic absenteeism remained elevated at 17.6% (Yellow), with continued challenges among:

SWD: 30.4% (Orange)

Homeless Youth: 30.1% (Orange)

African American students: 26.7% (Orange)

These rates suggest that while interventions were in place, they did not consistently address the deeper needs of chronically absent

students. Contributing factors included limited access to Tier III mental health services, inconsistent staffing in high-need support roles, and

insufficient family engagement for hard-to-reach students. The effectiveness of Tier II/III interventions was also impacted by variability in sitelevel implementation and follow-up protocols.

Action 3.3 – Student Engagement and Participation

This action showed moderate success, particularly in student re-engagement through wellness activities, advisory period check-ins, and

outreach campaigns. Chronic absenteeism declined overall by 6.9 percentage points, indicating progress, especially among English Learners

(15.2%, Green) and Hispanic students (17.2%, Yellow). However, disproportionality remains a concern, as several subgroups continue to

face barriers to consistent attendance. The re-engagement strategies that were most successful emphasized relationship-building, home

visits, and collaboration with school counselors—but these practices were not fully scaled across all departments and grade levels.

Action 3.4 – Safety and Security

This action was successfully implemented and contributed to a strong sense of physical safety on campus. Upgrades to safety protocols,

supervision, and emergency drills were completed as planned. The low suspension rate and lack of major campus incidents suggest

students and staff benefited from the structured and secure learning environment. Additionally, improved coordination between site

administration and campus security teams contributed to early intervention and de-escalation.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent, Community Outreach and Engagement

CMI will secure and strengthen the home- school- community connections and communications by 10% by the end of June 2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Secure and strengthen the home- school- community connections and communications.

Identified Need

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

- Many of our Spanish speaking parents aren't computer literate so data entered into the IC system isn't accurate which makes contact with parents more difficult.
- Staff needs to communicate their needs for announcements, translation of written documents in a timely manner.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	7092	7517
CA Healthy Kids Survey: Parent Survey	48	450
Social Media	Increase by 5% on each platform	Facebook: +200 X +37 Instagram: +1140
IC Parent Accounts	Maintain Parent Portal Accounts at 99% or higher	99.51%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Provide ongoing professional development for our parent liaison and staff that support CMI parent groups.	All Students	8857 Title I 5000-5999: Services And Other Operating Expenditures Conference registration fees, mileage reimbursement, lodging

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Overall, Goal 4 actions were effectively implemented, with broad participation from families across a variety of engagement opportunities. The wide range of events supported meaningful connections and reinforced the importance of families in student success. Going forward, CMI will expand outreach strategies to underrepresented families, ensure that leadership opportunities are more accessible and visible, and continue strengthening culturally responsive programming and two-way communication systems to ensure that all parents feel empowered and informed.

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

Budget expenditures will remain consistent to support Parent and Community engagement for Goal 4

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

Reflections on parent engagement data and event participation trends during the 2023–24 school year have informed several adjustments to the planned actions, strategies, and implementation for Goal 4 in 2025–26: Refined Outreach Strategies for Underrepresented Events: While schoolwide events like Back to School Night (757 attendees), Open House (551), and Walk Around Days (1036) were well-attended, some targeted workshops—particularly virtual offerings—saw low or no participation. For 2025–26, CMI will revise outreach practices, including sending personalized reminders, offering hybrid (in-person and virtual) options, and promoting events through multiple communication platforms and student ambassadors. Increased Emphasis on Building Parent Leadership Pathways: Attendance at ELAC, AAPAC, and School Site Council was steady, but did not reflect the full diversity of the school population. CMI will strengthen efforts to recruit and retain parents in formal leadership roles through multilingual outreach, parent interest forms, and intentional relationship-building with site leaders. Workshops such as PELI, Parent College Planning, and AAPAC will also be promoted more strategically to improve reach and participation. Adjustments to Parent Workshop Offerings: Based on participation data, CMI will revise its workshop calendar to align better with family needs and preferences. High-interest topics such as mental health, college preparation, and student wellness will be prioritized. The Parent Wellness Workshop, FAFSA Night, and Parent Enrollment Process Workshop will be expanded, while underattended events may be consolidated or redesigned for broader appeal. New Metric: Parent Participation Tracking by Subgroup: To ensure equitable engagement, CMI will begin disaggregating parent participation data by student subgroup (e.g., EL, SED, Homeless) and program area (e.g., Title I, AVID, AP). This will help identify gaps in engagement and inform targeted strategies to connect with families who may not yet feel part of the school community.

2025-26 Local Control and Accountability Plan for Perris Union High School District Page 43 of 98

Enhanced Community Partnerships: In recognition of the success of culturally responsive events such as Black History Family Night and

Veterans Family Day, CMI will expand collaboration with local organizations, military support groups, and civic partners to enhance relevance and build stronger connections between home, school, and community. These changes reflect a continued commitment to strengthening two-way communication, expanding inclusive leadership opportunities, and offering meaningful engagement experiences that reflect the needs and voices of all 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 5

Title and Description of School Goal

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

Academic and Language Proficiency Needs of English Learners

CMI will increase the % of English Learners Reclassifying to Fluent English Proficient by 5%.

CMI will increase the % of English Learners scoring Level 4 or improving a performance level on the English Learner Proficiency Assessment for California (ELPAC) by 3%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will attain proficiency in English Language Arts and Mathematics.

Identified Need

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

The 2020-21 Students Redesignated FEP report from California Department of Education (CDE), Dataquest shows a 5.5% reclassification rate.

2022 ELPAC data demonstrates the following student performance level breakdown:

Level 4- 37.23%

Level 3- 41.49%

Level 2- 20.74%

Level 1- 0.53%

Qualitative data from the 2022 ELAC Needs Assessment shows that 66% of respondents are concerned about the academic progress of their child.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	25.6	40%
ELPAC Results	<p>ELs–51.1% of ELs increased an ELPI level, or maintained a Level 4. Declined 13.4% from previous ELPI. N= 139</p> <p>LTEL– 49.1% increased or maintained a level. Declined 13.4% N= 112</p>	<p>ELs–“High” status 65% = “Blue” designation increase 13.9% 61.2% = “Green” designation increase 10%</p> <p>LTEL–“High” status 65% = “Blue” designation increase 13.9% 61.2% = “Green” designation increase 10%</p>
Academic ELA	EL–“Low” status	EL–“High”

	Declined 9.4 pts to -68.6 dfs N= 210 LTEL–“Very Low” status Declined 27.6 pts to -120.3 dfs N= 73	Blue–Increase by 129 points. Very High Status Green–Increase by 125 points. High Status. Yellow–Increase by 69 points. Medium Status LTEL–“High” Blue–Increase by 180 points. High Status Green–Increase by 165 points. Medium Status. Yellow–Increase by 121 points. Low Status
--	-------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Provide Release time for an English Learner Teacher Lead to Design and conduct professional development sessions using effective research-based strategies to support and motivate English Learners in the classroom, provide instructional support to teachers in the classroom, design and coordinate incentives that are both small and frequent as well as a large incentive in the form of a field trip for English Learners.	English Learners	13285 Title I 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

CMI will utilize these funds for a two period release for an English Learner Teacher Lead. That Teacher Lead will be tasked with developing and conducting professional development sessions using effective research-based strategies to support and motivate English Learners in the classroom as well as providing instructional support to teachers of EL students in the classroom. In addition, the EL Teacher Lead will be tasked with designing and implementing small and frequent incentives to motivate students as they engage in practice and preparatory activities for the ELPAC, such as small stickers or fidgets or class ice cream celebrations. A larger incentive will be planned in the form of a field trip for students who have performed well on the ELPAC, either moving up an ELPI or Redesignating

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

No major differences between the intended implementation and the budget expenditure for the 2024-2025 school year

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

No changes to be added for this upcoming year. The services are still needed as we are working to help our English Language Learners have greater access to academic achievement and also access to extracurricular opportunities.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$88,571.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$88,571.00

Subtotal of additional federal funds included for this school: \$88,571.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$88,571.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Title I	88,571.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	27,385.00
4000-4999: Books And Supplies	23,440.00
5000-5999: Services And Other Operating Expenditures	8,857.00
None Specified	28,889.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	27,385.00
4000-4999: Books And Supplies	Title I	23,440.00
5000-5999: Services And Other Operating Expenditures	Title I	8,857.00
None Specified	Title I	28,889.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,740.00
Goal 2	22,800.00
Goal 3	21,889.00
Goal 4	8,857.00
Goal 5	13,285.00

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

Name of Members	Role
Dr. Michael Dodson	Principal
Kenney Sims	Classroom Teacher
Oscar U. Gonzalez	Secondary Student
Antonio Lopez	Secondary Student
Heidi Vera	Secondary Student
Anabel Rodriguez	Parent or Community Member
Sarah Almeida	Parent or Community Member
Dr. Heather Petersen	Other School Staff
Maribel Nava	Parent or Community Member
Luis Valdovinos	Classroom Teacher
David Sibley	Classroom Teacher
Alison Miller	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2025.

Attested:



Principal, Dr. Michael O. Dodson on 5/27/25



SSC Chairperson, Gail Collins on 5/27/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023