

School Year: **2025-26**



Glen Cove Elementary School

Home of the Hawks

501 Glen Cove Parkway
Vallejo, CA 94591
(707)556-8491

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Glen Cove Elementary	48705816107684	May 21, 2025	August 6, 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 Glen Cove Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- The purpose of the SPSA is to coordinate all educational services at the school.

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.....	2
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	14
Student Population.....	18
Overall Performance	20
Academic Performance.....	22
Academic Engagement.....	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	37
Goal 3.....	41
Goal 4.....	44
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budgeted Funds and Expenditures in this Plan.....	48
Funds Budgeted to the School by Funding Source.....	48
Expenditures by Funding Source	48
Expenditures by Budget Reference	48
Expenditures by Budget Reference and Funding Source.....	48
Expenditures by Goal.....	48
School Site Council Membership	49
Recommendations and Assurances	50
Instructions.....	51
Appendix A: Plan Requirements	58
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	61

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the SPSA is to coordinate all educational services at the school.

The Single Plan for Student Achievement is written to outline Glen Cove Elementary's schoolwide program for the 2025-2026 school year. Glen Cove Elementary was identified as an Additional Targeted Support and Intervention school as a result of low performance and high chronic absenteeism for White students. The 2025-2026 plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved.

Glen Cove Elementary School's school plan is aligned to the requirements of ESSA and the VCUSD Local Control and Accountability Plan (LCAP). The school's goals and metrics are aligned to the goals and metrics outlined in the LCAP. In cooperation with site educational partners, a comprehensive needs assessment has been completed using multiple measures of information on students' academic achievement to identify areas of need for improvement to ensure all students are meeting state academic standards. The SPSA includes a description of the strategies that will be used to improve outcomes for all students and in particular identified student groups. Glen Cove Elementary's SPSA will also identify how the school site is using their categorical funds to collaborate with families and the community, create safe engaging learning environments, and accelerate and enrich instruction to meet the needs of all students, particularly those currently at-risk of not meeting standards and/or graduating.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As a means to involve as many educational partners as possible, SPSA goals and actions are reviewed throughout the year at Parent/Community meetings held in September, November, January, March and May. Targeted review meetings were held with SSC/ELAC in March, April and May of 2025 to gather input for the annual review and update for 2025-2026. Workshops were also conducted with teachers and staff in April and May to gather input for the 2025-2026 annual review and update. At each meeting input was gathered regarding programs that are working, programs that needed to be adjusted or discontinued, and programs to consider adding. Current site data was reviewed as well as budget expenditures for the year. Staff and parents were provided with documents for review prior to meetings including school compact, data pages, communication policy and 2025-2026 draft SPSA.

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.

For student suspensions, a key gap is limited contextual information about the causes of suspensions, including when and where they occur, the specific infractions, and the disciplinary decisions made by staff. Glen Cove lacks tracking of alternative discipline strategies such as restorative practices, which makes it hard to assess the effectiveness of non-punitive approaches. Inconsistent documentation of other means of correction can also contribute to inconsistent discipline practices. For English Learner Progress, one major gap is the limited monitoring of language development throughout the school year; many schools rely solely on annual assessments, which do not provide timely data to inform instruction. The qualifications and training of teachers working with ELs may also be inconsistent from classroom to classroom, limiting the ability of consistent high-quality instruction.

The root cause of student suspension rates stems from a lack of alternative means of correction, a lack of culturally responsive classroom management, and insufficient early intervention support. Exclusionary discipline policies that are used do not address the underlying causes of student behavior, such as trauma, unmet academic or social-emotional needs, or external stressors. Additional staff training may be needed in restorative practices, implicit bias, or de-escalation techniques, leading to disciplinary decisions. Additionally, limited access to counselors, behavior specialists, or alternative supports, which contributes to repeated misbehavior and overuse of suspension as a response. The root cause of limited progress among English Learners (ELs) often lies in inconsistent or insufficient instructional support tailored to their language development needs. Not having a cohesive approach to English Language Development (ELD) results in fragmented services and missed opportunities for language acquisition across content areas. These factors, combined with communication barriers and limited family engagement, contribute to persistent gaps in EL achievement and language development.

For student suspensions, Glen Cove will provide professional development to staff on alternative means to address student behavior (i.e. PAX training, Restorative Practice/Restorative Justice, etc). Glen Cove will also closely monitor site student suspension data with various stakeholders and determine next steps based on the data. For English Learner Progress, Glen Cove will focus on professional learning around instructional strategies to support English Learners growth in language acquisition. Glen Cove will also monitor data on English Learner's progress and action steps based on the data.

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.

Referring to the 2024 Dashboard, Glen Cove's overall performance was in the "Orange" category for Suspension Rates and English Learner Progress.

Steps taken to address these areas include: Glen Cove will review data pertaining to both these performance areas, identify any potential root causes that lead to this data, set goals for the coming school year that achieve a positive change in the data, and provide professional development to staff on actions that have an impact on student behaviors (i.e. PAX, Restorative Practice/Restorative Justice, etc) and English Learner Progress (i.e. Designated ELD instruction and Integrated ELD instruction).

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.

N/A

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Glen Cove Elementary. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.22%	%	%	1		
African American	20.81%	19.30%	16.55%	93	83	73
Asian	3.13%	2.56%	1.81%	14	11	8
Filipino	10.29%	10.23%	8.62%	46	44	38
Hispanic/Latino	46.53%	48.60%	49.66%	208	209	219
Pacific Islander	3.13%	2.79%	2.95%	14	12	13
White	9.4%	6.98%	6.35%	42	30	28
Two or More Races	5.59%	8.37%	12.70%	25	36	56
Not Reported	0.89%	1.16%	1.36%	4		6
Total Enrollment				447	430	441

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			36
Kindergarten	89	57	58
Grade 1	65	69	63
Grade 2	80	66	80
Grade3	75	88	80
Grade 4	72	65	72
Grade 5	64	64	65
Grade 6	2		
Total Enrollment	447	430	454

Conclusions based on this data:

- Glen Cove Elementary has had stable enrollment averaging around 450 students over the last three years.
- Glen Cove Elementary saw a decrease in enrollment over the last three years.

3. Glen Cove Elementary saw an increase in enrollment of 2 subgroups: Hispanic/Latino and Two or More Races.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	95	94	96	21.3%	21.9%	21.8%
Fluent English Proficient (FEP)	33	31	32	7.4%	7.2%	7.3%
Reclassified Fluent English Proficient (RFEP)	16	11	14	14.4%	10.5%	12.7%

Conclusions based on this data:

1. The percentage of English learners has grown over the last 3 years.
2. The number of students who are testing FEP on initial ELPAC have declined over the last 3 years.
3. The number of Fluent English Proficient students had not increased at the same rate of the number of enrolled English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	79	74	81	74	74	77	74	74	77	93.7	100.0	95.1
Grade 4	60	70	64	57	69	61	57	69	61	95.0	98.6	95.3
Grade 5	67	62	63	67	60	63	67	60	63	100.0	96.8	100
Grade 6		*			*			*				
Grade 7	*			0			0					
All Grades	207	207	208	198	204	201	198	204	201	95.7	98.6	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2359.	2373.	2388.	8.11	20.27	16.88	10.81	9.46	22.08	29.73	18.92	12.99	51.35	51.35	48.05
Grade 4	2434.	2456.	2450.	19.30	21.74	22.95	21.05	24.64	22.95	22.81	21.74	11.48	36.84	31.88	42.62
Grade 5	2453.	2460.	2497.	14.93	10.00	20.63	13.43	30.00	30.16	23.88	18.33	20.63	47.76	41.67	28.57
Grade 6		*			*			*			*			*	
All Grades	N/A	N/A	N/A	13.64	17.65	19.90	14.65	21.08	24.88	25.76	19.61	14.93	45.96	41.67	40.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.81	13.51	14.29	44.59	55.41	57.14	44.59	31.08	28.57
Grade 4	15.79	11.59	21.31	54.39	71.01	44.26	29.82	17.39	34.43
Grade 5	14.93	6.67	15.87	58.21	65.00	65.08	26.87	28.33	19.05
Grade 6		*			*			*	
All Grades	13.64	10.78	16.92	52.02	63.73	55.72	34.34	25.49	27.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.05	14.86	5.19	43.24	31.08	53.25	52.70	54.05	41.56
Grade 4	12.50	13.04	14.75	55.36	56.52	52.46	32.14	30.43	32.79
Grade 5	8.96	10.00	15.87	38.81	51.67	65.08	52.24	38.33	19.05
Grade 6		*			*			*	
All Grades	8.12	13.24	11.44	45.18	45.59	56.72	46.70	41.18	31.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.76	8.11	9.09	68.92	68.92	63.64	24.32	22.97	27.27
Grade 4	3.57	8.70	14.75	75.00	72.46	68.85	21.43	18.84	16.39
Grade 5	10.45	13.33	11.11	70.15	65.00	73.02	19.40	21.67	15.87
Grade 6		*			*			*	
All Grades	7.11	9.80	11.44	71.07	69.12	68.16	21.83	21.08	20.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.76	12.16	10.39	54.05	51.35	59.74	39.19	36.49	29.87
Grade 4	12.50	13.04	14.75	67.86	71.01	62.30	19.64	15.94	22.95
Grade 5	8.96	13.33	17.46	64.18	66.67	66.67	26.87	20.00	15.87
Grade 6		*			*			*	
All Grades	9.14	12.75	13.93	61.42	62.75	62.69	29.44	24.51	23.38

Conclusions based on this data:

1. The percentage of students who have met or exceeded standard on CAASPP ELA has increased over the past three years.
2. The percentage of fourth grade students who scored standards not met increased from 31.88% to 42.62% over the last two years.

3. While all subgroups made growth towards distance from standard, African American students (48 points from standard) and English learners (36 points from standard) remain lowest distance from standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	79	74	81	74	74	79	74	74	79	93.7	100.0	97.5
Grade 4	60	70	64	55	69	63	55	69	63	91.7	98.6	98.4
Grade 5	67	62	63	66	60	63	66	60	63	98.5	96.8	100
Grade 6		*			*			*				
Grade 7	*			0			0					
All Grades	207	207	208	195	204	205	195	204	205	94.2	98.6	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2371.	2382.	2387.	5.41	12.16	11.39	21.62	25.68	18.99	20.27	12.16	24.05	52.70	50.00	45.57
Grade 4	2432.	2462.	2469.	5.45	13.04	17.46	21.82	26.09	30.16	36.36	33.33	22.22	36.36	27.54	30.16
Grade 5	2456.	2467.	2487.	18.18	10.00	15.87	6.06	11.67	19.05	19.70	33.33	30.16	56.06	45.00	34.92
Grade 6		*			*			*			*			*	
Grade 11															
All Grades	N/A	N/A	N/A	9.74	12.25	14.63	16.41	21.57	22.44	24.62	25.49	25.37	49.23	40.69	37.56

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.11	17.57	13.92	43.24	35.14	44.30	48.65	47.30	41.77
Grade 4	12.73	14.49	22.22	52.73	56.52	46.03	34.55	28.99	31.75
Grade 5	18.18	10.00	19.05	31.82	43.33	46.03	50.00	46.67	34.92
Grade 6		*			*			*	
Grade 11									
All Grades	12.82	14.22	18.05	42.05	45.10	45.37	45.13	40.69	36.59

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.86	17.57	10.13	36.49	43.24	43.04	48.65	39.19	46.84
Grade 4	3.64	15.94	25.40	52.73	46.38	44.44	43.64	37.68	30.16
Grade 5	15.15	8.33	14.29	36.36	56.67	50.79	48.48	35.00	34.92
Grade 6		*			*			*	
All Grades	11.79	14.71	16.10	41.03	48.04	45.85	47.18	37.25	38.05

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.76	14.86	15.19	54.05	51.35	50.63	39.19	33.78	34.18
Grade 4	7.27	15.94	25.40	56.36	65.22	52.38	36.36	18.84	22.22
Grade 5	12.12	1.67	12.70	51.52	70.00	65.08	36.36	28.33	22.22
Grade 6		*			*			*	
All Grades	8.72	11.76	17.56	53.85	61.27	55.61	37.44	26.96	26.83

Conclusions based on this data:

1. The percentage of students who have met or exceeded standard on CAASPP Math has increased over the past three years.
2. The percentage of fourth grade students who scored standards not met increased from 27.54% to 30.16% over the last two years.
3. While all subgroups made growth towards distance from standard, African American students (65 points from standard) and English learners (34 points from standard) remain lowest distance from standard.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1383.3	1390.2	1429.8	1393.0	1392.0	1441.4	1360.5	1385.8	1402.4	21	26	15
1	1390.0	1450.5	1412.1	1408.5	1454.5	1427.5	1371.1	1446.2	1396.2	11	15	15
2	1416.2	*	1464.7	1414.8	*	1468.5	1416.8	*	1460.5	13	10	13
3	1482.9	1470.6	1465.4	1489.0	1467.2	1448.8	1476.1	1473.5	1481.7	14	14	14
4	1492.5	1508.5	1502.0	1486.9	1499.9	1487.5	1497.7	1516.5	1516.1	11	13	15
5	*	1521.5	*	*	1511.1	*	*	1531.3	*	10	12	9
All Grades										80	90	81

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	23.08	6.67	19.05	11.54	40.00	52.38	23.08	40.00	28.57	42.31	13.33	21	26	15
1	0.00	13.33	13.33	0.00	33.33	6.67	54.55	33.33	33.33	45.45	20.00	46.67	11	15	15
2	7.69	*	0.00	30.77	*	46.15	30.77	*	38.46	30.77	*	15.38	13	*	13
3	7.14	0.00	0.00	28.57	28.57	35.71	35.71	42.86	35.71	28.57	28.57	28.57	14	14	14
4	0.00	23.08	13.33	54.55	30.77	60.00	36.36	38.46	0.00	9.09	7.69	26.67	11	13	15
5	*	33.33	*	*	25.00	*	*	25.00	*	*	16.67	*	*	12	*
All Grades	7.50	16.67	7.41	26.25	25.56	39.51	38.75	32.22	29.63	27.50	25.56	23.46	80	90	81

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	26.92	6.67	28.57	7.69	46.67	33.33	23.08	33.33	38.10	42.31	13.33	21	26	15
1	0.00	20.00	20.00	27.27	26.67	13.33	45.45	46.67	33.33	27.27	6.67	33.33	11	15	15
2	7.69	*	7.69	15.38	*	46.15	53.85	*	38.46	23.08	*	7.69	13	*	13
3	7.14	0.00	14.29	64.29	57.14	28.57	7.14	35.71	28.57	21.43	7.14	28.57	14	14	14
4	9.09	30.77	40.00	81.82	53.85	33.33	0.00	15.38	6.67	9.09	0.00	20.00	11	13	15
5	*	33.33	*	*	41.67	*	*	16.67	*	*	8.33	*	*	12	*
All Grades	10.00	20.00	20.99	38.75	34.44	35.80	27.50	28.89	24.69	23.75	16.67	18.52	80	90	81

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	11.54	6.67	9.09	15.38	20.00	36.36	34.62	60.00	45.45	38.46	13.33	11	26	15
1	11.76	6.67	0.00	11.76	46.67	26.67	11.76	13.33	20.00	64.71	33.33	53.33	17	15	15
2	20.00	*	0.00	20.00	*	38.46	26.67	*	46.15	33.33	*	15.38	15	*	13
3	0.00	0.00	7.14	33.33	14.29	14.29	33.33	57.14	42.86	33.33	28.57	35.71	12	14	14
4	*	15.38	13.33	*	15.38	33.33	*	53.85	33.33	*	15.38	20.00	*	13	15
5	*	16.67	*	*	25.00	*	*	25.00	*	*	33.33	*	*	12	*
All Grades	2.50	8.89	4.94	18.75	23.33	24.69	36.25	35.56	45.68	42.50	32.22	24.69	80	90	81

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.52	26.92	13.33	57.14	38.46	73.33	33.33	34.62	13.33	21	26	15
1	18.18	33.33	20.00	54.55	60.00	53.33	27.27	6.67	26.67	11	15	15
2	15.38	*	15.38	61.54	*	69.23	23.08	*	15.38	13	*	13
3	21.43	7.14	21.43	64.29	78.57	57.14	14.29	14.29	21.43	14	14	14
4	36.36	38.46	60.00	54.55	61.54	20.00	9.09	0.00	20.00	11	13	15
5	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*
All Grades	20.00	25.56	25.93	58.75	57.78	55.56	21.25	16.67	18.52	80	90	81

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.52	19.23	20.00	42.86	26.92	73.33	47.62	53.85	6.67	21	26	15
1	0.00	20.00	13.33	54.55	53.33	40.00	45.45	26.67	46.67	11	15	15
2	7.69	*	38.46	53.85	*	61.54	38.46	*	0.00	13	*	13
3	57.14	7.14	0.00	21.43	71.43	71.43	21.43	21.43	28.57	14	14	14
4	0.00	23.08	26.67	90.91	69.23	53.33	9.09	7.69	20.00	11	13	15
5	*	50.00	*	*	33.33	*	*	16.67	*	*	12	*
All Grades	22.50	22.22	24.69	45.00	48.89	56.79	32.50	28.89	18.52	80	90	81

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	15.38	6.67	71.43	61.54	73.33	28.57	23.08	20.00	21	26	15
1	0.00	26.67	13.33	18.18	40.00	26.67	81.82	33.33	60.00	11	15	15
2	15.38	*	0.00	38.46	*	53.85	46.15	*	46.15	13	*	13
3	7.14	0.00	0.00	42.86	57.14	50.00	50.00	42.86	50.00	14	14	14
4	0.00	15.38	13.33	45.45	53.85	53.33	54.55	30.77	33.33	11	13	15
5	*	16.67	*	*	50.00	*	*	33.33	*	*	12	*
All Grades	7.50	15.56	6.17	47.50	52.22	54.32	45.00	32.22	39.51	80	90	81

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.00	23.08	26.67	40.00	34.62	60.00	45.00	42.31	13.33	20	26	15
1	0.00	0.00	0.00	54.55	80.00	53.33	45.45	20.00	46.67	11	15	15
2	0.00	*	30.77	75.00	*	46.15	25.00	*	23.08	12	*	13
3	7.14	7.14	7.14	78.57	71.43	64.29	14.29	21.43	28.57	14	14	14
4	18.18	23.08	33.33	72.73	69.23	46.67	9.09	7.69	20.00	11	13	15
5	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
All Grades	10.26	15.56	17.28	62.82	61.11	59.26	26.92	23.33	23.46	78	90	81

Conclusions based on this data:

1. From 2022-2023 to 2023-2024, the percentage of students performing on a level 3 on the ELPAC increased from 25.56% to 39.51%.
2. From 2022-2023 to 2023-2024, the percentage of students performing on a level 3 on the ELPAC decreased from 16.67% to 7.41%.
3. The reading domain had the lowest percentage of students in the “well developed” category (6.17%).

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
430	71.9%	21.9%	1.4%
Total Number of Students enrolled in Glen Cove Elementary.	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	94	21.9%
Foster Youth	6	1.4%
Homeless	7	1.6%
Socioeconomically Disadvantaged	309	71.9%
Students with Disabilities	73	17%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	83	19.3%
American Indian	0	0.0%
Asian	11	2.6%
Filipino	44	10.2%
Hispanic	209	48.6%
Two or More Races	36	8.4%
Pacific Islander	12	2.8%
White	30	7%

Conclusions based on this data:

1. Glen Cove Elementary's highest percentage of enrollment by race/ethnicity is Hispanic students (48.6%).

2. Glen Cove Elementary's lowest percentage of enrollment by race/ethnicity is Asian students (2.6%).
3. The percentage of Glen Cove Elementary students categorized as "Socioeconomically Disadvantaged" is 71.9%.

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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. On the 2024 California Dashboard, Glen Cove Elementary scored Yellow in Math and ELA and in Chronic Absenteeism.
2. On the 2024 California Dashboard, Glen Cove Elementary scored Orange in Suspension Rate.
3. On the 2024 California Dashboard, Glen Cove Elementary scored Orange in English Learner Progress.

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> Yellow</p> <p>23.6 points below standard</p> <p>Increased 12.7 points</p> <p>205 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>36.0 points below standard</p> <p>Increased 33.2 points</p> <p>46 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>34.1 points below standard</p> <p>Increased 8.9 points</p> <p>165 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>86.4 points below standard</p> <p>Maintained 0.1 points</p> <p>40 Students</p>	<p>African American</p>  <p>Yellow</p> <p>48.2 points below standard</p> <p>Increased 27.8 points</p> <p>49 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>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>23.3 points above standard</p> <p>Increased 27.1 points</p> <p>26 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>29.7 points below standard</p> <p>Increased 12.2 points</p> <p>91 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>4.1 points above standard</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>22.9 points below standard</p> <p>Declined 56.6 points</p> <p>14 Students</p>

Conclusions based on this data:

1. On the average, all students increased on the CAASPP ELA assessment (+12.7 points) with African American (+27.8 points), Hispanic (+12.2 points), Filipino (+23.3 points) and EL students (+33.2 points) increasing significantly.
2. On the CAASPP ELA assessment, White students' performance declined (-56.6 points).
3. On the CAASPP ELA assessment, Socioeconomically Disadvantaged students increased their performance (+8.9 points) but the increase was lower than the overall student performance (+12.7 points).

School and Student Performance Data

Academic Performance Mathematics

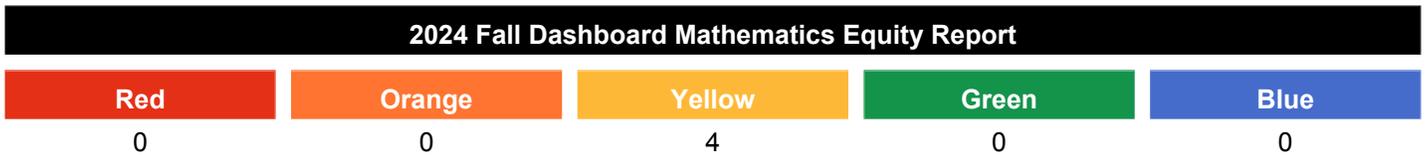
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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> <p> Yellow</p> <p>32.2 points below standard</p> <p>Increased 9.8 points</p> <p>207 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>34.8 points below standard</p> <p>Increased 25.5 points</p> <p>48 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>39.5 points below standard</p> <p>Increased 10.9 points</p> <p>167 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>85.3 points below standard</p> <p>Increased 17.4 points</p> <p>40 Students</p>	<p>African American</p>  <p>Yellow</p> <p>65.3 points below standard</p> <p>Increased 6.5 points</p> <p>49 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>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>8.3 points above standard</p> <p>Increased 10.5 points</p> <p>26 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>34.3 points below standard</p> <p>Increased 15.4 points</p> <p>93 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>4.8 points below standard</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>25.7 points below standard</p> <p>Declined 14.6 points</p> <p>14 Students</p>

Conclusions based on this data:

1. On the average, all students increased on the CAASPP Math assessment (+9.8 points) with EL students (+25.5 points), Socioeconomically Disadvantaged (+10.9 points), Students with Disabilities (+17.4 points), Hispanic (+15.4 points), Filipino (+10.5 points) increasing significantly.
2. On the CAASPP ELA assessment, White students' performance declined (-14.6 points).
3. On the CAASPP Math assessment, African American students increased their performance (+6.5 points) but the increase was lower than the overall student performance (+9.8 points).

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 46.7% making progress. Number Students: 60 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.7%	40%	0%	46.7%

Conclusions based on this data:

1. 46.7% of students progressed at least one ELPI level in 2024.
2. 11.7% of EL students decreased at least 1 ELPI in 2024.
3. 40% of EL students maintained an ELPI level 1, 2 or 3 in 2024.

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>29.1% Chronically Absent</p> <p>Declined 27.6</p> <p>446 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>26% Chronically Absent</p> <p>Declined 33.2</p> <p>100 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>32.8% Chronically Absent</p> <p>Declined 26.4</p> <p>348 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>41.2% Chronically Absent</p> <p>Declined 24.2</p> <p>85 Students</p>	<p>African American</p>  <p>Orange</p> <p>34.1% Chronically Absent</p> <p>Declined 19.6</p> <p>85 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>8.3% Chronically Absent</p> <p>Declined 14.7</p> <p>12 Students</p>	<p>Filipino</p>  <p>Green</p> <p>8.9% Chronically Absent</p> <p>Declined 27.3</p> <p>45 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>34.1% Chronically Absent</p> <p>Declined 27.1</p> <p>217 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>26.7% Chronically Absent</p> <p>Declined 41.1</p> <p>45 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>8.3% Chronically Absent</p> <p>Declined 27.4</p> <p>12 Students</p>	<p>White</p>  <p>Orange</p> <p>30% Chronically Absent</p> <p>Declined 41.4</p> <p>30 Students</p>

Conclusions based on this data:

1. All students' chronic absenteeism declined 27.6% from 2022-23 to 2023-24 school year; the 2023-24 school year rate is 29.1%.
2. African-American students (19.6%), Students with Disabilities (24.2%), and Socioeconomically Disadvantaged students (26.4%) chronic absenteeism percentage decreased was lower than the overall school average (27.6%).
3. Students with Disabilities have the highest chronic absenteeism rate (41.2%).

School and Student Performance Data

Conditions & Climate Suspension Rate

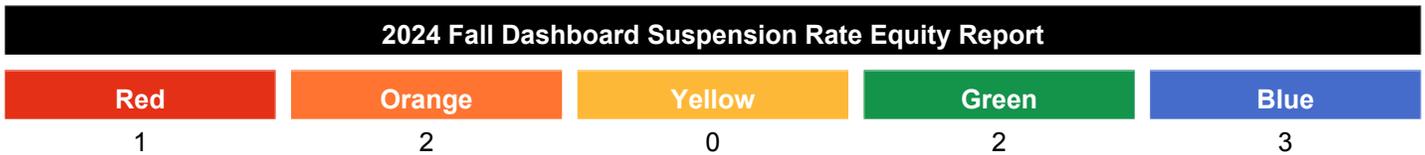
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 0.7%</p> <p>451 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>103 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 0.9%</p> <p>351 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>2.3% suspended at least one day</p> <p>Declined 1.5%</p> <p>86 Students</p>	<p>African American</p>  <p>Orange</p> <p>3.5% suspended at least one day</p> <p>Increased 1.4%</p> <p>86 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>46 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>0.5% suspended at least one day</p> <p>Increased 0.5%</p> <p>220 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>45 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p>White</p>  <p>Red</p> <p>6.7% suspended at least one day</p> <p>Increased 4.4%</p> <p>30 Students</p>

Conclusions based on this data:

1. Five student groups (EL students, Students with Disabilities, Filipino, Hispanic, and Two or More Races) performance was in either the Green or Blue performance levels.
2. All students' performance on the number of students suspended increased 0.7% from the 2022-23 school year to the 2023-24 school year.
3. White students (6.7%) saw the highest percentage of students suspended at least one day.

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.

Vibrant Culture of Teaching and Learning (VCUSD Pillar 3)

Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Glen Cove Elementary will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

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.

Glen Cove seeks to develop rigorous and quality Tier 1 instruction using district adopted curriculum to increase proficiency of students in ELA and Math as measured by district and state assessment systems. Glen Cove seeks to decrease the distance from standard for all subgroups on the CAASPP equity report for ELA and Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Distance Points From Standard in English Language Arts (ELA) -All Students Source: CA School Dashboard, English Language Arts (ELA), Mathematics	CAASPP Distance Points From Standard in English Language Arts (ELA) -All Students -23.6 School Year 2023-2024	CAASPP Distance Points From Standard in English Language Arts (ELA) -All Students -20.6 School Year 2024-2025
CAASPP Distance Points From Standard in Math -All Students Source: CA School Dashboard, English Language Arts (ELA), Mathematics	CAASPP Distance Points From Standard in Math -All Students -32.2 School Year 2023-2024	CAASPP Distance Points From Standard in Math -All Students -29.2 School Year 2024-2025
CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 44.78%	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 47.78%

Source: DataQuest, CAASPP Test Results	School Year 2023-2024	School Year 2024-2025
CAASPP Math % Met/Exceeded Standards -All Students	CAASPP Math % Met/Exceeded Standards -All Students 37.07%	CAASPP Math % Met/Exceeded Standards -All Students 40.07%
Source: DataQuest, CAASPP Test Results	School Year 2023-2024	School Year 2024-2025
CAASPP Science % Met/Exceeded Standards -All Students	CAASPP Science % Met/Exceeded Standards -All Students 23.81%	CAASPP Science % Met/Exceeded Standards -All Students 26.81%
Source: DataQuest, CAASPP Test Results	School Year 2023-2024	School Year 2024-2025
% NWEA Projected Proficiency Reading -All Students	% NWEA Projected Proficiency Reading -All Students 49.8%	% NWEA Projected Proficiency Reading -All Students 52.8%
Source: Student Analytics Lab, Target Goals Dashboard	Midyear Assessment, School Year 2024-2025	Midyear Assessment, School Year 2025-2026
% NWEA Projected Proficiency Math -All Students	% NWEA Projected Proficiency Math -All Students 37.8%	% NWEA Projected Proficiency Math -All Students 40.8%
Source: Student Analytics Lab, Target Goals Dashboard	Midyear Assessment, School Year 2024-2025	Midyear Assessment, School Year 2025-2026
% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words	54.9% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words	35% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words
% of Kindergarten students that score P on assessments A	78.57% of Kindergarten students that score P on assessments A	80% of Kindergarten students that score P on assessments A
% of Kindergarten students that score P on assessments B	73.21% of Kindergarten students that score P on assessments B	80% of Kindergarten students that score P on assessments B
% of Kindergarten students that score P on assessments C	73.21% of Kindergarten students that score P on assessments C	80% of Kindergarten students that score P on assessments C
% of Kindergarten students that score P on assessments D	67.86% of Kindergarten students that score P on assessments D	80% of Kindergarten students that score P on assessments D
Source: CORE data from ESGI	Trimester 2, Midyear Assessment, School Year 2024-2025	Trimester 2, Midyear Assessment, School Year 2025-2026
% of 1st graders that score P in 1st grade fluency passage	46.15% of 1st graders that score P in 1st grade fluency passage	80% of 1st graders that score P in 1st grade fluency passage
Source: CORE data from ESGI	Trimester 2, Midyear Assessment, School Year 2024-2025	Trimester 2, Midyear Assessment, School Year 2025-2026
% of 2nd graders that score P 2nd grade fluency passage	44.26% of 2nd graders that score P 2nd grade fluency passage	80% of 2nd graders that score P 2nd grade fluency passage

Source: CORE data from ESGI	Trimester 2, Midyear Assessment, School Year 2024-2025	Trimester 2, Midyear Assessment, School Year 2025-2026
-----------------------------	--	--

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	PD// Teachers and support staff will participate in professional development linked to district and site instructional priorities: Early literacy instruction, reading comprehension of complex grade-level text; student academic discussion; Responding in writing; and problem based learning and real world application math instruction, etc. Funds will be provided for purchase of relevant materials, supplies and services for implementation.	All students	2000 LCAP Curriculum Enrichment
1.2	PD// All teachers will be provided equitable on-site coaching and collaboration through peer and TL coaching to improve classroom instruction as measured by collaboration minutes and TL schedule.	All students	
1.3	PD// Principal, Teacher Leader, ASP will meet weekly to strategically plan site based professional development to improve classroom instruction as measured by Site PL Plan.	All Students	
1.4	PD// Admin and TL will provide additional support and coaching of teachers with the development and implementation of teacher action plans through professional development and release time. Provide feedback through walkthroughs to grade levels and individual teachers based on implementation of Instructional priorities.	All students	
1.5	SS// Site Leadership Team will meet regularly in order to collaborate and develop site priorities and PD for staff meetings. Leadership Team assists in monitoring the progress of professional development efforts through reflection, data analysis. Funds will be provided for release time and/or extra hours for team members to participate in professional development, planning, meeting and developing site goals.	All students	5700 LCAP Leadership Team
1.6	SS// A second dedicated sub will be hired to support release time for teachers to participate in weekly grade level and cross-grade-level collaboration, planning time and professional development focused on instructional priorities and site goals.	All students	2000 LCAP Collaboration
1.7	CMS// Students will participate in grade level or other fieldtrips linked to state standards. Funds will be provided equitably between grade levels to cover transportation and other costs up to specified amount.	All students	13050 LCAP Curriculum Enrichment
1.8	CMS// Provide additional learning opportunities in the classroom to support classroom enrichment activities (STEM, music, movement and other cross curricular programming) Funds will be provided for materials and supplies including art materials,	All students	8740 LCAP Curriculum Enrichment

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	technological supplies for projects (purchase of technology), software, technological equipment, presentations, consultants and/or contracts, and/or extra hours for teacher/staff planning.		
1.11			

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.

Glen Cove Elementary completed 8 of the 8 strategies identified in the 2024-2025 SPSA to create vibrant culture of teaching and learning. Glen Cove continued to provide professional development around literacy instruction and continued to support the implementation of K-2 UFLI Phonics instruction. The site also participated in the CORE reading academy trainings and was supported by monthly professional learning days on site from a dedicated CORE coach. Site PL included opportunities for data review and a focus on district and site instructional priorities (Academic conversation, early literacy/phonics instruction, increasing rigor using DOK questions and responding in writing). The Teacher Leader and Principal met weekly to provide support for teachers and conduct walkthroughs for teacher feedback. The site leadership team also met monthly throughout the year to discuss data and next steps for site focus. All grade levels were able to participate in at least one field trip in the 2024-2025 school year.

Glen Cove Elementary met 4 metrics identified in the 2024/25 SPSA. The metrics met in the 2024/25 SPSA include the Smarter Balanced English Language Arts and Mathematics performance, Smarter Balanced distance from standard for all students, Smarter Balanced distance from standard for certain subgroups, and the English Language Arts and Math MAP points projected. Those 4 metrics will continue for the next school year.

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

Glen Cove Elementary allocated a budget expenditure for targeted activities during the school day and after school interventions. Glen Cove Elementary did not use all the money allocated for staff professional development, as most of the professional development that was the focus on Glen Cove Elementary was provided by the district.

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.

Glen Cove Elementary will increase its budget for field trips to allow more opportunities for students to experience learning outside of the school setting that still ties into the learning standards. Glen Cove Elementary will also increase its budget for enrichment opportunities to meet the diverse learning needs of all students. These actions can be found in strategies 1.7 and 1.8 in Goal 1 to address these needs.

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.

Safe and Supportive Learning Environments (VCUSD Pillar 2)

Glen Cove Elementary School will provide equitable opportunities through responsive MTSS strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide equitable opportunities through responsive MTSS strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

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.

Glen Cove seeks to increase academic enrichment and engagement opportunities for all students. Dashboard and local data shows a need to reduce chronic absenteeism schoolwide and targeted specifically for ATSI identified subgroups. Increase positive student and parent experience and perception.

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
% of Students chronically absent- CA School Dashboard -All Students Source: CA School Dashboard	% of Students chronically absent- CA School Dashboard -All Students 29.1% School Year 2023-2024	% of Students chronically absent- CA School Dashboard -All Students 26.1% School Year 2024-2025
% of Students chronically absent- Student Analytics Lab -All Students Source: Student Analytics Lab	% of Students chronically absent- Student Analytics Lab -All Students 27.3% As of 4/30/25, School Year 2024-2025	% of Students chronically absent- Student Analytics Lab -All Students 24.3% Trimester 2, School Year 2025-2026
% Average daily attendance -All Students Source: Student Analytics Lab	% Average daily attendance -All Students 92.14% As of 4/30/25, School Year 2024-2025	% Average daily attendance -All Students 93.14% Trimester 2, School Year 2025-2026
% of students suspended once or more -All Students -White	% of students suspended once or more -All Students 1.3% -White 6.7%	% of students suspended once or more -All Students <3% -White <4%

Source: CA Dashboard, Suspensions	School Year 2023-2024	School Year 2024-2025
% Students suspended -All Students -White	% Students suspended -All Students 2.22% -White 3.45%	% Students suspended -All Students <2% -White <2%
Source: Student Analytics Lab, Suspension rate Dashboard	Trimester 2, School Year 2024-2025	Trimester 2, School Year 2025-2026
Student expulsion rate	0% Student expulsion rate	0% Student expulsion rate
Source: DataQuest Expulsion and Suspension Rate	School Year 2023-2024	School Year 2024-2025
% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.	% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.	% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.
Source: California Healthy Kids Survey data	School Year 2023-2024	School Year 2024-2025
% of students with SST	9% of students with SST	10% of students with SST
Source: Glen Cove Internal Monitoring	As of 4/30/25, School Year 2024-2025	Trimester 2, School Year 2025-2026
"Classroom Instructional Climate" score from: Kimochis	"Classroom Instructional Climate" score from: Kimochis: 4	"Classroom Instructional Climate" score from: Kimochis: 3.48
Source: Kimochi's	As of Trimester 2, School Year 2024-2025	As of Trimester 2, School Year 2025-2026
% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey	% of 3rd to 5th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey	% of 3rd to 5th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey
Source: Panorama	As of Trimester 2, School Year 2024-2025	As of Trimester 2, School Year 2025-2026

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	PD // Staff will participate in professional development activities to support MTSS strategies including trauma informed care, restorative practices, improvement science, culturally responsive pedagogy etc. Funds will be provided for contract services, relevant materials, supplies	ATSI identified students, All students	4000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and services for implementation. Funds will be provided to support teacher planning and implementation including release time and/or extra hours.		
2.2	SS // Identify and address chronic absenteeism and students at risk through attendance monitoring system and data analysis. Contact parents, provide support, and use truancy systems and Child Welfare Attendance Liaison to support caseload of targeted students.	ATSA identified students, All students	
2.3	SS // Teachers implement, teach and review PBIS/PAX expectations and practices for restrooms, multi- purpose rooms, playground, common areas and the classroom. Utilize the Three Personal Standards: Make good decisions; Solve problems; Show respect. Teachers promote positive behaviors and student responsibility for behavior and academic work habits. Funds allocated for the purchase of materials, services and supplies to support schoolwide maintenance and replenishment of PBIS and PAX programs and supplies.	ATSI identified students, All students	3,000 LCAP Student Engagement
2.4	SS // Regular meetings of the CARE team to develop and support MTSS and Tiered intervention systems. Including data review and monitoring of student referrals to SSTs, academic, behavior and attendance interventions. Funds allocated for extra hours or release time to support regular CARE team meetings.	All students	2000 Title I 1900 LCAP Collaboration
2.5	CMS // Provide materials and supplies to support the development of clubs & activities to enhance the overall school culture and climate; to include but not limited to Student Leadership, sports activities/clubs, drama, etc. based upon student interest and staffing ability outside of the school day or during lunch. Funds allocated for extra hours for staff as well as for materials and supplies for implementation and maintenance of existing club supplies.	All Students	4445 LCAP Student Recognition
2.6	CMS // Contracts and supplies to provide student support and staff training for Social-Emotional well being and learning (SEL) (Mindful Life Project, Kimochis, PAX, Restorative Justice, Peer Mediators etc). SEL programming to support students in mastering the social-emotional core competencies. Funds allocated for contract services and supplies.	All Students	24,000 LCAP Curriculum Enrichment
2.7	CMS // Contracts to support music, arts, and/or STEAM programming and assemblies. On-going and/or one-time enrichment and engagement activities for all grade levels during the school day. Funds allocated for materials, contracts, supplies and services.	All students	9000 LCAP Curriculum Enrichment
2.8	CMS // Site will develop and implement recognition and incentive programs for attendance, PBIS/PAX,	All Students	2575 LCAP

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Academic growth and achievement, etc to increase student recognition opportunities. Funds will be allocated for recognition activities, materials and supplies.		Student Recognition

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.

Glen Cove Elementary implemented 8 of the 8 strategies identified in the 2024/25 SPSA. Some strategies were completely implemented, while a few were partially implemented. Glen Cove Elementary focused on PAX and PBIS schoolwide norms and expectations which were communicated regularly in classrooms, schoolwide daily bulletin and in the daily announcements. Recognition programs included positive attendance campaigns, student of the month and academic awards related to NWEA MAP growth. Additional support staff supported SEL programming for all students as well as for targeted subgroups. Programming and full-day mindfulness coach was provided 4-days per week through a contract with Mindful Life Project. Additional support was provided with the addition of a full-time Mental Health Support Provider, a once a week bilingual MHSP and A Better Way provided students with access to therapy services twice a week. The CARE team meeting met biweekly with a standard agenda and review of student data. All referrals for SSTs, attendance and behavioral support were routed through the CARE team. Communication by teachers and the school was regular through ParentSquare and email. An increased focus on attendance was supported by the addition of a Child Welfare & Attendance Liaison, A2A attendance software and increased attendance awareness campaigns and activities.

Glen Cove Elementary met 4 metrics identified in the 2024/25 SPSA. The metrics met in the 2024/25 SPSA include increasing schoolwide student attendance, decreasing chronic absenteeism, keeping student suspensions under 2%, not having any subgroups more than one level below schoolwide rating for student suspensions.

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

Glen Cove Elementary did not utilize the full budget allocation for Contracts to support music, arts programming. Glen Cove Elementary was provided a grant to support the implementation of a Visual Arts/Performing Arts program this 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.

Glen Cove Elementary will make an effort to identify programs/assemblies with a focus on STEAM/Arts for each class to participate in throughout the school year. Glen Cove Elementary will also identify additional professional development to support further implementation of the school's MTSS strategies. These actions can be found in strategies 2.1 and 2.7 in Goal 2 to address these needs.

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.

Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1)

Glen Cove Elementary will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

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.

Glen Cove seeks to develop standardized tier 2 and tier 3 programs and supports for targeted subgroups.

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
% of English Learner (EL) students making progress toward English language proficiency on the ELPAC Source: CA School Dashboard, English Learner Progress	46.7% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2023-2024	49.7% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2024-2025
% NWEA Projected Proficiency in Reading for EL student group Source: Student Analytics Lab	24.2% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2024-2025	27.2% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2025-2026
% of English Learner students reclassified as Fluent English Proficient Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade, RFEP for site	2.6% of English Learner students reclassified as Fluent English Proficient School Year 2023-2024	5.6% of English Learner students reclassified as Fluent English Proficient School Year 2024-2025
After School Program - % of Student Participants % of low-income	After School Program - % of Student Participants 64.5% of low-income	After School Program - % of Student Participants 67.5% of low-income

% English Learner % Foster Youth Source: SAL, 1. District Enrollment, ExL Filter	8.9% English Learner 40% Foster Youth students who participate in after-school programs As of 4/30/25, School Year 2024-2025	11.9% English Learner 43% Foster Youth students who participate in after-school programs Trimester 2, School Year 2025-2026
--	--	---

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	T2// Extended learning opportunities (Extended break camp, summer microcamps) for students to target specific learning targets, intervention and support. ESAs, contracts, materials and supplies for targeted intervention.	EL students, All students	6000 LCAP Content Intervention
3.2	T2 // Care team develops and provides information to site staff on MTSS and tiered interventions. ASP schedules and facilitates Student Success Team meetings with intervention goals for academics, behavior and attendance and follow up meetings and referrals to 504, Speech and IEP evaluation.		
3.3	T2// Hire intervention teacher/substitute to run literacy and math intervention groups during the school day in 6-week cycles. Provide extension groups for students meeting/exceeding grade level standards. TL/Principal to schedule and coordinate intervention schedules, ELD, extra support, and challenge. Data monitoring and review of groups, adjust groups to meet the needs of students.	EL students, Tier 2 Academic Needs, ATSI subgroups	35000 Title I
3.4	T2// Provide release time for teachers to participate in SSTs, IEPs and other intervention related services to support developing individual student learning plans. Provide for roving substitute to cover classes for teachers.	EL students, Tier 2 Academic Needs, Students w/ Disabilities, ATSI subgroups	6000 Title I
3.5	T2//Provide additional support to EL students through push-in support in classes, small group instruction and additional intervention support pull-out (materials, supplies, services) with a bilingual tutor and/or intervention teacher (hired retired teachers). Develop additional opportunities during non- student days for EL students to receive intervention support towards reclassification.	EL students	3000 Title I
3.7	T2// Assign and monitor bilingual tutor support to support ELD program and CORE instruction. Provide PD and materials for bilingual tutor to run small groups for EL students outside of ELD. Monitoring of reclassified EL students.	EL students, Reclassified EL students	666.33 Title I
3.8	CMS // Purchase of supplemental software licenses, supplies and materials to differentiate instruction and support student growth in Math and ELA.	All students	4020 LCAP Content Intervention

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.

Glen Cove Elementary implemented 6 of the 8 strategies identified in the 2024/25 SPSA. Glen Cove Elementary established a CARE team that developed and provided information to site staff on MTSS and tiered interventions. Glen Cove's ASP schedules and facilitates Student Success Team meetings with intervention goals for academics, behavior and attendance and follow up meetings and referrals to 504, Speech and IEP evaluation. Glen Cove hired intervention teachers to run literacy and math intervention groups during the school day in 6-week cycles. Release time was provided to teachers to allow them to participate in SSTs, IEPs and other intervention related services to support developing individual student learning plans. Lastly, support was provided to Multi Language learner students by the school's bilingual tutor.

Glen Cove Elementary met 2 out of the 3 metrics identified in the 2024/25 SPSA. The metrics met in the 2024/25 SPSA include increasing performance on the CAASPP for certain subgroups and reducing the distance from standard for certain subgroups. The metric not met in the 2024/25 SPSA include increasing the percentage of EL students who progress at least one ELPI level on the ELPAC.

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

Glen Cove Elementary did not utilize the full budget allocation for extended learning opportunities (Extended break camp, summer microcamps) for students to target specific learning targets, intervention and support. Glen Cove Elementary had summer and spring break bond construction which did not allow for programs to be offered on site during the whole summer or over spring break.

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.

Glen Cove Elementary will make an effort to provide either a spring break or summer extended learning opportunity for students to target specific learning targets, interventions and support. This action can be found in strategies 3.1 to address this need.

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.

Community Centered Education (VCUSD Pillar 4)

Glen Cove Elementary will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

Identified Need

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

Glen Cove seeks to increase parent representation in advisory groups such as SSC/ELAC, District ELAC, and CAC.

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
% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Source: LCAP survey	96% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Trimester 2, School Year 2024-2025	97% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Trimester 2, School Year 2025-2026
# of activities beyond required Parent Engagement Opportunities Source: Reporting from Parent Liaison	4 activities occurred beyond required Parent Engagement Opportunities Trimester 2, School Year 2024-2025	4 activities occurred beyond required Parent Engagement Opportunities Trimester 2, School Year 2025-2026
Parent engagement as measured by % SSC meetings that met quorum Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled	100% SSC meetings that met quorum Trimester 2, School Year 2024-2025	100% SSC meetings that met quorum Trimester 2, School Year 2025-2026
% of target # of ELAC meetings occurred Source: Calendar/ELAC meeting schedule	100% of target # of ELAC meetings occurred Trimester 2, School Year 2024-2025	100% of target # of ELAC meetings occurred Trimester 2, School Year 2025-2026

% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided	95% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc.) with translation provided	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided
% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	95% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided
Source: Calendar/ELAC meeting schedule	Trimester 2, School Year 2024-2025	Trimester 2, School Year 2025-2026

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	Ongoing school site communication to all stakeholders through print and digital communications such as: weekly newsletter, website, ParentSquare and social media to promote awareness and attendance at family events and School Site Council and English Learner Advisory Committee meetings.	All Students	
4.2	Strategic utilization of Bilingual Liaison, Spanish Interpreters, Parent Liaison and Academic Support Provider, Child Welfare Liaison and other staff to encourage attendance at family/community engagement nights such as Back to School Night, Literacy Night, Game Night, Arts & Crafts Nights, Cultural Nights, Math Night, etc. Funds allocated for extra hours pay for staff to participate and support events after the duty day.	All Students	1617.40 Title 1 Parent Involvement Funds
4.3	Purchase supplemental software for EL and Reclassified students and families to support language acquisition during the school year and during non-school breaks.	EL students	3031 LCAP: Parent Involvement
4.4	Purchase supplemental software for EL and Reclassified students and families to support language acquisition during the school year and during non-school breaks.	EL students	2000 Title I
4.5	Provide family and parent workshops and access to parent/family programming (such as PIQE, African American Parent Network, A Better Way, Mindful Life Project, Care Solace, How to Help with Homework, etc) that provide additional education, parenting classes and support for parents and families outside of the school day. Funds allocated for contracts, materials and supplies. Funds allocated for extra hours for staff to support parent involvement.	All students	5000 LCAP Curriculum Enrichment
4.6	Provide materials, food and supplies for family/community engagement nights, SSC and ELAC meetings.	All students	1979 LCAP: Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.7	Implementation of spring parent conferences in addition to fall conferences. Targeted student groups invited and action plan developed to target intervention needs.	EL students, Students performing below grade level	

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.

Glen Cove Elementary completed 5 of the 7 strategies identified in the 2024/25 SPSA. Glen Cove Elementary provided a wide range of parent and family engagement events such as Trunk O Treat, Family Game Night, Family STEAM Night, Crafts and Cocoa all families, and regular educational partner meetings such as ELAC, School Site Council, and Student Attendance Meetings. Glen Cove Elementary provided ongoing school site communication to all stakeholders through print and digital communications such as: weekly newsletter, website, ParentSquare and social media to promote awareness and attendance at family events and School Site Council and English Learner Advisory Committee meetings. Glen Cove Elementary continued to provide spring parent conferences in addition to fall conferences.

Glen Cove Elementary met 1 out of 3 metrics in the 2024/25 SPSA. The metrics met include increased school site representation in district committees and site leadership opportunities. The metric not met in the 2024/25 SPSA include increasing the number of families receiving information via phone and text on ParentSquare by 5% annually, and providing at least one family engagement opportunity per month.

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

Glen Cove Elementary did not utilize the full budget allocation for purchase supplemental software for EL and Reclassified students and families to support language acquisition during the school year and during non-school breaks.

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.

Glen Cove Elementary will provide more educational opportunities for families to participate in engaging with the academic content for specific grade levels. Glen Cove Elementary will also identify supplemental software for EL and Reclassified students and families to support language acquisition during the school year and during non-school breaks. These actions can be found in strategies 4.3, 4.4 and 4.5 in Goal 4 to address these needs.

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	\$150,723.73
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	\$52,666.33

Subtotal of additional federal funds included for this school: \$52,666.33

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 (\$)
LCAP	\$91,430.00
LCAP: Parent Involvement	\$5,010.00
Title 1 Parent Involvement Funds	\$1,617.40

Subtotal of state or local funds included for this school: \$98,057.40

Total of federal, state, and/or local funds for this school: \$150,723.73

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
LCAP	91,430.00
LCAP: Parent Involvement	5,010.00
Title 1 Parent Involvement Funds	1,617.40
Title I	52,666.33

Expenditures by Budget Reference

Budget Reference	Amount
	82,920.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	91,430.00
	LCAP: Parent Involvement	5,010.00
	Title 1 Parent Involvement Funds	1,617.40
	Title I	52,666.33

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,490.00
Goal 2	50,920.00
Goal 3	54,686.33
Goal 4	13,627.40

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Emily Grutzik	Parent or Community Member
Justine Fields	Parent or Community Member
Destinee Dixon	Parent or Community Member
Krechona Ngomba-Westbrook	Parent or Community Member
Jomil Salangsang	Parent or Community Member
Marnee' McKenzie	Classroom Teacher
Tania Jones	Other School Staff
Rosa Silveira	Classroom Teacher
Ant Romao	Classroom Teacher
Kensaburo Daniels	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/2025.

Attested:

	Principal, Kensaburo Daniels on 05/21/2025
	SSC Chairperson, Emily Grutzik on 05/21/2025

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