School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Annie Pennycook Elementary School	48 70581 6051379	July 17, 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 Annie Pennycook Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> 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

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

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

The Single Plan for Student Achievement is written to outline Pennycook Elementary's school wide program for the 2025-2026 school year. Pennycook is a Title 1 school. 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 undeserved.

Pennycook's plan is aligned to the requirements of ESSA and the Vallejo City Unified School District's 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. Pennycook'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 or promoting. Pennycook is also a Leader in Me school that will promote leadership within its students so that they are college and career ready.

Leader in Me: "Remember the Past, Stay in the Present and continue to Envision the Future"
SCHOOL MISSION: We Dream, Plan and Achieve by setting academic and personal goals which result in highly effective people.
Our Vision is to have Pennycook Scholars as Learners today working toward becoming Leaders of Tomorrow.
We Value the 8 Habits leading to an increase in student self-confidence, teamwork, initiative, responsibility, creativity, leadership, communication and diversity awareness.
Our Goal is to increase academic performance, teacher engagement and parent involvement, decrease disciplinary issues and improve school culture and attendance.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is used as a guide by the site. Site level groups including staff, parents, students and community partners review the SPSA to provide input.   The SPSA is reviewed in School Site Council (SSC) and ELAC meeting to ensure there is consistency with the actions of the school and the document itself. When needed, amendments are made with the approval of the SSC and ELAC. In order to increase parent and community involvement in meetings, we will use various methods of communication and send reminders in weekly bulletins, email, and phone call reminders. Meetings are held virtually.

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.

The California Dashboard indicates that Annie Pennycook performance was in the orange in the following category: math

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.

English Learners at Pennycook performed two levels below "all Students" in ELA.

Other Needs

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

The following 2024 California Dashboard indicators for Pennycook were in the "Red" or "Orange" performance category: ELA. The steps taken to address those areas include: Implementation of an intensive reading intervention program; all teachers consistently delivering 6-step phonics lessons and collaborating with ELA Core Coaches to enhance instructional delivery; regular classroom walkthroughs focused on observing student learning and engagement; development and integration of structured student talk strategies; and schoolwide use of evidence-based writing strategies, including the RACE writing response framework for all students across grade levels.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.26%	%	0	1	
African American	27.72%	22.63%	20.88%	125	86	76
Asian	1.77%	2.11%	1.92%	8	8	7
Filipino	13.75%	12.89%	12.09%	62	49	44
Hispanic/Latino	41.02%	45.00%	47.80%	185	171	174
Pacific Islander	2.88%	1.84%	1.92%	13	7	7
White	7.1%	7.89%	6.04%	32	30	22
Two or More Races	3.99%	5.79%	7.42%	18	22	27
Not Reported	1.77%	1.58%	1.92%	8		7
			Total Enrollment	451	380	364

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			21
Kindergarten	71	41	57
Grade 1	58	57	49
Grade 2	63	56	56
Grade3	74	49	61
Grade 4	68	69	59
Grade 5	56	57	66
Grade 6	59	25	
Total Enrollment	451	380	369

Conclusions based on this data:

1. There has been a steady decrease in our enrollment over the last 3 years.

2. There is a decrease in African American, Asian, Pacific Island and White. There is an increase in Hispanic / Latino and Multiple / No Response.

3. There has been a steady decrease in enrollment, however, a portion of the decrease can be attributed to the phasing out of 6th graders at Pennycook Elementary.

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	79	76	84	17.5%	20.0%	23.1%
Fluent English Proficient (FEP)	23	18	17	5.1%	4.7%	4.7%
Reclassified Fluent English Proficient (RFEP)	9	6	6	10.2%	7.3%	6.7%

Conclusions based on this data:

1. The amount of English Language Learners has remained steady this past year.

2. Students identified as FEP has decreased slightly.

3. The percent of students Reclassified Fluent English Proficient remained consistent from 2023-24 to 2024-25

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.

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	71	74	55	63	74	55	63	74	55	88.7	100.0	100
Grade 4	53	62	76	46	62	76	46	62	76	86.8	100.0	100
Grade 5	65	57	62	64	56	60	64	56	60	98.5	98.2	96.8
Grade 6	71	55	27	66	54	26	66	54	26	93.0	98.2	96.3
All Grades	260	248	220	239	246	217	239	246	217	91.9	99.2	98.6

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2345.	2344.	2349.	7.94	5.41	10.91	9.52	16.22	16.36	22.22	17.57	18.18	60.32	60.81	54.55
Grade 4	2422.	2405.	2396.	10.87	9.68	7.89	21.74	12.90	14.47	21.74	22.58	26.32	45.65	54.84	51.32
Grade 5	2456.	2423.	2430.	14.06	10.71	11.67	18.75	14.29	13.33	17.19	12.50	18.33	50.00	62.50	56.67
Grade 6	2486.	2461.	2468.	10.61	7.41	7.69	27.27	16.67	11.54	22.73	27.78	34.62	39.39	48.15	46.15
All Grades	N/A	N/A	N/A	10.88	8.13	9.68	19.25	15.04	14.29	20.92	19.92	23.04	48.95	56.91	53.00

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	3.17	6.76	9.09	53.97	52.70	56.36	42.86	40.54	34.55
Grade 4	8.70	11.29	5.26	65.22	58.06	60.53	26.09	30.65	34.21
Grade 5	14.06	10.71	10.00	54.69	44.64	46.67	31.25	44.64	43.33
Grade 6	15.15	7.41	*	45.45	44.44	*	39.39	48.15	*
All Grades	10.46	8.94	7.83	53.97	50.41	53.92	35.56	40.65	38.25

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	3.17	2.70	7.27	38.10	43.24	43.64	58.73	54.05	49.09
Grade 4	13.64	8.06	5.26	45.45	37.10	44.74	40.91	54.84	50.00
Grade 5	14.06	8.93	6.67	51.56	35.71	43.33	34.38	55.36	50.00
Grade 6	12.31	3.70	*	43.08	48.15	*	44.62	48.15	*
All Grades	10.59	5.69	5.99	44.49	41.06	43.78	44.92	53.25	50.23

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	4.76	2.70	0.00	65.08	64.86	63.64	30.16	32.43	36.36
Grade 4	2.17	8.06	5.26	76.09	72.58	71.05	21.74	19.35	23.68
Grade 5	6.25	7.14	8.33	68.75	60.71	61.67	25.00	32.14	30.00
Grade 6	12.12	5.56	*	60.61	70.37	*	27.27	24.07	*
All Grades	6.69	5.69	5.99	66.95	67.07	64.52	26.36	27.24	29.49

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	4.76	8.11	7.27	49.21	45.95	58.18	46.03	45.95	34.55
Grade 4	10.87	6.45	6.58	67.39	69.35	69.74	21.74	24.19	23.68
Grade 5	10.94	5.36	8.33	54.69	53.57	48.33	34.38	41.07	43.33
Grade 6	10.61	3.70	*	65.15	70.37	*	24.24	25.93	*
All Grades	9.21	6.10	7.37	58.58	58.94	60.37	32.22	34.96	32.26

Conclusions based on this data:

1. The percent of students at standard not met for overall ELA achievement decreased by 3.91%

2. Writing is an area of growth, 50% of students scored in the "Below Standard" range.

3. English Language Learners scored two performance levels below the "all student" performance

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	71	74	55	64	74	55	63	74	55	90.1	100.0	100
Grade 4	53	62	76	47	62	76	47	62	76	88.7	100.0	100
Grade 5	65	57	62	62	57	60	62	57	60	95.4	100.0	96.8
Grade 6	71	55	27	67	55	26	66	55	26	94.4	100.0	96.3
All Grades	260	248	220	240	248	217	238	248	217	92.3	100.0	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	2363.	2354.	2356.	4.76	2.70	3.64	14.29	10.81	14.55	19.05	31.08	16.36	61.90	55.41	65.45
Grade 4	2422.	2405.	2402.	8.51	6.45	0.00	19.15	9.68	9.21	19.15	24.19	38.16	53.19	59.68	52.63
Grade 5	2426.	2412.	2407.	8.06	5.26	1.67	8.06	1.75	5.00	22.58	17.54	23.33	61.29	75.44	70.00
Grade 6	2457.	2432.	2430.	9.09	5.45	3.85	10.61	9.09	7.69	21.21	12.73	19.23	59.09	72.73	69.23
Grade 11															
All Grades	N/A	N/A	N/A	7.56	4.84	1.84	12.61	8.06	9.22	20.59	22.18	26.27	59.24	64.92	62.67

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	3.17	4.05	5.45	36.51	39.19	29.09	60.32	56.76	65.45
Grade 4	12.77	4.84	0.00	27.66	30.65	46.05	59.57	64.52	53.95
Grade 5	1.61	3.51	3.33	32.26	26.32	26.67	66.13	70.18	70.00
Grade 6	9.09	1.82	*	37.88	21.82	*	53.03	76.36	*
Grade 11									
All Grades	6.30	3.63	2.76	34.03	30.24	34.10	59.66	66.13	63.13

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	11.11	2.70	9.09	34.92	40.54	38.18	53.97	56.76	52.73
Grade 4	8.51	8.06	2.63	42.55	41.94	46.05	48.94	50.00	51.32
Grade 5	9.68	3.51	1.67	38.71	36.84	40.00	51.61	59.65	58.33
Grade 6	6.06	7.27	*	39.39	34.55	*	54.55	58.18	*
All Grades	8.82	5.24	3.69	38.66	38.71	41.01	52.52	56.05	55.30

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	7.94	1.35	5.45	55.56	58.11	47.27	36.51	40.54	47.27
Grade 4	6.38	8.06	2.63	46.81	41.94	53.95	46.81	50.00	43.42
Grade 5	8.06	3.51	1.67	46.77	42.11	46.67	45.16	54.39	51.67
Grade 6	9.09	7.27	*	48.48	49.09	*	42.42	43.64	*
All Grades	7.98	4.84	3.23	49.58	48.39	49.77	42.44	46.77	47.00

Conclusions based on this data:

1. After a significant percentage increase in students in the standard not met category in overall achievement from the 21-22 school year to the 22-23 school year, it declined in the 23-24 school year by 2.3%.

2. 62% of students in overall math achievement are scoring in the standard not met category.

3. Students identified as English Learners, Hispanic, and Socioeconomically Disadvantaged scored a performance level below the "all student" performance.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1406.8	1364.7	*	1413.3	1382.5	*	1392.0	1323.4	*	12	23
1	1416.3	*	*	1431.3	*	*	1400.8	*	*	12	5	9
2	1458.5	1439.3	*	1464.4	1454.8	*	1452.0	1423.3	*	21	13	9
3	1488.3	1460.3	*	1479.3	1452.1	*	1497.1	1468.0	*	12	24	10
4	*	1524.5	1488.7	*	1516.5	1488.8	*	1532.4	1487.9	5	11	24
5	*	*	*	*	*	*	*	*	*	5	6	9
6	*	*	*	*	*	*	*	*	*	10	6	4
All Grades										68	77	88

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	*	8.33	4.35	*	16.67	0.00	*	58.33	47.83	*	16.67	47.83	*	12	23
1	0.00	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*	*
2	9.52	7.69	*	33.33	7.69	*	28.57	53.85	*	28.57	30.77	*	21	13	*
3	0.00	8.33	*	50.00	20.83	*	41.67	41.67	*	8.33	29.17	*	12	24	*
4	*	18.18	12.50	*	63.64	29.17	*	18.18	37.50	*	0.00	20.83	*	11	24
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.88	7.79	5.68	25.00	20.78	18.18	41.18	45.45	39.77	27.94	25.97	36.36	68	77	88

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	4.35	*	41.67	0.00	*	41.67	56.52	*	16.67	39.13	*	12	23
1	0.00	*	*	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
2	23.81	7.69	*	19.05	38.46	*	38.10	38.46	*	19.05	15.38	*	21	13	*
3	8.33	12.50	*	58.33	29.17	*	33.33	33.33	*	0.00	25.00	*	12	24	*
4	*	45.45	20.83	*	54.55	45.83	*	0.00	12.50	*	0.00	20.83	*	11	24
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.24	14.29	13.64	32.35	36.36	27.27	33.82	29.87	27.27	20.59	19.48	31.82	68	77	88

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	*	8.33	4.35	*	8.33	0.00	*	50.00	43.48	*	33.33	52.17	*	12	23
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	7.69	*	18.18	7.69	*	36.36	15.38	*	45.45	69.23	*	11	13	*
3	*	4.17	*	*	8.33	*	*	37.50	*	*	50.00	*	*	24	*
4	*	0.00	0.00	*	54.55	16.67	*	45.45	45.83	*	0.00	37.50	*	11	24
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.94	3.90	2.27	17.65	14.29	6.82	32.35	36.36	37.50	47.06	45.45	53.41	68	77	88

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	*	8.33	4.35	*	58.33	78.26	*	33.33	17.39	*	12	23
1	0.00	*	*	91.67	*	*	8.33	*	*	12	*	*
2	14.29	7.69	*	66.67	69.23	*	19.05	23.08	*	21	13	*
3	41.67	20.83	*	58.33	45.83	*	0.00	33.33	*	12	24	*
4	*	54.55	29.17	*	45.45	54.17	*	0.00	16.67	*	11	24
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.71	19.48	13.64	67.65	55.84	63.64	17.65	24.68	22.73	68	77	88

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	*	8.33	0.00	*	75.00	47.83	*	16.67	52.17	*	12	23
1	8.33	*	*	33.33	*	*	58.33	*	*	12	*	*
2	28.57	23.08	*	47.62	53.85	*	23.81	23.08	*	21	13	*
3	16.67	12.50	*	58.33	45.83	*	25.00	41.67	*	12	24	*
4	*	27.27	33.33	*	72.73	50.00	*	0.00	16.67	*	11	24
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.59	15.58	21.59	44.12	53.25	42.05	35.29	31.17	36.36	68	77	88

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	*	8.33	0.00	*	58.33	43.48	*	33.33	56.52	*	12	23
1	0.00	*	*	33.33	*	*	66.67	*	*	12	*	*
2	14.29	7.69	*	42.86	30.77	*	42.86	61.54	*	21	13	*
3	0.00	4.17	*	66.67	33.33	*	33.33	62.50	*	12	24	*
4	*	0.00	0.00	*	90.91	62.50	*	9.09	37.50	*	11	24
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.88	3.90	2.27	44.12	42.86	39.77	50.00	53.25	57.95	68	77	88

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	*	25.00	8.70	*	50.00	43.48	*	25.00	47.83	*	12	23
1	0.00	*	*	33.33	*	*	66.67	*	*	12	*	*
2	4.76	7.69	*	57.14	30.77	*	38.10	61.54	*	21	13	*
3	8.33	8.33	*	83.33	58.33	*	8.33	33.33	*	12	24	*
4	*	36.36	0.00	*	63.64	70.83	*	0.00	29.17	*	11	24
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.82	14.29	3.41	54.41	49.35	53.41	36.76	36.36	43.18	68	77	88

Conclusions based on this data:

1. The percentage of students well developed in the Speaking Domain Performance increased by 6%.

2. The percentage of students performing at level 3 or 4 in Overall Language decreased by 2% at both levels.

3. Fewer students were well developed in the Writing domain than the other three domains.

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**
380	**80.8%**	**20%**	**2.1%**
Total Number of Students enrolled in Annie Pennycook Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	76	20%
Foster Youth	8	2.1%
Homeless	9	2.4%
Socioeconomically Disadvantaged	307	80.8%
Students with Disabilities	68	17.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	86	22.6%
American Indian	1	0.3%
Asian	8	2.1%
Filipino	49	12.9%
Hispanic	171	45%
Two or More Races	22	5.8%
Pacific Islander	7	1.8%
White	30	7.9%

Conclusions based on this data:

1. From the 2022-2023 school year to the 2023-2024 school year their was a reduction in enrollment from 451 students to 380 students.

2. While enrollment decreased, the percentage of students identified as Socioeconomically Disadvantaged increased from 76.1% to 80.8%.

3. The number of English Learners increased from the 2022-2023 school year by 2.5%.

School and Student Performance Data
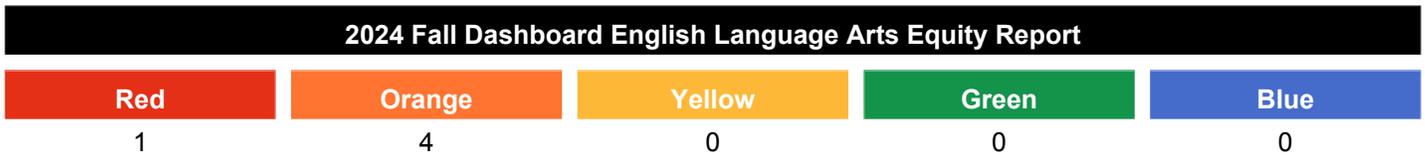
Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In the 2022-2023 school year the suspension rate was in the red. In 2023-2024 school year the suspension rate is in the green.

2. The mathematics score is in the orange, which is an improvement over the previous school year, but more growth needs to be made.

3. English Learner students scored two performance levels below the "all students" performance.

School and Student Performance Data

Academic Performance
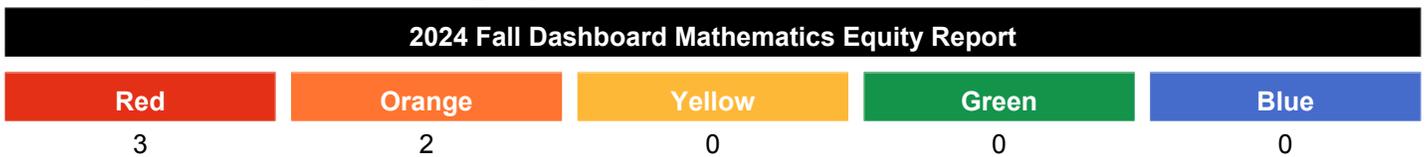## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report					
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	No Performance Color
67.9 points below standard	105.1 points below standard	Less than 11 Students
Increased 7.7 points	Declined 4.9 points	
188 Students	42 Students	0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	75.1 points below standard
		Increased 13.1 points
4 Students	8 Students	163 Students

Students with Disabilities	**African American**	**American Indian**
Orange	Orange	No Performance Color
142.4 points below standard	81.6 points below standard	Less than 11 Students
Increased 10.3 points	Increased 13.4 points	
39 Students	48 Students	1 Student

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Orange
Less than 11 Students	3.0 points above standard	77.1 points below standard
	Increased 38.7 points	Increased 5.1 points
4 Students	28 Students	80 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	124.8 points below standard
		Declined 81.3 points
7 Students	6 Students	12 Students

Conclusions based on this data:

1. The "All student" performance level increased by 7.7 points. Students with disabilities increased by 10.3 points and Students in the socioeconomically disadvantaged group increased by 13.1 points.

2. Students with disabilities and students in the socioeconomically disadvantaged group are one performance level below the "all student" performance.

3. English Learner performance decreased by 4.9 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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
3	2	0	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
93.5 points below standard	120.8 points below standard	Less than 11 Students
Maintained 2.7 points	Maintained 2.8 points	
189 Students	43 Students	0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	101.6 points below standard
		Maintained 0.4 points
4 Students	8 Students	164 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
143.4 points below standard	107.0 points below standard	Less than 11 Students
Increased 5.6 points	Increased 8.0 points	
39 Students	48 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students	29.6 points below standard	105.9 points below standard
	Increased 19.8 points	Maintained 2.6 points
4 Students	28 Students	81 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	101.3 points below standard
		Declined 30.5 points
7 Students	6 Students	12 Students

Conclusions based on this data:

1. Students with disabilities increased by 5.6 points and African American students increased by 8 points.

2. Overall there was no growth in math and the points below standard remains high.

3. English Learners and Hispanic students remain in the red and did not experience significant growth.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
48.2% making progress.	making progress.
Number Students: 56 Students	Number Students: 1 Student

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**
16.1%	35.7%	0%	48.2%

Conclusions based on this data:

1. 48.2% of English Learners are making progress and progressed at least one ELPI level.

2. 16.1% of English Learners decreased one ELPI level.

3. 35.7% of English Learners maintained ELPI.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Pennycook's English Learner progress is in the green.

2. Pennycook has not made significant growth in math.

3. Pennycook's English Learners scored a performance level below the "all student" performance.

School and Student Performance Data

Academic Engagement
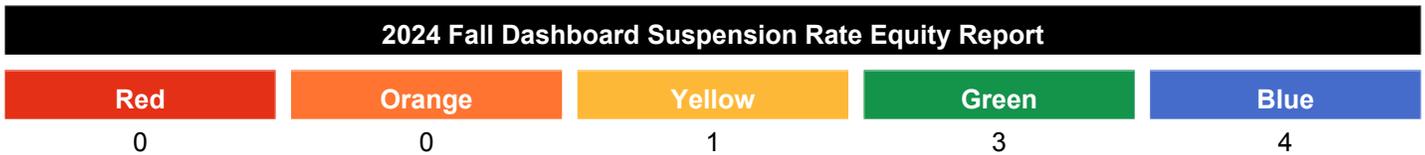## Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

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

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
39.9% Chronically Absent	42.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 6.7	Declined 7.9	1 Student
429 Students	95 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	50% Chronically Absent	40.4% Chronically Absent
10 Students	Declined 6	Declined 8.3
	24 Students	364 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
51.8% Chronically Absent	37.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 1.2	Declined 8.8	1 Student
85 Students	102 Students	

Asian	Filipino	Hispanic
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	28% Chronically Absent	44.6% Chronically Absent
9 Students	Declined 7.9	Declined 5.4
	50 Students	195 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
39.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	28.1% Chronically Absent
Increased 0.9	7 Students	Declined 21.9
33 Students		32 Students

Conclusions based on this data:

1. Pennycook experienced a 6.7% decrease in chronic absenteeism.

2. Pennycook still has a high absenteeism rate at 39.9%.

3. Students with disabilities, African American students, and English Learners have a higher chronic absenteeism rate than the "all students" groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	3	4

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Blue	No Performance Color
1.4% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 2.2%	Declined 2.2%	2 Students
487 Students	104 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
18.2% suspended at least one day	0% suspended at least one day	1.7% suspended at least one day
11 Students	Declined 7.7%	Declined 2.5%
	28 Students	408 Students

Students with Disabilities	African American	American Indian
Green	Yellow	No Performance Color
1.1% suspended at least one day	3.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 2.5%	Declined 2.7%	
91 Students	123 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	Blue	Green
0% suspended at least one day	0% suspended at least one day	1.4% suspended at least one day
Maintained 0%	Maintained 0%	Declined 1.1%
13 Students	54 Students	215 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Declined 12.9%		Declined 2.8%
36 Students	9 Students	36 Students

Conclusions based on this data:

1. The suspension rate decreased by 2.2%.

2. The suspension rate for African American students is higher than the rate for "all students".

3. The suspension rate for foster youth is the highest at 18.2%

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.

To provide a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes.

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.

Pennycook has a need to strengthen student achievement in mathematics, as evidenced by the 2024 CAASPP results. While some progress has been made, overall math proficiency is in the orange and no significant progress is noted. Our English Learner students, Hispanic students, and students classified as socioeconomically disadvantaged was one performance level below the "all student" performance. Pennycook's overall score for ELA on CAASPP is in the yellow, however, there is a need to strengthen student achievement in ELA for English Learner students, African American students, Hispanic students, students with disabilities, and students classified as socioeconomically disadvantaged.

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
Distance Points From Standard in English Language Arts (ELA) -All Students -English Learners Distance Points From Standard in Math -All Students Source: CA School Dashboard, English Language Arts (ELA), Mathematics	Distance Points From Standard in English Language Arts (ELA) -All Students -67.9 -English Learners -105.1 Distance Points From Standard in Math -All Students -93.5 -English Learners -120.8 -Hispanic -105.9 -Socioeconomically Disadvantaged -101.6 School Year 2023-2024	Distance Points From Standard in English Language Arts (ELA) -All Students -59.7 -English Learners -95.1 Distance Points From Standard in Math -All Students -83.5 -English Learners -110.8 -Hispanic -95.9 -Socioeconomically Disadvantaged -91.6 School Year 2024-2025
CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 23.97% -English Learners 4.35%	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 29% -English Learners 9.35%

CAASPP Math % Met/Exceeded Standards -All Students CAASPP Science % Met/Exceeded Standards -All Students Source: DataQuest, CAASPP Test Results	CAASPP Math % Met/Exceeded Standards -All Students 11.06% -English Learners 0% -Hispanic 6.1% -Socioeconomically Disadvantaged 11.06% CAASPP Science % Met/Exceeded Standards -All Students 15.25% School Year 2023-2024	CAASPP Math % Met/Exceeded Standards -All Students 16% -English Learners 5% -Hispanic 11% -Socioeconomically Disadvantaged 13% CAASPP Science % Met/Exceeded Standards -All Students 18.25% School Year 2024-2025
% NWEA Projected Proficiency Reading -All Students % NWEA Projected Proficiency Math -All Students Source: Student Analytics Lab, Target Goals Dashboard	% NWEA Projected Proficiency Reading -All Students 27.8% -English Learners 0% % NWEA Projected Proficiency Math -All Students 11.78% -English Learners 2.7% -Hispanic 4.66% -Socioeconomically Disadvantaged 10.4% Midyear Assessment, School Year 2024-2025	% NWEA Projected Proficiency Reading -All Students 32.8% -English Learners 5% % NWEA Projected Proficiency Math -All Students 16.78% -English Learners 7.7% -Hispanic 9.66% -Socioeconomically Disadvantaged 15.4% Midyear Assessment, School Year 2025-2026
% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words % of Kindergarten students that score P on assessments A % of Kindergarten students that score P on assessments B % of Kindergarten students that score P on assessments C % of Kindergarten students that score P on assessments D % of 1st graders that score P in 1st grade fluency passage % of 2nd graders that score P 2nd grade fluency passage Source: CORE data from ESGI	20.69% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 66.67% of Kindergarten students that score P on assessments A 55% of Kindergarten students that score P on assessments B 38.18% of Kindergarten students that score P on assessments C 40% of Kindergarten students that score P on assessments D % of 1st graders that score P in 1st grade fluency passage 36.96% of 2nd graders that score P 2nd grade fluency passage Trimester 2, Midyear Assessment, School Year 2024-2025	30% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 80% of Kindergarten students that score P on assessments A 80% of Kindergarten students that score P on assessments B 75% of Kindergarten students that score P on assessments C 75% of Kindergarten students that score P on assessments D 80% of 1st graders that score P in 1st grade fluency passage 50% of 2nd graders that score P 2nd grade fluency passage Trimester 2, Midyear Assessment, School Year 2025-2026
Percent Chronically Absent/SAL Dashboard 46.6% chronically absent; at least a 5% decrease in chronic absenteeism.	46.6%	40%

Students proficient on CAASPP math will increase by 5 percentage or more points annually	12.40%	18%
Students proficient on CAASPP English Language Arts will increase by 5 percentage or more points annually	22.73	27.75%
Students will experience a 10 point growth in distance from standard on the CAASPP math	-97.60	-88.60
Students will experience a 10 point growth in distance from standard on the CAASPP English Language Arts	-74.68	-64.68
Increase Opportunities for family involvement and engagement by 100%	7	14
Increase attendance of parent representatives at School Site Council/English Language Learner Advisory Council meetings by 50%	20%	70%

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
1.2	Students will be recognized in a variety of ways including prizes, catering, and awards for performance level growth as indicated by NWEA/ESGI scores.	All	
1.3	The School Leadership Team will meet one to two times per month to analyze student academic data and collaborate with staff in setting goals and developing action plans aimed at improving student achievement.	All	5700.00 LCAP Site Leadership
1.4	Substitute teachers will be provided to allow classroom teachers release time for coaching sessions and collaborative meetings with the Teacher Leader and/or Site Principal in which they will review data, instructional practices, plan instruction, and analyze student performance.	All	3380 LCAP Collaboration
1.5	Substitute teachers will be provided to allow classroom teachers time to collaborate with ELA and Math CORE coaches to enhance their instructional practices, with a focus on strengthening teaching strategies and effectively implementing small-group instruction.	All	
1.6	Teachers will use state adopted curriculum and instructional materials	All	
1.7	Principal and Teacher Leader will conduct walkthroughs and provide feedback from walkthroughs via the district provided walkthrough forms.	All	

Annual Review

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.

Significant progress was made in strengthening both the Site Leadership Team and the Lighthouse Team. These teams collaborated to develop academic goals and actionable plans aimed at improving student performance on the CAASPP assessments in ELA and math.

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

There was a disconnect between the intended implementation and the articulated goal, as the previously outlined activities and strategies were not sufficiently aligned with the objective of fostering a vibrant culture of teaching and learning.

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.

The activities and strategies outlined have been modified to more sufficiently align with the objective of fostering a vibrant culture of teaching and learning.

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.

> **Learning Environment**
> To create a Safe, Supportive, and Engaging Learning Environment for Students and Staff

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 strategies to ensure safe, supportive, and engaging learning environment 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.

> Pennycook has a need to further decrease the percentage of students chronically absent. While some progress has been made, a 6.7% decrease from 2023 to 2024, overall chronic absenteeism remains in the yellow. Our English Learner students are two performance levels below the "all student" performance. African American students, Hispanic students, students with disabilities, and students classified as socioeconomically disadvantaged were one performance level below the "all student" performance.

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 % of Students chronically absent- Student Analytics Lab -All Students Source: CA School Dashboard, Student Analytics Lab	% of Students chronically absent- CA School Dashboard -All Students 39.9% School Year 2023-2024 % of Students chronically absent- Student Analytics Lab -All Students 31.01% Trimester 2, School Year 2024-2025	% of Students chronically absent- CA School Dashboard -All Students 30% School Year 2024-2025 % of Students chronically absent- Student Analytics Lab -All Students 25% Trimester 2, School Year 2025-2026
% Average daily attendance -All Students Source: Student Analytics Lab	91.47% Average daily attendance -All Students Trimester 2, School Year 2024-2025	95% Average daily attendance -All Students Trimester 2, School Year 2025-2026
% of students suspended once or more -All Students	1.4% of students suspended once or more -All Students	3% of students suspended once or more -All Students

Source: CA Dashboard, Suspensions	School Year 2023-2024	School Year 2024-2025
% Students suspended -All Students Source: Student Analytics Lab, Suspension rate Dashboard	2.52% Students suspended -All Students Trimester 2, School Year 2024-2025	2.5% Students suspended -All Students Trimester 2, School Year 2025-2026
Student expulsion rate Source: DataQuest Expulsion and Suspension Rate	0% Student expulsion rate School Year 2023-2024	0% Student expulsion rate 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'. Source: California Healthy Kids Survey data	% 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'. -No CHKS data recorded School Year 2023-2024	% 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'. School Year 2024-2025
% of Interventions coded as SST Source: AERIES Intervention Dashboard	27.6% of Interventions coded as SST Trimester 2, School Year 2024-2025	31% of Interventions coded as SST Trimester 2, School Year 2025-2026
"Classroom Instructional Climate" score from: Kimochis Source: Kimochi's	"Classroom Instructional Climate" score from: Kimochis: 3.67 2023-2024 School Year	"Classroom Instructional Climate" score from: Kimochis: 4 As of Trimester 2, School Year 2024-2025
% 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 Source: Panorama	38% 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 As of Trimester 2, School Year 2024-2025	41% 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 As of Trimester 2, School Year 2025-2026
Maintain or lower current suspension rate as calculated by the percentage of suspensions for every 100 students.	3.7%	2%
Decrease chronic absenteeism by 17% annually	43.06%	25%
Decrease disproportionality of expulsions annually as calculated by percentage of expulsions per 100 students in each student group.	0	0

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The site will provide professional development opportunities and resources needed for continued implementation of SEL priorities (ex. Leader in Me, PBIS, Restorative Justice, and Trauma Informed Care).	All	15,000.00 Title I
2.2	Implementation of programs, field trips, assemblies, and school wide activities to enhance the curriculum, increase student engagement and student learning.	All	15,000.00 LCAP

Curriculum Enrichment |
| 2.3 | Teachers and staff will be provided professional development opportunities through District and outside of District Sources to gain and share knowledge to meet site goals and targets (Heggerty, early literacy strategies, teaching best practices) | All | |
| 2.4 | Student celebrations and recognition for attendance and positive behavior including catering, prizes, certificates, and assemblies. | All | 8,300.00 LCAP

Student Engagement and Recognition |
| 2.5 | Substitutes will be provided so teachers can participate in Student Success Team meetings with families for attendance, academics, and behavior-intensive students. | All | 8000.00 LCAP

Curriculum Enrichment |
| 2.6 | Implement a school wide arts program. Funds for materials and supplies. | All | 4540.00 LCAP

Curriculum Enrichment |
| 2.7 | The school will have a Lighthouse Team that meets 1 - 2 times monthly to lead the school with Leader In Me activities and learning. | All | See 1.3 |
| 2.8 | | All | |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The site formed a Staff Lighthouse Team as the coordinating body for Leader in Me. The team will lead the staff in learning and activities as well as the school in Leader In Me projects and events. The site has continued it's partnership with Mindful Life as well as participated in some Trauma Informed Care training.

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

Funds were spent in line with goals.

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.

Funds will be more sufficiently allocated to achieve this goal.

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
Students will be provided with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality among student groups.

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.

Based on the review of the Dashboard, Pennycook needs to improve the performance of English Learners, African American students, Hispanic students, students with disabilities, and students classified as socioeconomically disadvantaged in ELA and math as their performance is one or more performance levels below the "all student" performance.

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	48.2% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2023-2024	52% 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	4.17% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2024-2025	7% 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	1.6% of English Learner students reclassified as Fluent English Proficient School Year 2023-2024	4% of English Learner students reclassified as Fluent English Proficient School Year 2024-2025

% of low-income, English Learner, or Foster Youth students who participate in after-school programs Source: SAL, 1. District Enrollment, ExL Filter	85.82% of low-income 20.90% English Learner 0.75% Foster Youth students who participate in after-school programs Trimester 2, School Year 2024-2025	87% of low-income 22% English Learner 1.25% Foster Youth students who participate in after-school programs Trimester 2, School Year 2025-2026
Students proficient on CAASPP math will increase by 5 percentage or more points annually	12.40%	18%
Students proficient on CAASPP English Language Arts will increase by 5 percentage or more points annually	22.73%	27.75%
Students will experience a 10 point growth in distance from standard on the CAASPP math	-97.60	-88.60
Students will experience a 10 point growth in distance from standard on the CAASPP English Language Arts	-74.68	-64.68
The number of English Learners making progress of one ELPI level or more each year will increase by 5 percentage points annually	25%	33%
100% of students enrolled in a broad course of study including courses described under Sections 51210 and 51220(a)-(i) as evidenced by 4 year graduation plans	N/A	100%
The gap between all students and lower performing student groups will decrease annually until it is eliminated as measured by CAASPP in ELA and Math	On the ELA CAASPP scores, the distance from standard for all students is -67.86 and for lower performing students it is -82.86 (AA), -79.79 (Hispanic), -74.45 (EL), and -138.77 (SWD). On the math CAASPP scores, the distance from standard for all students is -67.86 and for lower performing students it is -82.86 (AA), -79.79 (Hispanic), -74.45 (EL), and -138.77 (SWD). the gap between all students and lower performing groups was as	

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	After school tutoring and enrichment opportunities will be extended to students who's performance in ELA and/or math is one or more performance levels below the "all student" performance. Funds will be used to pay teachers to tutor in these programs	Students one or more performance levels below the "all student" performance	9,300.00 LCAP Content Intervention

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Substitute teachers will be provided to allow classroom teachers release time for coaching sessions, data chats, and collaborative meetings with the Teacher Leader and/or Site Principal.	All	
3.3	Principal and Teacher Leader will conduct walkthroughs and provide feedback from walkthroughs via the district provided walkthrough forms.	All	
3.4	Students will be provided additional programming and enrichment opportunities outside of the curriculum provided by outside vendors.	All	14,810.00 LCAP Curriculum Enrichment (1777)
3.6	Site will provide supplemental instruction. Funds will be allocated to support enrichment activities and materials aligned to the core curriculum including Genius Hour; activities could include but are not limited to classroom-based services, Brick space, assemblies, software licensing, materials or other services that support curriculum.	All	15,000 LCAP Curriculum Enrichment (1777)
3.7	Students will be recognized for academic achievement in grades TK-5 in a variety of ways including but not limited to awards, prizes, catering	All	See 2.4
3.8	NWEA recognition in a variety of ways including awards, prizes, and catering for students who improve DFS by 15 points or more in either ELA or Math	All	500.00 LCAP Student Engagement and Recognition
3.10	Staff will recognize in a variety of ways including awards, prizes, and catering for students and families of English Learners who attain Reclassification status.	English Learners	500.00 LCAP Student Engagement and Recognition
3.11	Substitute teachers will be provided to allow classroom teachers time to collaborate with ELA and Math CORE coaches to enhance their instructional practices, with a focus on strengthening teaching strategies and effectively implementing small-group instruction. Funds will be allocated to provide supplemental materials needed.	All	36,921.93 Title I
3.13		All	

Annual Review

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

Analysis

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

The previous action steps outlined for this goal were not specifically aligned with the goal and have been removed and updated in consideration of the measurable outcomes.

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

There was limited spending in this category as the previous action steps were not sufficiently aligned with the goal. The action steps have been modified appropriately.

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.

The action steps have been modified to specifically align with the articulated goal.

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.

Increase parent and community engagement through the use of community centered education strategies.
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.

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. Pennycook will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement

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

Pennycook has a high percentage of parent involvement for planned classroom and school wide activities and events. However, Pennycook needs to continue to increase the number of opportunities for parent and community engagement, improve participation in SSC and ELAC, improve school to home and home to school communication, and continue to develop and maintain community partnerships.

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	86% 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	90% 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	5 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 # Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided Source: Family Liaison reporting	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 83% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided Trimester 2, School Year 2024-2025	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 90%Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided Trimester 2, School Year 2025-2026
5 percentage points or more annual increase in attendance of parent representatives at District English Learner Advisory Committee (DELAC) meetings	0%	5%
20 percentage point or more annual increase in attendance of parent members at School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings	20%	40%
Ensure parent representation for English Learners, low socioeconomic, foster youth and students with exceptional needs student groups at each site council meeting including SSC and ELAC	TBD	100%
Increase number of school-wide activities aimed at parent engagement planned for the year by 100%	7	14

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	Strengthen and support an active SSC, ELAC, and School Leadership Team	All	
4.2	Strengthen and support School Leadership Team and Lighthouse Team exemplary work.	All	
4.3	Continue to solicit input from parents and community members by gathering data and information from parent, community, student, and staff surveys and utilize information to address parent, student and staff interests, concerns, ideas, and needs.	All	
4.4	Provide parent/family workshops/resources that are grade level specific and address fluency, problem solving, comprehension strategies and/or math	All	1577.39 Title I Part A: Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	facts practice. Use funds to provide food and daycare for parents to increase participation.		
4.5	Send weekly digital communication to parents through Parent square and hard copies with students.	All students	
4.7	Host family and community engagement activities, including catering/food for family and community events and activities Examples are Family Fun Days and Leadership Day, Holiday Concerts, and School Art Showcases.	All	2325.00 LCAP: Parent Involvement Parent/Family Engagement (1786)
4.8	Create more engagement opportunities for parents through family events (movie night, game night, multicultural night, Family Fun Day, Leadership Day, etc.) to include materials, incentives, food.	All	2325.00 LCAP: Parent Involvement Parent/Family Engagement (1786)

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The School Leadership team will be important in sustaining improvement and excellence over time. We will continue to collaboratively plan and provide input and ideas for the direction of projects and events. The school had approximately 7 community engagement events over the course of the school year. The School Leadership Team will work collaboratively to create more opportunities for community centered education.

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

Funds were spent in line with goals as intended and stated.

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.

As we collect data and input from families and community members, it may become necessary to realign our goals to better coordinate with the needs of students and families.

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	$143,179.32
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	$51,921.93
Title I Part A: Parent Involvement	$1,577.39

Subtotal of additional federal funds included for this school: $53,499.32

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	$85,030.00
LCAP: Parent Involvement	$4,650.00

Subtotal of state or local funds included for this school: $89,680.00

Total of federal, state, and/or local funds for this school: $143,179.32

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	85,030.00
LCAP: Parent Involvement	4,650.00
Title I	51,921.93
Title I Part A: Parent Involvement	1,577.39

Expenditures by Budget Reference

Budget Reference	Amount
	127,174.32

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	85,030.00
	LCAP: Parent Involvement	4,650.00
	Title I	51,921.93
	Title I Part A: Parent Involvement	1,577.39

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,080.00
Goal 2	50,840.00
Goal 3	77,031.93
Goal 4	6,227.39

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

N/A Secondary Students

Name of Members	Role
Danesha Randolph	Principal
C. Topf	Other School Staff
R. Naputi	Other School Staff
Key Jefferson	Other School Staff
Reshmi Prasad	Classroom Teacher
Meg Ferrara	Parent or Community Member
Ana Davis	Parent or Community Member
Sonya Russel	Parent or Community Member
Doris Joseph	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
on file	English Learner Advisory Committee
on file	Other: School Site Council

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 July 17, 2025.

Attested:

(signature)	Principal, Danesha Randolph on July 17, 2025
on file	SSC Chairperson, Colleen Lupo on July 17, 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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  1. Ensure that those students' difficulties are identified on a timely basis; and
  2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023