

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Aromas School	35 75259 6049654	June 3, 2025	June 11, 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 Aromas School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Additional Targeted Support and Improvement

Aromas is eligible for ATSI under the following criteria: Low academic performance and chronic absenteeism for Students with Disabilities (SWD).

Aromas is eligible for ATSI under the following criteria: Low academic performance and chronic absenteeism for Students with Disabilities (SWD). The purpose of this School Plan for Student Achievement (SPSA) is to describe the areas of success, challenge, and improvement planning as we work to accelerate student achievement at Aromas School. This plan presents the school's path and purpose influenced by ESSA requirements, the Aromas-San Juan Unified School District’s (ASJUSD) current Local Control and Accountability Plan (LCAP), and student achievement data. There are three LCAP goals that steer this SPSA: Goal 1: Conditions for Learning; Goal 2: Engagement; and Goal 3: Student Outcomes. This plan details how Aromas School will serve every student at their level of need. The strategic actions described in this plan are supplemental to elements currently implemented at Aromas School, which include high-quality first instruction, effective implementation of district-adopted curriculum and California State Standards, tiered interventions, inclusive classrooms, Special education mental health services (SEMHS), and other social and behavioral instruction. Aromas School's core purpose focuses on behavioral, social-emotional, and academic learning guided by a multi-tiered system of supports, ESSA, and the actions and services defined in ASJUSD's current LCAP.

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

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Plan Description

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

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Educational Partner Involvement

How, when, and with whom did Aromas 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 goals of this plan, as well as the financial investment actions necessary to support Aromas School's student achievement, were made, discussed, monitored, and adjusted based on input collected from teachers, the Site Leadership Team, administrative staff, English Learner Advisory Committee (ELAC), School Site Council (SSC), Superintendent & Principal Chats, and the Aromas Home & School Club. The SSC, ELAC, Superintendent & Principal Chat, and Aromas Home & School Club meeting dates were as follows:

School Site Council: September 3, 2024; October 9, 2024; and June 3, 2025.

English Learner Advisory Committee: September 25, 2024; December 5, 2024; March 6, 2025; and May 8, 2025.

Superintendent & Principal Chat: August 13, 2024; September 10, 2024; October 8, 2024; November 12, 2024;

December 10, 2024; January 14, 2025; February 11, 2025; March 11, 2025; April 8, 2025; and May 13, 2025.

Aromas Home & School Club: August 12, 2024; September 10, 2024; October 8, 2024; November 4, 2024; December 10, 2024; February 3, 2025; March 11, 2025; April 8, 2025; and May 5, 2025.

Resource Inequities

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

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

Through Aromas School's Title I funds, monies have been allocated for teacher Professional Development, afterschool intervention, and supplemental materials in the areas of ELA and Math. Through Aromas School's Title III funds, monies have been allocated for English Language Development teacher Professional Development and supplemental materials. While no funds have been allocated for Chronic Absenteeism, Aromas School is working with the District on this issue as it is being addressed through its LCAP goals.

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.

Academic Performance in both English-Language Arts (ELA) for all students, Math for all students, and Chronic Absenteeism for all students.

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.

Not applicable.

Other Needs

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

Not applicable.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.28%	0.52%	0.27%	1	2	1
African American	0.28%	0%	0%	1	0	0
Asian	1.39%	1.05%	1.37%	5	4	5
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	72.14%	69.03%	68.68%	259	263	250
Pacific Islander	0.28%	0.26%	0.27%	1	1	1
White	21.17%	23.88%	24.45%	76	91	89
Two or More Races	0.56%	1.57%	1.37%	2	6	5
Not Reported	3.90%	3.67%	3.57%	14	14	13
Total Enrollment				359	381	364

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten		6	6
Kindergarten	37	49	32
Grade 1	50	38	42
Grade 2	35	49	36
Grade 3	35	45	53
Grade 4	29	37	46
Grade 5	36	37	36
Grade 6	42	37	36
Grade 7	50	44	35
Grade 8	45	45	42
Total Enrollment	359	381	364

Conclusions based on this data:

1. Hispanic/Latino students continue to make up the majority of the student population at Aromas School, followed by White students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	126	126	102	35.1%	33.1%	28.0%
Fluent English Proficient (FEP)	40	38	47	11.1%	10%	12.9%
Reclassified Fluent English Proficient (RFEP)	21	15	23	5.8%	3.9%	6.3%

Conclusions based on this data:

1. The number of English Language Learners at Aromas School has decreased slightly over the last three years. There is a need to focus on and increase reclassification rates by ensuring accurate data is collected and making sure students understand the metrics used to change their proficiency status.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37	47	54	36	47	54	36	47	54	97.3	100.0	100
Grade 4	28	40	48	28	40	47	28	40	47	100.0	100.0	97.9
Grade 5	39	37	38	39	37	38	39	37	38	100.0	100.0	100
Grade 6	42	35	36	41	34	36	41	34	36	97.6	97.1	100
Grade 7	47	43	37	47	42	37	47	42	37	100.0	97.7	100
Grade 8	45	43	43	43	43	40	43	43	40	95.6	100.0	93
All Grades	238	245	256	234	243	252	234	243	252	98.3	99.2	98.4

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	2404.	2390.	2395.	19.44	14.89	9.26	22.22	23.40	25.93	27.78	23.40	31.48	30.56	38.30	33.33
Grade 4	2436.	2441.	2415.	17.86	15.00	8.51	10.71	20.00	25.53	21.43	25.00	17.02	50.00	40.00	48.94
Grade 5	2473.	2461.	2497.	10.26	13.51	26.32	30.77	21.62	26.32	28.21	16.22	21.05	30.77	48.65	26.32
Grade 6	2508.	2565.	2544.	12.20	26.47	22.22	36.59	50.00	33.33	29.27	8.82	22.22	21.95	14.71	22.22
Grade 7	2518.	2499.	2584.	10.64	2.38	27.03	34.04	28.57	40.54	14.89	30.95	18.92	40.43	38.10	13.51
Grade 8	2594.	2576.	2513.	16.28	18.60	10.00	48.84	39.53	20.00	27.91	20.93	27.50	6.98	20.93	42.50
All Grades	N/A	N/A	N/A	14.10	14.81	16.27	32.05	30.04	28.17	24.79	21.40	23.41	29.06	33.74	32.14

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	16.67	8.51	9.26	61.11	61.70	61.11	22.22	29.79	29.63
Grade 4	*	10.00	6.38	*	67.50	53.19	*	22.50	40.43
Grade 5	17.95	8.11	21.05	53.85	59.46	63.16	28.21	32.43	15.79
Grade 6	14.63	26.47	22.22	63.41	61.76	52.78	21.95	11.76	25.00
Grade 7	19.15	11.90	24.32	57.45	47.62	59.46	23.40	40.48	16.22
Grade 8	16.67	20.93	12.50	71.43	60.47	40.00	11.90	18.60	47.50
All Grades	17.17	13.99	15.08	61.37	59.67	55.16	21.46	26.34	29.76

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	11.11	17.02	5.66	55.56	44.68	66.04	33.33	38.30	28.30
Grade 4	*	2.50	8.51	*	50.00	51.06	*	47.50	40.43
Grade 5	7.69	13.51	15.79	64.10	45.95	57.89	28.21	40.54	26.32
Grade 6	12.20	29.41	22.22	60.98	55.88	61.11	26.83	14.71	16.67
Grade 7	10.64	7.14	43.24	55.32	50.00	43.24	34.04	42.86	13.51
Grade 8	27.91	25.58	10.00	62.79	55.81	52.50	9.30	18.60	37.50
All Grades	14.10	15.64	16.33	57.26	50.21	55.78	28.63	34.16	27.89

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	11.11	14.89	5.56	75.00	57.45	77.78	13.89	27.66	16.67
Grade 4	*	15.00	6.38	*	70.00	78.72	*	15.00	14.89
Grade 5	12.82	10.81	18.42	64.10	75.68	71.05	23.08	13.51	10.53
Grade 6	14.63	11.76	22.22	75.61	76.47	63.89	9.76	11.76	13.89
Grade 7	12.77	9.52	13.51	80.85	80.95	75.68	6.38	9.52	10.81
Grade 8	28.57	9.30	17.50	69.05	74.42	60.00	2.38	16.28	22.50
All Grades	15.88	11.93	13.10	72.10	72.02	71.83	12.02	16.05	15.08

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	8.33	14.89	11.11	75.00	51.06	74.07	16.67	34.04	14.81
Grade 4	*	12.50	8.51	*	70.00	70.21	*	17.50	21.28
Grade 5	12.82	16.22	23.68	64.10	56.76	60.53	23.08	27.03	15.79
Grade 6	17.07	20.59	30.56	58.54	67.65	55.56	24.39	11.76	13.89
Grade 7	8.51	9.52	32.43	65.96	66.67	56.76	25.53	23.81	10.81
Grade 8	16.28	16.28	17.50	81.40	74.42	55.00	2.33	9.30	27.50
All Grades	12.39	14.81	19.44	68.80	64.20	63.10	18.80	20.99	17.46

Conclusions based on this data:

1. Aromas School 2024 Overall English-Language Arts (ELA) Achievement:

CAASPP 2023: 45% of students scored at the Met or Exceeded Standard levels.
 CAASPP 2024: 44% of students scored at the Met or Exceeded Standard levels.

The 2024 CAASPP ELA results indicate that Aromas School had a slight loss in overall achievement (-1%). Aromas School (44%) did perform very close to the State level performance data (47%) for all students in the combined Standards Met and Standards Exceeded levels in ELA. Aromas School performed slightly above the San Benito County level performance data (42%).

Aromas School's aggregate student achievement scores on the 2024 CAASPP indicated significant improvement over the 2023 aggregate scores in grades 5 and 6 on the ELA assessment. ELA continues to be a major academic growth area and a school-wide focus at Aromas School.

To more accurately measure the aggregate achievement of our students, grade-level cohort groups are compared year to year below:

The 8th grade cohort scores show that 30% of students scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 31% scores as 7th graders in 2023. This cohort demonstrated a change over time of -1%. Aromas School's 8th graders were outperformed by 8th graders at both the State and County levels (46% and 42%, respectively).

The 7th grade cohort scores show that 66% of students scored at the Standard Met or Standard Exceeded levels in ELA in 2024, compared to 76% scores as 6th graders in 2023. This cohort demonstrated a change over time of -10%. Aromas School's 7th graders performed significantly better than 7th graders at the State level (47%), as well as the 7th graders at the County level (45%).

The 6th grade cohort scores show that 56% of students scored at the Standard Met or Standard Exceeded levels in ELA in 2024, compared to 35% scores as 5th graders in 2023. This cohort demonstrated a change over time of +21%. Aromas School's 6th graders showed the most improvement in the 2024 ELA assessment from their previous year's scores. Our 6th graders also outperformed 6th graders at both the State and County levels (37% and 45%, respectively).

The 5th grade cohort scores show that 53% of students scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 35% scores as 4th graders in 2023. This cohort demonstrated a change over time of +18%. Aromas School's 5th graders performed better than 5th graders at the State level (47%), as well as the 5th graders at the County level (43%).

The 4th grade cohort scores show that 34% of students scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 38% scores as 3rd graders in 2023. This cohort demonstrated a change over time of -4%. Aromas School's 4th graders were outperformed by 4th graders at State level (43%), but performed similarly to 4th graders at the County level (34%).

The 3rd grade cohort scores show that 35% of students scored at the Standard Met or Standard Exceeded level in ELA in 2024. Students in 2nd grade do not participate in State testing and, therefore, there is no data to compare from 2023. Aromas School's 3rd graders were outperformed by 3rd graders at the State level (42%), but performed similarly to 3rd graders at the County level (35%).

2. In 2024, for the Reading claim, 70% of students scored at the Near, At, or Above Standard level, compared to 74% scores in 2023. This demonstrates a decrease of 4%. For the Writing claim, 72% of students scored at the Near, At, or Above Standard level, compared to 66% scores in 2023. This demonstrates a 6% increase. For the Listening claim, 85% of students scored at the Near, At, or Above Standard level, compared to 84% scores in 2023. This demonstrates an increase of 1%. The Listening claim is our highest scoring claim on the ELA assessment. For the Research/Inquiry claim, 83% of students scored at the Near, At, or Above Standard level, compared to 79% scores in 2023. This demonstrates a 4% increase. While there was slight gains in some of the claim areas, the scores are an indication that much work needs to be done to improve student achievement on the CAASPP assessment in ELA.
3. 69% of our White subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 60% scores in 2022. This demonstrates an increase of 9%. 58% of our Hispanic/Latino subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 38% scores in 2023. This demonstrates an increase of 20%. 59% of our English Only subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 58% scores in 2023. This demonstrates an increase of 1%. 17% of our English Language Learner subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 25% scores in 2023. This demonstrates a decrease of 8%. 33% of our Socio-Economically Disadvantaged subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 35% scores in 2024. This demonstrates a decrease of 2%. 18% of our Students with Disabilities subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 10% scores in 2023. This demonstrates an increase of 8%. The significant differences in achievement between groups of students based on race, language acquisition, and socio-economic status is a cause for concern.

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.

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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.

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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	37	47	54	35	47	54	35	47	54	94.6	100.0	100
Grade 4	29	40	48	29	40	45	29	40	45	100.0	100.0	93.8
Grade 5	39	37	38	39	37	38	39	37	38	100.0	100.0	100
Grade 6	42	35	36	41	34	36	41	34	36	97.6	97.1	100
Grade 7	47	43	37	47	42	37	47	42	37	100.0	97.7	100
Grade 8	45	43	43	43	43	41	43	43	41	95.6	100.0	95.3
All Grades	239	245	256	234	243	251	234	243	251	97.9	99.2	98

* 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	2425.	2392.	2403.	11.43	2.13	9.26	31.43	25.53	24.07	40.00	29.79	25.93	17.14	42.55	40.74
Grade 4	2436.	2449.	2438.	13.79	2.50	0.00	13.79	32.50	24.44	31.03	45.00	40.00	41.38	20.00	35.56
Grade 5	2459.	2419.	2509.	5.13	5.41	15.79	15.38	2.70	23.68	33.33	24.32	36.84	46.15	67.57	23.68
Grade 6	2501.	2502.	2512.	4.88	14.71	13.89	21.95	17.65	25.00	43.90	35.29	22.22	29.27	32.35	38.89
Grade 7	2475.	2477.	2525.	6.38	4.76	13.51	19.15	11.90	24.32	21.28	35.71	32.43	53.19	47.62	29.73
Grade 8	2564.	2563.	2533.	18.60	25.58	17.07	27.91	20.93	12.20	27.91	20.93	31.71	25.58	32.56	39.02
Grade 11															
All Grades	N/A	N/A	N/A	9.83	9.05	11.16	21.79	18.93	22.31	32.48	31.69	31.47	35.90	40.33	35.06

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	17.14	8.51	11.11	60.00	44.68	51.85	22.86	46.81	37.04
Grade 4	*	7.50	11.11	*	65.00	48.89	*	27.50	40.00
Grade 5	2.63	2.70	15.79	52.63	24.32	63.16	44.74	72.97	21.05
Grade 6	2.44	14.71	22.22	70.73	50.00	36.11	26.83	35.29	41.67
Grade 7	8.51	11.90	16.22	42.55	40.48	51.35	48.94	47.62	32.43
Grade 8	23.26	32.56	17.07	53.49	41.86	51.22	23.26	25.58	31.71
Grade 11									
All Grades	11.59	13.17	15.14	51.50	44.44	50.60	36.91	42.39	34.26

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	31.43	10.64	5.56	54.29	53.19	61.11	14.29	36.17	33.33
Grade 4	*	7.50	2.22	*	52.50	62.22	*	40.00	35.56
Grade 5	10.26	5.41	15.79	56.41	45.95	63.16	33.33	48.65	21.05
Grade 6	7.32	11.76	2.78	73.17	55.88	63.89	19.51	32.35	33.33
Grade 7	6.38	4.76	10.81	48.94	59.52	56.76	44.68	35.71	32.43
Grade 8	18.60	25.58	14.63	51.16	39.53	43.90	30.23	34.88	41.46
All Grades	13.68	11.11	8.37	55.98	51.03	58.57	30.34	37.86	33.07

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	11.43	4.26	9.26	77.14	70.21	62.96	11.43	25.53	27.78
Grade 4	*	7.50	2.22	*	72.50	62.22	*	20.00	35.56
Grade 5	10.26	0.00	10.53	53.85	54.05	73.68	35.90	45.95	15.79
Grade 6	7.32	11.76	16.67	58.54	55.88	61.11	34.15	32.35	22.22
Grade 7	8.51	0.00	13.51	57.45	69.05	70.27	34.04	30.95	16.22
Grade 8	11.63	18.60	17.07	76.74	60.47	68.29	11.63	20.93	14.63
All Grades	11.11	7.00	11.16	61.97	64.20	66.14	26.92	28.81	22.71

Conclusions based on this data:

- Aromas School 2024 Overall Mathematics Achievement:

CAASPP 2024: 33% of students scored at the Met or Exceeded Standard levels.
 CAASPP 2023: 28% of students scored at the Met or Exceeded Standard levels.

The 2024 CAASPP Mathematics results indicate that Aromas School increased in overall achievement (+4%).
 Aromas School (33%) performed below the State level performance data (36%) for all students in the combined

Standards Met or Standards Exceeded levels in Mathematics. Aromas School performed slightly above the San Benito County level performance data (28%).

**Aromas School's aggregate student achievement scores on the 2024 CAASPP indicated some improvement over the 2023 aggregate scores in grades 6 and 8 on the Mathematics assessment. For grade 6, the improvement was significant. Mathematics continues to be a major academic growth area and a school-wide focus at Aromas School.

To more accurately measure the aggregate achievement of our students, grade-level cohort groups are compared year to year below:

The 8th grade cohort scores show that 29% of students scored at the Standard Met or Standard Exceeded level in Mathematics in 2024, compared to 17% scores as 7th graders in 2023. This cohort demonstrated a change over time of +12%. Aromas School's 8th graders were outperformed by 8th graders at the State level (32%), but slightly outperformed 8th graders at the County level (25%).

The 7th grade cohort scores show that 38% of students scored at the Standard Met or Standard Exceeded levels in Mathematics in 2024, compared to 32% scores as 6th graders in 2023. This cohort demonstrated a change over time of +6%. Aromas School's 7th graders outperformed 7th graders at both the State and County levels (34% and 24%, respectively).

The 6th grade cohort scores show that 39% of students scored at the Standard Met or Standard Exceeded levels in Mathematics in 2024, compared to 21% scores as 5th graders in 2023. This cohort demonstrated a change over time of +18%. Aromas School's 6th graders outperformed 6th graders at the State and County levels (34% and 24%, respectively).

The 5th grade cohort scores show that 39% of students scored at the Standard Met or Standard Exceeded level in Mathematics in 2024, compared to 35% scores in as 4th graders in 2023. This cohort demonstrated a change over time of +4%. Aromas School's 5th graders outperformed 5th graders at both the State and County levels (35% and 33%, respectively).

The 4th grade cohort scores show that 24% of students scored at the Standard Met or Standard Exceeded level in Mathematics in 2024, compared to 28% scores as 3rd graders in 2023. This cohort demonstrated a change over time of -4%. Aromas School's 4th graders were outperformed by 4th graders at both the State and County levels (41% and 31%, respectively).

The 3rd grade cohort scores show that 33% of students scored at the Standard Met or Standard Exceeded level in Mathematics in 2024. Students in 2nd grade do not participate in State testing and, therefore, there is no data to compare from 2023. Aromas School's 3rd graders were outperformed by 3rd graders at both the State and County levels (46% and 38%, respectively).

2. In 2024, for the Concepts & Procedures claim, 66% of students scored at the Near, At, or Above Standard level, compared to 56% scores in 2023. This demonstrates an increase of 10%. For the Problem Solving & Modeling/Data Analysis claim, 67% of students scored at the Near, At, or Above Standard level, compared to 59% scores in 2023. This demonstrates an increase of 8%. For the Communicating Reasoning claim, 77% of students scored at the Near, At, or Above Standard level, compared to 62% scores in 2023. This demonstrates an increase of 15%.
3. 54% of our White subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 41% scores in 2023. This demonstrates an increase of 13%. 49% of our Hispanic/Latino subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 22% scores in 2023. This demonstrates an increase of 27%. 43% of our English Only subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 39% scores in 2023. This demonstrates an increase of 4%. 11% of our English Language Learner subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 5% scores in 2023. This demonstrates an increase of 6%. 24% of our Socio-Economically Disadvantaged subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 21% scores in 2023. This demonstrates an increase of 3%. 20% of our Students with Disabilities subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 10% scores in 2023. This demonstrates an increase of 10%. The significant differences in achievement between groups of students based on race, language acquisition, and socio-economic status is a cause for concern.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) 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	1419.9	*	1419.8	1435.6	*	1433.5	1383.2	*	1388.1	13	7	13
1	1467.6	1439.8	*	1492.3	1469.8	*	1442.3	1409.2	*	24	13	6
2	1494.1	1492.4	1484.0	1489.1	1505.4	1499.0	1498.6	1479.0	1468.4	11	23	11
3	1505.5	1471.4	1511.4	1514.5	1463.8	1530.9	1495.7	1478.5	1491.6	11	13	20
4	1512.4	1511.3	1503.8	1510.3	1508.4	1504.6	1514.1	1513.6	1502.5	15	11	13
5	1529.6	1523.8	*	1527.6	1522.0	*	1531.0	1524.9	*	15	17	9
6	1528.7	1594.2	1535.2	1521.9	1622.2	1535.0	1535.2	1565.2	1534.9	16	13	12
7	1524.7	1525.3	*	1526.7	1527.4	*	1522.1	1522.6	*	12	16	5
8	*	*	*	*	*	*	*	*	*	10	10	9
All Grades										127	123	98

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	*	15.38	50.00	*	30.77	25.00	*	23.08	16.67	*	30.77	12	*	13
1	16.67	7.69	*	45.83	30.77	*	25.00	38.46	*	12.50	23.08	*	24	13	*
2	0.00	21.74	18.18	63.64	56.52	54.55	36.36	4.35	18.18	0.00	17.39	9.09	11	23	11
3	18.18	0.00	25.00	45.45	38.46	55.00	36.36	38.46	10.00	0.00	23.08	10.00	11	13	20
4	33.33	18.18	38.46	33.33	45.45	23.08	20.00	18.18	15.38	13.33	18.18	23.08	15	11	13
5	26.67	17.65	*	40.00	52.94	*	20.00	17.65	*	13.33	11.76	*	15	17	*
6	18.75	69.23	16.67	50.00	15.38	50.00	18.75	15.38	25.00	12.50	0.00	8.33	16	13	12
7	25.00	25.00	*	25.00	31.25	*	33.33	25.00	*	16.67	18.75	*	12	16	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	23.58	24.49	44.44	37.40	37.76	23.81	24.39	22.45	10.32	14.63	15.31	126	123	98

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	25.00	*	23.08	41.67	*	30.77	25.00	*	15.38	8.33	*	30.77	12	*	13
1	54.17	23.08	*	29.17	38.46	*	16.67	30.77	*	0.00	7.69	*	24	13	*
2	27.27	52.17	36.36	45.45	30.43	54.55	27.27	8.70	9.09	0.00	8.70	0.00	11	23	11
3	63.64	15.38	75.00	9.09	38.46	15.00	27.27	30.77	0.00	0.00	15.38	10.00	11	13	20
4	46.67	45.45	46.15	40.00	27.27	23.08	0.00	18.18	7.69	13.33	9.09	23.08	15	11	13
5	53.33	41.18	*	33.33	35.29	*	0.00	11.76	*	13.33	11.76	*	15	17	*
6	37.50	76.92	33.33	50.00	23.08	50.00	6.25	0.00	8.33	6.25	0.00	8.33	16	13	12
7	41.67	37.50	*	41.67	37.50	*	0.00	6.25	*	16.67	18.75	*	12	16	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.62	43.09	44.90	34.92	30.89	30.61	11.11	17.07	9.18	6.35	8.94	15.31	126	123	98

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	5.56	*	15.38	44.44	*	15.38	44.44	*	46.15	5.56	*	23.08	18	*	13
1	0.00	0.00	*	14.29	15.38	*	42.86	30.77	*	42.86	53.85	*	14	13	*
2	9.09	4.35	9.09	54.55	65.22	45.45	18.18	17.39	18.18	18.18	13.04	27.27	11	23	11
3	6.67	0.00	10.00	20.00	15.38	20.00	53.33	61.54	45.00	20.00	23.08	25.00	15	13	20
4	6.67	18.18	0.00	20.00	9.09	38.46	33.33	54.55	30.77	40.00	18.18	30.77	15	11	13
5	7.14	5.88	*	14.29	23.53	*	57.14	52.94	*	21.43	17.65	*	14	17	*
6	6.25	30.77	8.33	31.25	23.08	33.33	37.50	46.15	25.00	25.00	0.00	33.33	16	13	12
7	0.00	12.50	*	8.33	31.25	*	66.67	18.75	*	25.00	37.50	*	12	16	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	8.94	7.14	31.75	28.46	30.61	38.89	40.65	34.69	22.22	21.95	27.55	126	123	98

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	25.00	*	23.08	66.67	*	53.85	8.33	*	23.08	12	*	13
1	45.83	38.46	*	54.17	61.54	*	0.00	0.00	*	24	13	*
2	0.00	34.78	27.27	100.00	60.87	63.64	0.00	4.35	9.09	11	23	11
3	45.45	15.38	30.00	54.55	53.85	50.00	0.00	30.77	20.00	11	13	20
4	46.67	54.55	46.15	40.00	45.45	38.46	13.33	0.00	15.38	15	11	13
5	13.33	23.53	*	73.33	58.82	*	13.33	17.65	*	15	17	*
6	12.50	46.15	9.09	81.25	53.85	72.73	6.25	0.00	18.18	16	13	11
7	16.67	0.00	*	66.67	81.25	*	16.67	18.75	*	12	16	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	30.08	27.08	65.08	58.54	53.13	6.35	11.38	19.79	126	123	96

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	16.67	*	30.77	58.33	*	38.46	25.00	*	30.77	12	*	13
1	45.83	23.08	*	54.17	61.54	*	0.00	15.38	*	24	13	*
2	54.55	69.57	54.55	45.45	26.09	45.45	0.00	4.35	0.00	11	23	11
3	63.64	7.69	90.00	36.36	76.92	5.00	0.00	15.38	5.00	11	13	20
4	53.33	36.36	46.15	33.33	54.55	23.08	13.33	9.09	30.77	15	11	13
5	86.67	70.59	*	0.00	17.65	*	13.33	11.76	*	15	17	*
6	50.00	84.62	91.67	43.75	15.38	8.33	6.25	0.00	0.00	16	13	12
7	58.33	68.75	*	33.33	25.00	*	8.33	6.25	*	12	16	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.35	55.28	66.33	36.51	37.40	21.43	7.14	7.32	12.24	126	123	98

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	16.67	*	7.69	66.67	*	76.92	16.67	*	15.38	12	*	13
1	20.83	0.00	*	33.33	23.08	*	45.83	76.92	*	24	13	*
2	18.18	17.39	0.00	81.82	65.22	72.73	0.00	17.39	27.27	11	23	11
3	0.00	0.00	10.00	72.73	46.15	65.00	27.27	53.85	25.00	11	13	20
4	6.67	9.09	0.00	60.00	72.73	69.23	33.33	18.18	30.77	15	11	13
5	13.33	11.76	*	53.33	70.59	*	33.33	17.65	*	15	17	*
6	6.25	23.08	8.33	50.00	38.46	50.00	43.75	38.46	41.67	16	13	12
7	0.00	12.50	*	33.33	43.75	*	66.67	43.75	*	12	16	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.49	12.20	8.16	52.38	52.03	59.18	34.13	35.77	32.65	126	123	98

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	8.33	*	30.77	58.33	*	15.38	33.33	*	53.85	12	*	13
1	4.17	0.00	*	83.33	76.92	*	12.50	23.08	*	24	13	*
2	9.09	13.04	9.09	90.91	78.26	81.82	0.00	8.70	9.09	11	23	11
3	9.09	15.38	5.00	90.91	76.92	75.00	0.00	7.69	20.00	11	13	20
4	26.67	18.18	7.69	60.00	63.64	76.92	13.33	18.18	15.38	15	11	13
5	20.00	17.65	*	73.33	64.71	*	6.67	17.65	*	15	17	*
6	37.50	46.15	33.33	56.25	53.85	58.33	6.25	0.00	8.33	16	13	12
7	16.67	18.75	*	75.00	56.25	*	8.33	25.00	*	12	16	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.08	15.45	14.29	75.40	71.54	66.33	9.52	13.01	19.39	126	123	98

Conclusions based on this data:

- There was no significant growth for our English Language Learners on the 2024 ELPAC. The percentage of students scoring in the "Well Developed" range--which is a crucial measure when redesignating these students as fluent in English--remains low. The ELPAC scores for our English Language Learners in 2024 are as follows:

Overall:

Listening: 27% scored in the Well Developed range, a decrease from 30% in 2023 (-3).
Speaking: 37% scored in the Well Developed range, a decrease from 55% in 2023 (-18).
Reading: 8% scored in the Well Developed range, a decrease from 12% from 2023 (-4).
Writing: 14% scored in the Well Developed range, a decrease from 15% from 2023. (-1)

Kindergarten:
Listening: 23% scored in the Well Developed range. There is no Kindergarten data from 2023*.
Speaking: 31% scored in the Well Developed range. There is no Kindergarten data from 2023*.
Reading: 8% scored in the Well Developed range. There is no Kindergarten data from 2023*.

Writing: 31% scored in the Well Developed range. There is no Kindergarten data from 2023*.

* If there are less than 11 students in a cohort for a given year, data for that group is not reported by the State for privacy reasons.

1st Grade:

Listening: There is no 1st grade data from 2024*. 38% scored in the Well Developed range in 2023.

Speaking: There is no 1st grade data from 2024*. 23% scored in the Well Developed range in 2023.

Reading: There is no 1st grade data from 2024*. 0% scored in the Well Developed range in 2023.

Writing: There is no 1st grade data from 2024*. 0% scored in the Well Developed range in 2023.

*If there are less than 11 students in a cohort for a given year, data for that group is not reported by the State for privacy reasons..

2nd Grade:

Listening: 27% scored in the Well Developed range, a decrease from 35% in 2023 (-8).

Speaking: 55% scored in the Well Developed range, a decrease from 70% in 2023 (-15).

Reading: 0% scored in the Well Developed range, a decrease from 17% in 2023 (-17).

Writing: 9% scored in the Well Developed range, a decrease from 13% in 2023 (-4).

3rd Grade:

Listening: 30% scored in the Well Developed range, an increase from 15% in 2023 (+15).

Speaking: 90% scored in the Well Developed range, an increase from 8% in 2023 (+82).

Reading: 10% scored in the Well Developed range, an increase from 0% in 2023 (+10)..

Writing: 5% scored in the Well Developed range, a decrease from 15% in 2023 (-10).

4th Grade:

Listening: 46% scored in the Well Developed range, a decrease from 55% in 2023 (-9%).

Speaking: 46% scored in the Well Developed range, an increase from 36% in 2023 (+10%).

Reading: 0% scored in the Well Developed range, a decrease from 9% in 2023 (-9).

Writing: 8% scored in the Well Developed range, a decrease from 18% in 2023 (-10).

5th Grade:

Listening: There is no 5th grade data from 2024*. 24% scored in the Well Developed range in 2023.

Speaking: There is no 5th grade data from 2024*. 71% scored in the Well Developed range in 2023.

Reading: There is no 5th grade data from 2024*. 12% scored in the Well Developed range in 2023.

Writing: There is no 5th grade data from 2024*. 18% scored in the Well Developed range in 2023.

*If there are less than 11 students in a cohort for a given year, data for that group is not reported by the State for privacy reasons.

6th Grade:

Listening: 9% scored in the Well Developed range, a decrease from 46% in 2023 (-37).

Speaking: 92% scored in the Well Developed range, an increase from 85% in 2023 (+7).

Reading: 8% scored in the Well Developed range, a decrease from 23% in 2023 (-15).

Writing: 33% scored in the Well Developed range, a decrease from 46% in 2023 (-13).

7th Grade:

Listening: There is no 7th grade data from 2024*. 0% scored in the Well Developed range in 2023..

Speaking: There is no 7th grade data from 2024*. 69% scored in the Well Developed range in 2023.

Reading: There is no 7th grade data from 2024*. 13% scored in the Well Developed range in 2023.

Writing: There is no 7th grade data from 2024*. 19% scored in the Well Developed range in 2023.

*If there are less than 11 students in a cohort for a given year, data for that group is not reported by the State for privacy reasons.

8th Grade:

Listening: There is no 8th Grade data from 2024 or 2023.*

Speaking: There is no 8th Grade data from 2024 or 2023.*

Reading: There is no 8th Grade data from 2024 or 2023.*

Writing: There is no 8th Grade data from 2024 or 2023.*

* If there are less than 11 students in a cohort for a given year, data for that group is not reported by the State for privacy reasons.

2. Comprehensive improvement in instruction for our English Language Learners (ELLs) is needed at Aromas School. Only 17% of our ELLs reached the Standard Met or Standard Exceeded target in English-Language Arts, which is a decrease of 8% from 2023. 10% of our ELLs reached the Standard Met or Standard Exceeded target in Math, which is a decrease of 5% from 2023.

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
364	54.4%	28%	0.0%
Total Number of Students enrolled in Aromas 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	102	28%
Foster Youth	0	0.0%
Homeless	46	12.6%
Socioeconomically Disadvantaged	198	54.4%
Students with Disabilities	47	12.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	1	0.3%
Asian	5	1.4%
Filipino	0	0.0%
Hispanic	250	68.7%
Two or More Races	5	1.4%
Pacific Islander	1	0.3%
White	89	24.5%

Conclusions based on this data:

1. Almost three-quarters of Aromas School students identify as Hispanic, making this an important subgroup.

2. Almost one-half of Aromas School students are identified as Socioeconomically Disadvantaged, making this another important subgroup.

School and Student Performance Data

Overall Performance

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. As mentioned in the preceding sections, English-Language Arts, Mathematics, and English Language Learner progress are all significant areas of concern.
2. Chronic Absenteeism was reported at 20.2% for 2024. This was a decrease of 7.6% from 2022-23. The data show that it is vital that we improve our daily rate of attendance.

School and Student Performance Data

Academic Performance English Language Arts

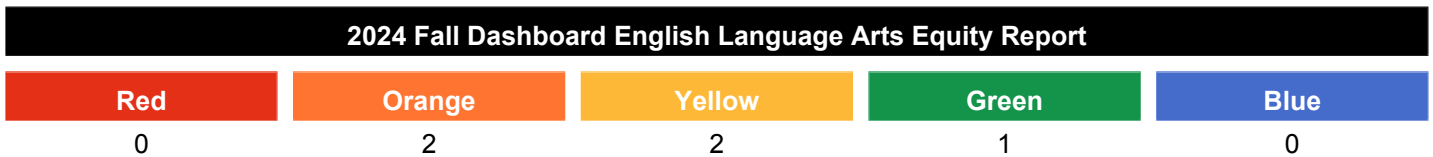
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>17.7 points below standard</p> <p>Maintained 1.1 points</p> <p>242 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>56.4 points below standard</p> <p>Increased 7.2 points</p> <p>90 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>57.4 points below standard</p> <p>Increased 10.5 points</p> <p>21 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>26.6 points below standard</p> <p>37 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>40.2 points below standard</p> <p>Declined 4.5 points</p> <p>135 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>73.9 points below standard</p> <p>Increased 20.6 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>29.4 points below standard</p> <p>Increased 3.0 points</p> <p>174 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>18.0 points above standard</p> <p>Increased 4.3 points</p> <p>61 Students</p>

Conclusions based on this data:

1. There is cause for concern among the various student subgroups at Aromas School. There are significant differences in achievement between groups of students based on race, language acquisition status, and socioeconomic status. Student subgroups scored as follows:

69% of our White subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 60% scores in 2022. This demonstrates an increase of 9%. 58% of our Hispanic/Latino subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 38% scores in 2023. This demonstrates a decrease of 20%. 59% of our English Only subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 58% scores in 2023. This demonstrates an increase of 1%. 17% of our English Language Learner subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 25% scores in 2023. This demonstrates a decrease of 8%. 33% of our Socio-Economically Disadvantaged subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 35% scores in 2023. This demonstrates a decrease of 2%. 18% of our Students with Disabilities subgroup scored at the Standard Met or Standard Exceeded level in ELA in 2024, compared to 10% scores in 2023. This demonstrates an increase of 8%. The significant differences in achievement between groups of students based on race, language acquisition, and socio-economic status is a cause for concern.

School and Student Performance Data

Academic Performance Mathematics

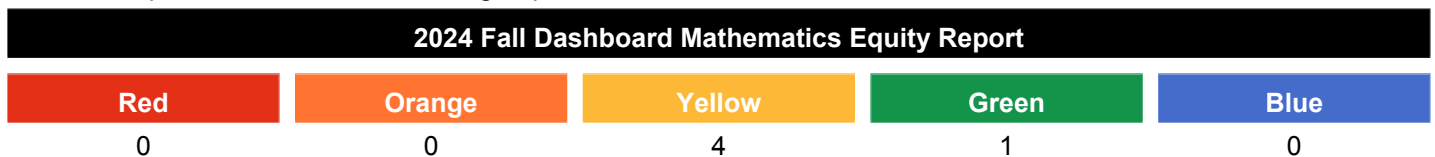
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>34.3 points below standard</p> <p>Increased 21.3 points</p> <p>241 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>72.3 points below standard</p> <p>Increased 32.5 points</p> <p>90 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>91.0 points below standard</p> <p>Increased 37.1 points</p> <p>21 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>55.6 points below standard</p> <p>37 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>55.1 points below standard</p> <p>Increased 10.0 points</p> <p>136 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>74.9 points below standard</p> <p>Increased 50.4 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>44.7 points below standard</p> <p>Increased 26.1 points</p> <p>174 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>6.0 points below standard</p> <p>Increased 20.9 points</p> <p>60 Students</p>

Conclusions based on this data:

1. Many of the performance discrepancies apparent in the ELA data also apply to math. Student subgroups score as follows:

54% of our White subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 41% scores in 2023. This demonstrates an increase of 13%. 49% of our Hispanic/Latino subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 22% scores in 2023. This demonstrates an increase of 27%. 43% of our English Only subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 39% scores in 2023. This demonstrates an increase of 4%. 11% of our English Language Learner subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 5% scores in 2023. This demonstrates an increase of 6%. 24% of our Socio-Economically Disadvantaged subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 21% scores in 2023. This demonstrates an increase of 3%. 20% of our Students with Disabilities subgroup scored at the Standard Met or Standard Exceeded level in Math in 2024, compared to 10% scores in 2023. This demonstrates an increase of 10%. The significant differences in achievement between groups of students based on race, language acquisition, and socio-economic status is a cause for concern.

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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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  Blue 56.8% making progress. Number Students: 81 Students	Long-Term English Learner Progress  No Performance Color 50% making progress. Number Students: 16 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 11.1%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 32.1%	Maintained ELPI Level 4 6.2%	Progressed At Least One ELPI Level 50.6%

Conclusions based on this data:

- There was no significant growth for our English Language Learners on the 2023 ELPAC. The percentage of students scoring in the "Well Developed" range--which is a crucial measure when redesignating these students as fluent in English--remains low.

Overall:

Listening 27% scored in the Well Developed range, a decrease from 30% in 2023 (-3).
 Speaking: 37% scored in the Well Developed range, a decrease from 55% in 2023 (-18).
 Reading: 8% scored in the Well Developed range, a decrease from 12% from 2023 (-4).
 Writing: 14% scored in the Well Developed range, a decrease from 15% from 2023. (-1)

Kindergarten:

Listening: 23% scored in the Well Developed range. There is no Kindergarten data from 2023*.
 Speaking: 31% scored in the Well Developed range. There is no Kindergarten data from 2023*.
 Reading: 8% scored in the Well Developed range. There is no Kindergarten data from 2023*.
 Writing: 31% scored in the Well Developed range. There is no Kindergarten data from 2023*.

* If there are less than 11 students in a cohort for a given year, data for that group is not reported by the State for privacy reasons.

1st Grade:

Listening: There is no 1st grade data from 2024*. 38% scored in the Well Developed range in 2023.

Speaking: There is no 1st grade data from 2024*. 23% scored in the Well Developed range in 2023.

Reading: There is no 1st grade data from 2024*. 0% scored in the Well Developed range in 2023.

Writing: There is no 1st grade data from 2024*. 0% scored in the Well Developed range in 2023.

*If there are less than 11 students in a cohort for a given year, data for that group is not reported by the State for privacy reasons..

2nd Grade:

Listening: 27% scored in the Well Developed range, a decrease from 35% in 2023 (-8).

Speaking: 55% scored in the Well Developed range, a decrease from 70% in 2023 (-15).

Reading: 0% scored in the Well Developed range, a decrease from 17% in 2023 (-17).

Writing: 9% scored in the Well Developed range, a decrease from 13% in 2023 (-4).

3rd Grade:

Listening: 30% scored in the Well Developed range, an increase from 15% in 2023 (+15).

Speaking: 90% scored in the Well Developed range, an increase from 8% in 2023 (+82).

Reading: 10% scored in the Well Developed range, an increase from 0% in 2023 (+10)..

Writing: 5% scored in the Well Developed range, a decrease from 15% in 2023 (-10).

4th Grade:

Listening: 46% scored in the Well Developed range, a decrease from 55% in 2023 (-9%).

Speaking: 46% scored in the Well Developed range, an increase from 36% in 2023 (+10%).

Reading: 0% scored in the Well Developed range, a decrease from 9% in 2023 (-9).

Writing: 8% scored in the Well Developed range, a decrease from 18% in 2023 (-10).

5th Grade:

Listening: There is no 5th grade data from 2024*. 24% scored in the Well Developed range in 2023.

Speaking: There is no 5th grade data from 2024*. 71% scored in the Well Developed range in 2023.

Reading: There is no 5th grade data from 2024*. 12% scored in the Well Developed range in 2023.

Writing: There is no 5th grade data from 2024*. 18% scored in the Well Developed range in 2023.

*If there are less than 11 students in a cohort for a given year, data for that group is not reported by the State for privacy reasons.

6th Grade:

Listening: 9% scored in the Well Developed range, a decrease from 46% in 2023 (-37).

Speaking: 92% scored in the Well Developed range, an increase from 85% in 2023 (+7).

Reading: 8% scored in the Well Developed range, a decrease from 23% in 2023 (-15).

Writing: 33% scored in the Well Developed range, a decrease from 46% in 2023 (-13).

7th Grade:

Listening: There is no 7th grade data from 2024*. 0% scored in the Well Developed range in 2023..

Speaking: There is no 7th grade data from 2024*. 69% scored in the Well Developed range in 2023.

Reading: There is no 7th grade data from 2024*. 13% scored in the Well Developed range in 2023.

Writing: There is no 7th grade data from 2024*. 19% scored in the Well Developed range in 2023.

*If there are less than 11 students in a cohort for a given year, data for that group is not reported by the State for privacy reasons.

8th Grade:

Listening: There is no 8th Grade data from 2024 or 2023.*

Speaking: There is no 8th Grade data from 2024 or 2023.*

Reading: There is no 8th Grade data from 2024 or 2023.*

Writing: There is no 8th Grade data from 2024 or 2023.*

* If there are less than 11 students in a cohort for a given year, data for that group is not reported by the State for privacy reasons.

2. Comprehensive improvement in instruction for our English Language Learners (ELLs) is needed at Aromas School. Only 17% of our ELLs reached the Standard Met or Standard Exceeded target in English-Language Arts, which is a

decrease of 8% from 2023. 10% of our ELLs reached the Standard Met or Standard Exceeded target in Math, which is a decrease of 5% from 2023.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>20.2% Chronically Absent</p> <p>Declined 7.6</p> <p>382 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>20.7% Chronically Absent</p> <p>Declined 1</p> <p>116 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>7.7% Chronically Absent</p> <p>Declined 9.5</p> <p>26 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>20.4% Chronically Absent</p> <p>0</p> <p>49 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>23.4% Chronically Absent</p> <p>Declined 7.2</p> <p>218 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>21.4% Chronically Absent</p> <p>Declined 9.3</p> <p>56 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>20% Chronically Absent</p> <p>Declined 6.7</p> <p>270 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>18.6% Chronically Absent</p> <p>Declined 12.7</p> <p>97 Students</p>

Conclusions based on this data:

1. Chronic Absenteeism was reported at 20.2% for 2024. This was a decrease of 7.6% from 2022-23. The data show that it is vital that we improve our daily rate of attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

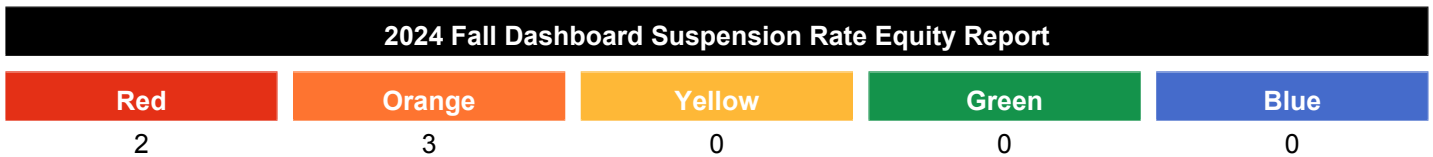
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 2.1%</p> <p>386 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 1.8%</p> <p>116 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>3.8% suspended at least one day</p> <p>Increased 0.4%</p> <p>26 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>2% suspended at least one day</p> <p>49 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>3.2% suspended at least one day</p> <p>Increased 2.2%</p> <p>220 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>5.4% suspended at least one day</p> <p>Increased 3.5%</p> <p>56 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>3.3% suspended at least one day</p> <p>Increased 2.6%</p> <p>272 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 1%</p> <p>99 Students</p>

Conclusions based on this data:

1. Suspension rates increased overall and in all subgroups in 2023-2024.

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.

Conditions for Learning: Provide high-quality teaching and learning for every student.

Implement the district adopted ELA/ELD curriculum with an emphasis on phonological awareness, phonics, high frequency words, reading comprehension (literature and informational text), vocabulary development, and writing with the appropriate whole group and differentiated instruction in order to increase reading and writing proficiency for all students as measured by SBAC and ELPAC assessments and i-Ready diagnostic tests.

Implement Savvas EnVision Math with an emphasis on concepts and procedures (including the development of academic vocabulary), problem solving and data analysis, and communicating reasoning, as well as the CCSS Standards for Mathematical Practices (including perseverance, abstract and quantitative reasoning, constructing and critiquing arguments, and modeling) with the appropriate whole-group and differentiated instruction in order to promote the development of fluency, conceptual understanding, and problem-solving skills as measured by local, curricular, and SBAC assessments. Utilize research-based strategies to promote all students' research and inquiry skills as measured by 21st Century Skills progress indicators and SBAC assessments.

Utilize research-based strategies, including Depth of Knowledge (DOK) and WICOR (AVID) in order to develop all students' research and inquiry skills as measured by 21st Century progress indicators and SBAC assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Conditions for Learning: Provide high-quality teaching and learning for every student.

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.

According to the i-Ready Diagnostic #3, which was administered in April 2025, the following areas of need exist at Aromas School:

Grades K-2 in Phonological Awareness, Phonics, and High-Frequency words:

Kindergarten: 43% below grade level in Phonological Awareness, 59% below grade level in Phonics, and 63% below grade level in High-Frequency Words.
Grade 1: 39% below grade level in Phonological Awareness, 42% below grade level in Phonics, and 42% below grade level in High-Frequency Words.
Grade 2: 20% below grade level in Phonological Awareness, 48% below grade level in Phonics, and 36% below grade level in High-Frequency Words.

Grades K-8 in Vocabulary, Reading Comprehension (Literature), and Reading Comprehension (Informational Text):

Kindergarten: 59% below grade level in Vocabulary, 45% below grade level in Reading Comprehension (Literature), and 43% below grade level in Reading Comprehension (Informational Text)
Grade 1: 45% below grade level in Vocabulary, 51% below grade level in Reading Comprehension (Literature), and 51% below grade level in Reading Comprehension (Informational Text)
Grade 2: 54% below grade level in Vocabulary, 62% below grade level in Reading Comprehension (Literature), and 69% below grade level in Reading Comprehension (Informational Text)
Grade 3: 40% below grade level in Vocabulary, 44% below grade level in Reading Comprehension (Literature), and 47% below grade level in Reading Comprehension (Informational Text)
Grade 4: 51% below grade level in Vocabulary, 53% below grade level in Reading Comprehension (Literature), and 52% below grade level in Reading Comprehension (Informational Text)
Grade 5: 61% below grade level in Vocabulary, 51% below grade level in Reading Comprehension (Literature), and 73% below grade level in Reading Comprehension (Informational Text)
Grade 6: 44% below grade level in Vocabulary, 49% below grade level in Reading Comprehension (Literature), and 52% below grade level in Reading Comprehension (Informational Text)
Grade 7: 57% below grade level in Vocabulary, 65% below grade level in Reading Comprehension (Literature), and 62% below grade level in Reading Comprehension (Informational Text)
Grade 8: 48% below grade level in Vocabulary, 45% below grade level in Reading Comprehension (Literature), and 49% below grade level in Reading Comprehension (Informational Text)

Grades K-8 Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry:

Kindergarten: 71% below grade level in Numbers and Operations, 59% below grade level in Algebra and Algebraic Thinking, 65% below grade level in Measurement and Data, and 61% below grade level in Geometry
Grade 1: 54% below grade level in Numbers and Operations, 36% below grade level in Algebra and Algebraic Thinking, 64% below grade level in Measurement and Data, and 45% below grade level in Geometry
Grade 2: 51% below grade level in Numbers and Operations, 51% below grade level in Algebra and Algebraic Thinking, 60% below grade level in Measurement and Data, and 76% below grade level in Geometry
Grade 3: 63% below grade level in Numbers and Operations, 52% below grade level in Algebra and Algebraic Thinking, 59% below grade level in Measurement and Data, and 70% below grade level in Geometry
Grade 4: 42% below grade level in Numbers and Operations, 59% below grade level in Algebra and Algebraic Thinking, 58% below grade level in Measurement and Data, and 69% below grade level in Geometry
Grade 5: 61% below grade level in Numbers and Operations, 60% below grade level in Algebra and Algebraic Thinking, 51% below grade level in Measurement and Data, and 56% below grade level in Geometry
Grade 6: 44% below grade level in Numbers and Operations, 44% below grade level in Algebra and Algebraic Thinking, 39% below grade level in Measurement and Data, and 58% below grade level in Geometry
Grade 7: 73% below grade level in Numbers and Operations, 65% below grade level in Algebra and Algebraic Thinking, 60% below grade level in Measurement and Data, and 79% below grade level in Geometry
Grade 8: 63% below grade level in Numbers and Operations, 70% below grade level in Algebra and Algebraic Thinking, 61% below grade level in Measurement and Data, and 68% below grade level in Geometry

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
i-Ready Reading: % At or Above Grade Level	2024-25 Diagnostic #3: 47%	2025-26 Diagnostic #3: 55%
i-Ready Math: % At or Above Grade Level	2024-25 Diagnostic #3: 38%	2025-26 Diagnostic #3: 45%
SBAC ELA: Standards Met or Exceeded	Spring 2024: 55% below Standard	Spring 2025: 45% below Standard
SBAC Math: Standards Met or Exceeded	Spring 2024: 67% below Standard	Spring 2025: 60% below Standard

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Utilize evidence-based reading comprehension strategies, including close reading, evaluating and citing textual evidence, and WICOR activities, to target students' reading comprehension skills while implementing adopted ELA curriculum.</p> <p>Utilize writing strategies, including WICOR activities, to enhance adopted ELA resources and teach narrative, informational, and argumentative writing.</p> <p>Develop students' phonemic awareness skills (grades TK-3rd) to identify and manipulate individual sounds (phonemes) in spoken words (Heggerty Phonemic Awareness curriculum).</p> <p>Utilize academic language development strategies, such as word walls, vocabulary instruction in context, context clues, and close reading, to promote students' vocabulary and academic language development.</p> <p>Utilize mathematics instructional strategies, including systematic and explicit instruction, Standards of Mathematical Practice, visual representation of functions and relationships (such as manipulatives, pictures, and graphs), peer-assisted instruction, math games, modeling, integrated Language Arts activities (including Writing to learn for Math), academic vocabulary notebooks, and ongoing formative assessments to target students' math skills while implementing enVision Math.</p>	All Students	1,813.00 Title I 4000-4999: Books And Supplies High-Quality Instruction
1.2	Monitor English Language Learner progress and steps towards reclassification using the Ellevation platform.	English Language Learners	0 None Specified None Specified High-Quality Instruction
1.3	Utilize the ELL Intervention TOSA to provide model lessons and coaching to teachers.	English Language Learners	0 None Specified None Specified High-Quality Instruction

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.4	Design and implement lesson objectives, learning tasks, and leveled questions that promote high-level Depth of Knowledge (DOK) in ELA and Math.	All Students	0 None Specified None Specified High-Quality Instruction
1.5	<p>Utilize the i-Ready, Lexia Core 5, and Lexia PowerUp programs for at least 45 minutes per week to improve students' phonological awareness, phonics, high-frequency words, reading comprehension (literature and informational text) and vocabulary development.</p> <p>Utilize the i-Ready, ST Math, and Reflex programs for at least 45 minutes per week to improve students' math fluency, conceptual understanding, and problem-solving skills.</p> <p>Utilize i-Ready reading and math diagnostic tests as universal screening tools to identify students in need of additional support.</p> <p>(All programs mentioned above provided by ASJUSD.)</p>	All Students	0 None Specified None Specified
1.6	Provide professional development for teachers in phonological awareness, phonics, high-frequency words, vocabulary, reading comprehension in literature and informational texts, writing, and other opportunities such as high-quality instruction strategies, Professional Learning Communities (PLC at Work), i-Ready, AVID, and educational technology to improve teacher quality.	All Students	4,250.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development; High-Quality Instruction
1.7	Provide opportunities for teachers to collaborate on a bi-monthly basis with a focus on data disaggregation, high-quality instruction, technology integration, and student engagement.	All Students	0 None Specified None Specified Teacher Collaboration; PLCs
1.8	Provide training and coaching during staff meetings to help teachers utilize research-based strategies in order to improved reading comprehension, vocabulary, and writing skills, as well as their understanding of numbers and operations, algebra and algebraic thinking, measurement and data, geometry, and the Standards of Mathematical Practice.	All Students	0 None Specified None Specified Professional Development; High-Quality Instruction
1.9	Provide high-quality first instruction with universal screening and appropriate differentiation for all students.	All Students	0 None Specified None Specified High-Quality Instruction
1.10	Schedule release time for classroom teachers to collaborate in support of research-based strategies, including Project Based Learning (PBL), Depth of Knowledge (DOK), WICOR (AVID), integrated and designated ELD, and academic language development.	All Students	4,250.00 Title I 5000-5999: Services And Other Operating Expenditures Teacher Collaboration
1.11	Provide daily integrated and designated ELD for all TK-8 English Language Learners, with an emphasis on the four literacy domains (Speaking, Listening,	English Language Learners	0 None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Reading, and Writing) with the use of district-adopted ELD materials.</p> <p>Provide daily integrated and designated ELD with clearly articulated language objectives, learning activities, and instructional strategies (including scaffolds, pictures, graphic organizers, sentence frames, realia, etc.) in all core subjects to ensure access for English Language Learners.</p> <p>Utilize the Lexia English program for at least 45 minutes per week to increase English language fluency skills in speaking, listening, and reading for English Language Learners.</p> <p>Provide professional development in English Language Development strategies, including 4 Ls of Productive Partnering, constructed response frames and accountable talk sentence frames, explicit academic vocabulary instruction, and oral rehearsal before writing to promote the development of listening, speaking, reading, and writing skills.</p> <p>Provide professional development opportunities for teachers and staff who work with English Learners that is designed to improve the language acquisition and instruction/assessment of ELs and/or designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies to increase EL student achievement.</p> <p>Teachers collaborate as grade-level teams to analyze student ELPAC assessment results to determine how students will be supported based on their English proficiency levels and improve instruction.</p> <p>Purchase ELD supplemental materials and resources to support students in their English Language Development.</p> <p>(Lexia English program provided by ASJUSD.)</p>		<p>5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and Supplies</p> <p>2,100.00 Unrestricted 5000-5999: Services And Other Operating Expenditures Professional Development</p>
1.12	Provide strategic intervention in reading and math, including after-school intervention, for identified students in high-need subgroups.	All Students	15,000.00 Unrestricted None Specified Intervention

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Aromas School implemented the i-Ready diagnostics and online instruction in the 2024-25 year. Some students demonstrated huge growth, but steady growth occurred in both Reading 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 no difference between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. All monies were spent in the action items that had budgeted expenditures for the 2024-25 school year.

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

Metric indicators, Baseline/Actual Outcomes, and Expected Outcomes can be found in the Annual Measurable Outcomes section of this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student, Staff, and Community Engagement

Provide supplemental programs and utilize Positive Behavior Supports and Interventions (PBIS) to promote leadership and whole-child development of all students in a safe and asset-rich environment, especially those who are chronically absent and/or who struggle academically and/or behaviorally, as measured by attendance and discipline records.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Fully engage students, staff, parents, and the community in support of short and long-term educational outcomes.

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.

Chronic Absenteeism:

20.2% of Aromas School students were chronically absent in 2023-24, a decrease of 7.6%.
 20.0% of Hispanic students were chronically absent in 2023-24, a decrease of 6.7%.
 No chronically absent data for Two or More Races subgroup in 2023-24* (30% in 2022-23).
 18.6% of White students were chronically absent in 2023-24, a decrease of 12.7%.
 20.7% of English Language Learners were chronically absent in 2023-24, a decrease of 1%.
 23.7% of Socio-Economically Disadvantaged students were chronically absent in 2023-24, a decrease of 7.2%.
 21.4% of Students with Disabilities were chronically absent, a decrease of 9.3%.

*If there are less than 11 students in subgroup for a given year, data for that group is not reported by the State for privacy reasons.

Suspension:

2.8% of Aromas School students were suspended at least one day in 2023-24, an increase of 2.1%.
 3.3% of Hispanic students were suspended at least one day in 2023-24, an increase of 2.6%.
 No chronically absent data for Two or More Races subgroup in 2023-24*. (0% in 2022-23)
 2.0% of White students were suspended at least one day in 2023-24, an increase of 1%.
 2.6% of English Language Learners were suspended at least one day in 2023-24, an increase 1.8%.
 3.2% of Socioeconomically Disadvantaged students were suspended at least one day in 2023-24, an increase 2.2%.
 5.4% of Students with Disabilities were suspended at least one day in 2023-24, an increase of 4.5%.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard: Chronic Absenteeism Indicator	2023-24: 20.2%	2024-25: 15%
CA School Dashboard: Suspension Indicator	2023-24: 2.8% suspended at least one day	2024-25: 1.5% suspended at least one day

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	Support student behavior by continued implementation of Positive Behavior Interventions and Supports (PBIS) at all grade levels.	All students	0.00 None Specified None Specified Student Engagement
2.2	Promote Positive Behavior Interventions and Supports (PBIS) through the use of Paw Pride tickets which gives students the opportunity to choose a Bulldog-themed prize in a weekly drawing.	All students	0.00 None Specified None Specified Student Engagement
2.3	Continue to employ a librarian/media clerk to keep the school library organized and functional for students; continue to implement the Million-Word Challenge and Accelerated Reader Awards to keep students motivated in reading and increase Lexile reading levels and reading comprehension skills.	All students	54,589.00 Title I 2000-2999: Classified Personnel Salaries Librarian/Media Clerk
2.4	Utilize a universal social-emotional wellness screener in order to identify students in need of guidance and support, identify strategies to increase student engagement, and determine the health of the overall school climate.	All students	0.0 None Specified None Specified Social-Emotional Wellness
2.5	Create a school culture that supports engagement and student leadership development through Student of the Month and Honor Roll breakfasts/field trips, Trimester Awards, Middle School Sports, campus beautification (including recycling and composting), field trips, and student recognition and inspirational messages every morning (Morning Announcements/Project Wisdom).	All students	266.00 Title I 4000-4999: Books And Supplies Student Engagement
2.6	Provide childcare and translation services for parents during ELAC, Title I parent meetings, School Site Council, and other school-sponsored events related to Title I.	All students	1,000.00 Title I 5000-5999: Services And Other Operating Expenditures Parent/Community Engagement
2.7	Explore strategies for engaging SWD parents.	Students with Disabilities	0.0 None Specified None Specified Student/Parent Engagement
2.8	Continue to implement, review, and refine the process for monitoring staff attendance and chronic absenteeism at the site/district level.	All students, especially Hispanic, White, and Two or More Races students	0.0 None Specified None Specified Attendance and Absenteeism
2.9	Use technology and technological devices to promote frequent communication with parents/guardians (e.g., Class Dojo, Remind, ParentSquare, outside marquee, emails, texting, website, and auto-dialer), and provide primary language support for registration and data confirmation.	All students	0.0 None Specified None Specified Parent Engagement
2.10	Provide opportunities for parent education and engagements through the English Language	All students	0.0 None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Advisory Committee (ELAC), Parent-Teacher conferences, parent volunteerism, Home & School Club, and Superintendent & Principal Chat Hours.		None Specified Parent Engagement
2.11	Encourage parent engagement and participation by creating a welcoming culture for parents and community members, creating parent participation opportunities (such as, family events, school tours, parent volunteers, Open House, Awards Assemblies); recruit parents to participate in District advisory committees with support services (ie.g., child care, interpretation, transportation) and/or school events; explore various strategies to increase involvement of hard-to-reach parents; provide training for school faculty and staff on Home-School partnerships and communication with parents.	All students	0.0 None Specified None Specified Parent Engagement

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.

Implementation of action items did impact the chronic absenteeism percentage. Aromas School had a decrease of 7.6% in the chronic absenteeism rate.

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 no difference between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. All monies were spent in the action items that had budgeted expenditures for the 2024-25 school year.

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

Explore strategies to engage/educate parents regarding the consequences of chronic absenteeism on students' academic achievement and emotional well-being.

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.

Student Outcomes: College and Career Readiness

Ensure safe, fair, and respectful environments that meet the academic, behavioral, social-emotional, intellectual, cultural, linguistic, and physical needs of students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Prepare every student to be college, career, and world-ready upon graduation.

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.

According to the i-Ready Diagnostic #3, which was administered in April 2025, the following areas of need exist at Aromas School:

Grades K-2 in Phonological Awareness, Phonics, and High-Frequency words:

Kindergarten: 43% below grade level in Phonological Awareness, 59% below grade level in Phonics, and 63% below grade level in High-Frequency Words.
Grade 1: 39% below grade level in Phonological Awareness, 42% below grade level in Phonics, and 42% below grade level in High-Frequency Words.
Grade 2: 20% below grade level in Phonological Awareness, 48% below grade level in Phonics, and 36% below grade level in High-Frequency Words.

Grades K-8 in Vocabulary, Reading Comprehension (Literature), and Reading Comprehension (Informational Text):

Kindergarten: 59% below grade level in Vocabulary, 45% below grade level in Reading Comprehension (Literature), and 43% below grade level in Reading Comprehension (Informational Text)
Grade 1: 45% below grade level in Vocabulary, 51% below grade level in Reading Comprehension (Literature), and 51% below grade level in Reading Comprehension (Informational Text)
Grade 2: 54% below grade level in Vocabulary, 62% below grade level in Reading Comprehension (Literature), and 69% below grade level in Reading Comprehension (Informational Text)
Grade 3: 40% below grade level in Vocabulary, 44% below grade level in Reading Comprehension (Literature), and 47% below grade level in Reading Comprehension (Informational Text)
Grade 4: 51% below grade level in Vocabulary, 53% below grade level in Reading Comprehension (Literature), and 52% below grade level in Reading Comprehension (Informational Text)
Grade 5: 61% below grade level in Vocabulary, 51% below grade level in Reading Comprehension (Literature), and 73% below grade level in Reading Comprehension (Informational Text)
Grade 6: 44% below grade level in Vocabulary, 49% below grade level in Reading Comprehension (Literature), and 52% below grade level in Reading Comprehension (Informational Text)
Grade 7: 57% below grade level in Vocabulary, 65% below grade level in Reading Comprehension (Literature), and 62% below grade level in Reading Comprehension (Informational Text)
Grade 8: 48% below grade level in Vocabulary, 45% below grade level in Reading Comprehension (Literature), and 49% below grade level in Reading Comprehension (Informational Text)

Grades K-8 Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry:

Kindergarten: 71% below grade level in Numbers and Operations, 59% below grade level in Algebra and Algebraic Thinking, 65% below grade level in Measurement and Data, and 61% below grade level in Geometry
Grade 1: 54% below grade level in Numbers and Operations, 36% below grade level in Algebra and Algebraic Thinking, 64% below grade level in Measurement and Data, and 45% below grade level in Geometry
Grade 2: 51% below grade level in Numbers and Operations, 51% below grade level in Algebra and Algebraic Thinking, 60% below grade level in Measurement and Data, and 76% below grade level in Geometry
Grade 3: 63% below grade level in Numbers and Operations, 52% below grade level in Algebra and Algebraic Thinking, 59% below grade level in Measurement and Data, and 70% below grade level in Geometry
Grade 4: 42% below grade level in Numbers and Operations, 59% below grade level in Algebra and Algebraic Thinking, 58% below grade level in Measurement and Data, and 69% below grade level in Geometry
Grade 5: 61% below grade level in Numbers and Operations, 60% below grade level in Algebra and Algebraic Thinking, 51% below grade level in Measurement and Data, and 56% below grade level in Geometry
Grade 6: 44% below grade level in Numbers and Operations, 44% below grade level in Algebra and Algebraic Thinking, 39% below grade level in Measurement and Data, and 58% below grade level in Geometry
Grade 7: 73% below grade level in Numbers and Operations, 65% below grade level in Algebra and Algebraic Thinking, 60% below grade level in Measurement and Data, and 79% below grade level in Geometry
Grade 8: 63% below grade level in Numbers and Operations, 70% below grade level in Algebra and Algebraic Thinking, 61% below grade level in Measurement and Data, and 68% below grade level in Geometry

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
i-Ready Reading: % At or Above Grade Level	2024-25 Diagnostic #3: 47%	2025-26 Diagnostic #3: 55%
i-Ready Math: % At or Above Grade Level	2024-25 Diagnostic #3: 38%	2025-26 Diagnostic #3: 45%
SBAC ELA: Standards Met or Exceeded	Spring 2024: 55% Below Standard	Spring 2025: 45% Below Standard
SBAC Math: Standards Met or Exceeded	Spring 2024: 67% Below Standard	Spring 2025: 60% Below Standard

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	Provide strategic intervention in reading and math, including after-school intervention, for identified students in high-need subgroups.		5,000.00 Title I 5000-5999: Services And Other Operating Expenditures Student Outcomes
3.2	Provide daily small-group instruction and intervention in class during the school day for students identified as performing below proficiency in skills being taught.		0.00 None Specified None Specified Student Outcomes
3.3	Teachers collaborate as grade-level teams to analyze student ELPAC assessment results to determine how students will be supported based on their English proficiency levels and improve instruction.		0.00 None Specified None Specified Student Outcomes; Professional Learning Teams
3.4	Schedule release time for classroom teachers to collaborate in support of research-based strategies, including Depth of Knowledge (DOK), WICOR (AVID), English-Language Arts, integrated and designated ELD, academic language development, math, P3CC, and the Standards of Mathematical Practice.		5,000.00 Title I 5000-5999: Services And Other Operating Expenditures Student Outcomes; Teacher Collaboration

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.

Aromas School implemented the i-Ready diagnostics and online instruction in the 2024-25 year. Some students demonstrated huge growth, but steady growth occurred in both Reading 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 no difference between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. All monies were spent in the action items that had budgeted expenditures for the 2024-25 school year.

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

Metric indicators, Baseline/Actual Outcomes, and Expected Outcomes can be found in the Annual Measurable Outcomes section of this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$93,268.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$76,168.00

Subtotal of additional federal funds included for this school: \$76,168.00

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

State or Local Programs	Allocation (\$)
None Specified	\$0.00
Unrestricted	\$17,100.00

Subtotal of state or local funds included for this school: \$17,100.00

Total of federal, state, and/or local funds for this school: \$93,268.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	76,168.00	0.00
None Specified		
None Specified		

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	76,168.00
Unrestricted	17,100.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	54,589.00
4000-4999: Books And Supplies	2,079.00
5000-5999: Services And Other Operating Expenditures	17,350.00
5800: Professional/Consulting Services And Operating Expenditures	4,250.00
None Specified	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	54,589.00
4000-4999: Books And Supplies	Title I	2,079.00
5000-5999: Services And Other Operating Expenditures	Title I	15,250.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,250.00

5000-5999: Services And Other Operating Expenditures	Unrestricted	2,100.00
None Specified	Unrestricted	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,413.00
Goal 2	55,855.00
Goal 3	10,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 0 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Christy Sessions, Chairperson	Parent or Community Member
Unfilled, Vice Chairperson	
Heather Howell	Principal
Grace Rosa	Classroom Teacher
Kim Wilson	Classroom Teacher
Unfilled	Other School Staff
Logan Shankle	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

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 3, 2025.

Attested:

Principal, Heather Howell on

SSC Chairperson, Christy Sessions on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

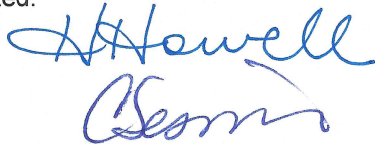
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 3, 2025.

Attested:



Principal, Heather Howell on 6.3.25

SSC Chairperson, Christy Sessions on 6-4-25