



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Banyan Elementary School	56 73759 6055867	9/3/24	9/17/25

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

Schoolwide Program
n/a

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.

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

## Schoolwide Program

n/a

The School Plan for Student Achievement (or SPSA) is a plan of action to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal ESSA act require that each school consolidate all school plans for program funded through the ConAPP and ESSA improvement into a comprehensive plan.. Furthermore, the local board of education has asked the our school plans show a comprehensive vision of student development regardless of funding source or type. Our goal is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

EC Section 64001 requires the development of the SPSA to include the following:

- \* A comprehensive needs assessment (pursuant to ESSA)
- \* Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- \* May include local data
- \*An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the past three years of CAASPP data as an important reference, and they will also include local data from the 2024-25 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

Banyan Elementary School is entering its 58th year as a choice destination for elementary education in Newbury Park, CA. We pride ourselves on being a community based school that has wonderful parent and local business support. The Banyan staff is committed to helping each child reach their potential. Our goals align with district LCAP goals and the spirit of the Every Student Succeeds Act. We believe that all students are capable of personal growth as evidenced by their academic success. Students strive to grow in academics, citizenship, technology, and the arts. We make student centered decisions that empower each learner to be successful. Together we work to empower students to be Bobcats who ROAR (are Respectful, have Outstanding attitudes, are Always safe, and Responsible). We also recognize the importance of developing the social and emotional skills of all students and creating an environment where all students belong. We pride ourselves in being a successful neighborhood school with solid parent support and local community involvement.

Banyan Elementary School is nestled in a charming residential neighborhood, with stunning views of Mt. Boney and in close proximity to national park lands. The school is the center of this neighborhood and a focus of the people who live here. children at Banyan receive a rich academic and social education delivered by highly skilled teachers and staff who are greatly supported by administration, parents, and community members. One only needs to look at the front of our school, for a shining example of what makes Banyan great-- our front landscaping that is a native California garden completely paid for, planted, and maintained by Banyan alumna and their parents. Banyan students are building strong academic skills and are developing relationships in a culturally, linguistically, and socioeconomically diverse environment. The school is home to about 425 transitional kindergarten-5th grade students, 20 general education teachers, 4 special education teachers, and a team of classified staff members and specialists. Our faculty and staff work together to make sure every student can achieve. We were thrilled to be recognized as a California Distinguished School in both 2023 and 2025.

In addition to meeting district and state standards, Banyan's academic programs are enriched by the joint efforts of our School Site Council, ELAC, and PTA. Our School Site Council oversees budgets and works in tandem with the principal and PTA to provide support to our faculty, staff, and students. Through the site budget, and supplemented by PTA funds, specialists are hired to support our intervention, PE, STEM, and art programs. We offer both intervention and enrichment that supports and extends the students' access to the state standards. We also have a school wide focus to use UDL practices to remove barriers for all learners. In order to enrich our academic programs, Banyan continues to be progressive in the area of technology. We created and maintain a state of the art STEM lab, called Seelig Space (after a beloved senior volunteer). We have a variety of technologies and platforms available to expose children to tools that make learning more relevant to them. All classrooms are one-to-one having a Chromebook available for all learners. We also maintain a myriad of web based software programs to assist in both intervention and enrichment both at school and at home.

Banyan Elementary is a family to all of those fortunate enough to work or learn here. Our PTA works diligently to ensure that our students are provided with outstanding programs that enrich education. They hold fundraisers throughout the year to fund our art, music, and physical education programs. In addition, PTA provides an assortment of professionally presented enrichment assemblies for our children. Additionally they fund programs such as family art and science nights that compliment the curriculum at school. We make community outreach a priority. The principal sends an email home every Sunday informing parents of all events and happenings at the school. PTA sends text messages using remind, and e-mail blasts as well. Finally, Banyan is very active on social media-- making sure all of the amazing things that our students do are available for parents to view online. All teachers maintain a seesaw or canvas site so that parents are informed about what is going on in the classroom. Parents are encouraged to be as involved in school as their schedule allows-- with opportunities to serve on committees, represent us at district DAC committees, volunteering in their child's class, or donating items for special events. We maintain an alternative recess environment that help provide options for students which assists us on meeting diverse social emotional needs.

We are incredibly proud of our school and invite you to see the magic first hand by visiting, volunteering, or following us on social media!

## Educational Partner Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

Many stakeholders were involved in generating goals and working towards overall school improvement memorialized in this document. Work on this document began in winter of the 2024-2025 year. We engaged all stakeholders in our April/May SSC and ELAC meetings in goal writing. Staff was engaged during our April and May staff meetings. At both school site council and at a staff meeting there were goal brainstorming sessions where stakeholders brainstormed needs for the school which the principal honed down into proposed goals. Grade levels worked together to look at data and write goals appropriate for their level. Mrs. Kennedy conducted conversations with the team to streamline goals and budget areas for the final school site council meeting where we will review and approve this document. Additionally, teachers provide bi-monthly feedback on the goals through a "Team Time" written document that is turned into the principal with feedback on goals, classroom needs, and other school initiatives. The staff reviewed the "final draft" at the opening staff meeting on August 18. The school site council met on 8/25/25 to approve this plan. This is a living document and can continue to be edited so that we are best meeting the needs of our learners throughout the academic year.

School Site Council will continue to meet on a monthly basis during which we continue to reference this document and monitor progress towards our goals. This year the school site council meets on the last Monday of every month. Meetings are open to the public.

# 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.

n/a

## 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.

Banyan is very proud of the improvement that we showed between 2023 and 2024. We moved the The dial on the California Dashboard from "very low" (or red) to "medium (or yellow) which was an almost 6% improvement. More impressively, our English Learner significant subgroup moved from "very low" or red to "high" or green with an almost 9% improvement. We do not currently have any areas in the "very low" indicator nor are any of our subpopulations scoring in this area. We are extremely proud of our staff and students for their hard work to make this growth possible. We will continue to monitor chronic absenteeism and English Learner progress over the next two years to make sure we continue to show growth in this area.

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.

Banyan scored in the "very high" or blue performance band in both language arts and math. However, our English Learners, scored in "medium" or yellow which is two bands below our general population in both language arts and math. We will continue to address the needs of English Language Learners through this current SIPSA plan to decrease the achievement gap.

### Other Needs

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	%	0%	0.24%	0	0	1
Asian	1.69%	1.73%	2.67%	7	7	11
Filipino	1.45%	1.24%	1.46%	6	5	6
Hispanic/Latino	27.60%	27.97%	31.07%	114	113	128
Pacific Islander	%	0.25%	0.24%	0	1	1
White	64.16%	62.87%	58.01%	265	254	239
Multiple/No Response	5.08%	5.94%	6.31%	21	24	26
<b>Total Enrollment</b>				413	404	412

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	72	97	61
Grade 1	67	52	56
Grade 2	61	64	52
Grade3	71	58	69
Grade 4	61	69	63
Grade 5	81	64	69
<b>Total Enrollment</b>	413	404	412

#### Conclusions based on this data:

1. Banyan is less impacted by declining enrollment than other schools in the district
2. Hispanic students are by far our largest marginalized group enrolled; with non-statistically significant representation in other subgroups.
3. Banyan is the largest non-magnet comprehensive K-5 school in this cluster and is in the largest 1/4 district wide. We anticipate enrollment to be slightly higher in 25-26.

# 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	63	50	51	13.1%	15.3%	12.3%
Fluent English Proficient (FEP)	17	22	26	4.2%	4.1%	6.3%
Reclassified Fluent English Proficient (RFEP)				1.9%		

### Conclusions based on this data:

1. Members of our ELAC committee looked at this data and would like to see more students reclassify to Fluent English Proficient. The committee made this our number one priority for this school year. We had strong reclassification over the past two years and would like to see this trend continue.
2. We are seeing a decrease in our EL population that start in Kindergarten but an increase in new-comers
3. We continue to work on outreach to our English Learner Families that have the added disadvantage of being bused to our school so that they are not walking-distance making parent participation more difficult for some families. We continue to struggle engaging parents in participation in ELAC meetings despite trying different times of day, locations, and incentives for attending. We have found that connecting these meetings to another school event makes it easier for parents to attend and also increases attendance at events. We will continue to do this when possible in the current school year.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	60	72	53	58	71	49	58	71	49	96.7	98.6	92.5
Grade 4	67	57	70	67	57	72	67	57	72	100.0	100	100.0
Grade 5	65	66	65	63	65	61	63	65	61	96.9	98.5	93.8
All Grades	192	195	188	188	193	182	188	193	182	97.9	99	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2480.	2496.		50.00	66.20	46.9	22.41	11.27	24.5	18.97	8.45	24.5	8.62	14.08	*
Grade 4	2513.	2521.		44.78	47.37	53.5	23.88	26.32	28.2	17.91	19.30	*	13.43	7.02	*
Grade 5	2535.	2569.		42.86	49.23	37.7	28.57	35.38	39.3	11.11	7.69	*	17.46	7.69	*
All Grades	N/A	N/A	N/A	45.74	54.92	46.2	25.00	23.83	30.8	15.96	11.40	10.4	13.30	9.84	12.1

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
Grade 3	32.76	45.07		60.34	46.48		6.90	8.45		
Grade 4	40.30	31.58		53.73	63.16		5.97	5.26		
Grade 5	28.57	24.62		58.73	69.23		12.70	6.15		
All Grades	34.04	34.20		57.45	59.07		8.51	6.74		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.48	45.07		60.34	42.25		5.17	12.68	
Grade 4	26.87	35.09		61.19	57.89		11.94	7.02	
Grade 5	38.10	40.00		44.44	53.85		17.46	6.15	
All Grades	32.98	40.41		55.32	50.78		11.70	8.81	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.41	26.76		67.24	64.79		10.34	8.45	
Grade 4	20.90	17.54		67.16	73.68		11.94	8.77	
Grade 5	20.63	18.46		69.84	75.38		9.52	6.15	
All Grades	21.28	21.24		68.09	70.98		10.64	7.77	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.59	40.85		68.97	46.48		3.45	12.68	
Grade 4	20.90	22.81		71.64	68.42		7.46	8.77	
Grade 5	15.87	40.00		69.84	56.92		14.29	3.08	
All Grades	21.28	35.23		70.21	56.48		8.51	8.29	

**Conclusions based on this data:**

1. Banyan continues to out-perform state and district averages. We are proud of our excellent achievement. Our 23-24 scores showed growth at every grade level in every subject. We are incredibly proud of the hard work demonstrated by our students and staff. Our current scores were slightly lower than the year before and will give us a good starting point for growth this school year.
2. While overall our scores are excellent, we continue to show an achievement gap for some of our more marginalized populations especially our English Language Learners and our students with disabilities. Nevertheless, these student groups also showed growth. We will continue to provide interventions and focus on first teaching with these students so that they can demonstrate standards commiserate with the general school population.
3. We anticipate continued growth with our significant sub-population and brought in research based interventions that should assist with students still not meeting benchmarks in these areas, We believe that some of this growth is indicative of the hard work we have done with intervention over the last few years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	60	72	53	59	71	48	59	71	48	98.3	98.6	90.6
Grade 4	67	57	70	67	57	72	67	57	72	100.0	100	100.0
Grade 5	65	66	65	64	65	61	64	65	61	98.5	98.5	93.8
All Grades	192	195	188	190	193	181	190	193	181	99.0	99	96.2

\* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2471.	2484.		33.90	45.07	33.3	40.68	32.39	41.7	16.95	9.86	20.8	8.47	12.68	*
Grade 4	2520.	2520.		40.30	33.33	*	32.84	45.61	*	14.93	12.28	*	11.94	8.77	*
Grade 5	2525.	2560.		34.38	47.69	31.1	21.88	16.92	26.2	20.31	27.69	31.1	23.44	7.69	*
All Grades	N/A	N/A	N/A	36.32	42.49	37.0	31.58	31.09	31.5	17.37	16.58	18.7	14.74	9.84	11.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.07	49.30		50.85	38.03		5.08	12.68	
Grade 4	43.28	47.37		46.27	43.86		10.45	8.77	
Grade 5	34.38	46.15		45.31	43.08		20.31	10.77	
All Grades	40.53	47.67		47.37	41.45		12.11	10.88	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	23.73	47.89		66.10	38.03		10.17	14.08	
<b>Grade 4</b>	38.81	36.84		55.22	47.37		5.97	15.79	
<b>Grade 5</b>	25.00	33.85		48.44	61.54		26.56	4.62	
<b>All Grades</b>	29.47	39.90		56.32	48.70		14.21	11.40	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	28.81	36.62		64.41	56.34		6.78	7.04	
<b>Grade 4</b>	41.79	36.84		44.78	54.39		13.43	8.77	
<b>Grade 5</b>	25.00	29.23		59.38	60.00		15.63	10.77	
<b>All Grades</b>	32.11	34.20		55.79	56.99		12.11	8.81	

**Conclusions based on this data:**

1. Banyan outpaced other schools in our district and county this year in math. We are incredibly proud of our growth in this area.
2. Every grade level and all student groups made progress from last year!
3. We continue to work on methods to support our students with IEPS in math since their scores are significantly lower than other student groups.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1397.5	1418.2	1393.5	1414.3	1438.1	1411.3	1358.3	1371.7	1351.7	12	12	20
<b>1</b>	*	*	*	*	*	*	*	*	*	6	7	7
<b>2</b>	*	*	*	*	*	*	*	*	*	9	6	5
<b>3</b>	*	*	*	*	*	*	*	*	*	9	6	8
<b>4</b>	*	*	*	*	*	*	*	*	*	8	8	7
<b>5</b>	*	*	*	*	*	*	*	*	*	9	9	6
<b>All Grades</b>										53	48	53

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
<b>K</b>	0.00	0.00	5.00	41.67	58.33	30.00	33.33	33.33	25.00	25.00	8.33	40.00	12	12	20
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	13.21	12.50	20.75	37.74	47.92	33.96	28.30	20.83	20.75	20.75	18.75	24.53	53	48	53

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	16.67	15.00	41.67	41.67	20.00	33.33	33.33	35.00	25.00	8.33	30.00	12	12	20
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.64	39.58	41.51	39.62	29.17	22.64	24.53	18.75	16.98	13.21	12.50	18.87	53	48	53

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		0.00	10.00		25.00	25.00		41.67	41.67		33.33	33.33		12	12
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	7.55	2.08	2.08	33.96	31.25	31.25	28.30	35.42	35.42	30.19	31.25	31.25	53	48	48

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	8.33	5.00	58.33	75.00	60.00	16.67	16.67	35.00	12	12	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.42	25.00	32.08	54.72	62.50	49.06	18.87	12.50	18.87	53	48	53

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	0.00	16.67	15.00	75.00	75.00	45.00	25.00	8.33	40.00	12	12	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.85	45.83	39.62	47.17	39.58	35.85	16.98	14.58	24.53	53	48	53

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	8.33	5.00	66.67	91.67	50.00	33.33	0.00	45.00	12	12	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.32	8.33	9.43	58.49	66.67	54.72	30.19	25.00	35.85	53	48	53

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	0.00	15.00	25.00	41.67	50.00	50.00	58.33	35.00	12	12	20
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.87	8.33	22.64	52.83	62.50	52.83	28.30	29.17	24.53	53	48	53

**Conclusions based on this data:**

1. Students are making progress year over year.
2. The majority of our students are somewhat or moderately developed in most areas-- we worked on creating systematic intervention to get these students to the next level.
3. Designated ELD is supporting students in making growth on the ELPAC.



# School and Student Performance Data

## Student Population

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

### 2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
412	26.5%	12.4%	0.5%

Total Number of Students enrolled in Banyan Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

### 2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	51	12.4%
Foster Youth	2	0.5%
Homeless	7	1.7%
Socioeconomically Disadvantaged	109	26.5%
Students with Disabilities	71	17.2%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	1	0.2%
American Indian	0	0.0%
Asian	11	2.7%
Filipino	6	1.5%
Hispanic	128	31.1%
Two or More Races	26	6.3%
Pacific Islander	1	0.2%
White	239	58%

**Conclusions based on this data:**

1. Banyan has seen an increase in students who are from a socioeconomically disadvantaged household, which impacts both social emotional and academic growth. We continue to work on social emotional learning and creating coping strategies for students in this subgroup.
2. We continue to work on our LRE numbers and UDL practices to make school more inclusive for all learners so that, ideally, learners can participate to the best of their ability in the general education setting for the majority of their day.
3. We continue to work on celebrating cultural diversity to make sure all learners feel welcome and part of the Banyan Family.

# School and Student Performance Data

## Overall Performance






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### 2024 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. We are THRILLED with our growth in all areas on the spring of 2024 assessment data. This shows a true commitment by our staff and students to work hard!
2. The biggest issue in our CAASPP data continues to be the achievement gap between our significant subgroups (Hispanic, ELD, SWD, and socioeconomically disadvantaged) and our general scores.

3. We will continue to look at the data and identify areas of improvement within each subject to maximize student performance and set students up for success in secondary school.

# School and Student Performance Data

## Academic Performance English Language Arts

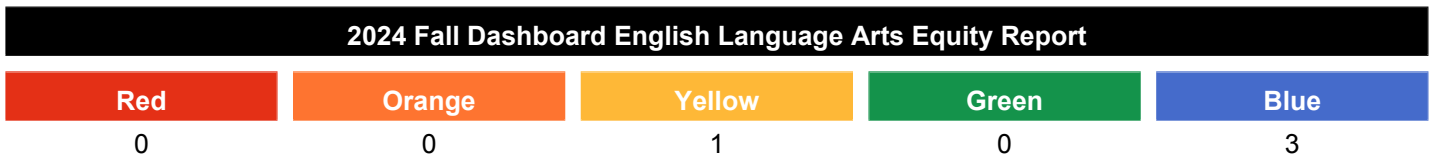
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p> Blue</p> <p>59.7 points above standard</p> <p>Increased 18.1 points</p> <p>193 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>40.3 points below standard</p> <p>Increased 5.1 points</p> <p>30 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>17.6 points above standard</p> <p>Increased 20.8 points</p> <p>49 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color 60.4 points below standard Declined 49.5 points</p> <p>29 Students</p>	<p><b>African American</b></p>  <p>No Performance Color 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>21.3 points above standard Increased 25.2 points</p> <p>58 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 56.4 points above standard Increased 28.4 points</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>74.8 points above standard Increased 12.1 points</p> <p>114 Students</p>

**Conclusions based on this data:**

1. We are thrilled with our growth from green to blue in language arts, however acknowledge that we have continued work to do with our English Language Learners.
2. We continue to address the achievement gap-- which is very large at Banyan (70 points!). Our School Site Council is always looking at ways to improve the learning for all students without stunting the growth of the general population. We did see a small growth with English Language Learners but it is shadowed by an even larger gain by our general population.
3. We are thrilled to see our other significant subgroups are now keeping pace with our general population.

# School and Student Performance Data

## Academic Performance Mathematics

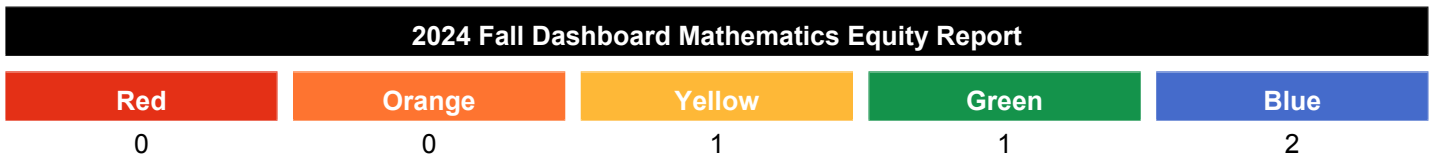
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p> Blue</p> <p>38.5 points above standard</p> <p>Increased 14.4 points</p> <p>193 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>49.4 points below standard</p> <p>Increased 10.8 points</p> <p>30 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>7.9 points below standard</p> <p>Increased 20.8 points</p> <p>49 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>58.4 points below standard</p> <p>Declined 33.1 points</p> <p>29 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>3.7 points above standard</p> <p>Increased 27.3 points</p> <p>58 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>35.0 points above standard</p> <p>Increased 4.4 points</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>52.8 points above standard</p> <p>Increased 10.8 points</p> <p>114 Students</p>

**Conclusions based on this data:**

1. We showed HUGE growth in math over the past year.
2. Our ELD students seem to struggle in math. We have a district wide effort to address academic language in math that will hopefully positively impact these scores.
3. We will continue to look at math strategies to supplement our Go Math curriculum to support our students to make progress.

# 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	
<b>English Learner Progress</b>  Green 52.9% making progress. Number Students: 34 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 11.8%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 29.4%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 50%

### Conclusions based on this data:

1. We are thrilled to have seen growth from "red" to "green" in one year!
2. ELAC wants to focus on the reclassification of more students. We reclassified 11 students in 2024 and 9 students in 2025.
3. The hard work of our designated ELD team seems to have paid off in these scores!



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p>10.8% Chronically Absent</p> <p>Declined 5.6</p> <p>426 Students</p>	<p><b>English Learners</b></p>  Yellow <p>17.5% Chronically Absent</p> <p>Declined 15.8</p> <p>57 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>0 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p>  No Performance Color <p>38.5% Chronically Absent</p> <p>Declined 17.8</p> <p>13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p>15.7% Chronically Absent</p> <p>Declined 9.3</p> <p>121 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>20.2% Chronically Absent</p> <p>Increased 1.9</p> <p>84 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>36.4% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>14.1% Chronically Absent</p> <p>Declined 11.1</p> <p>135 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 8</p> <p>27 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>9.4% Chronically Absent</p> <p>Declined 4.2</p> <p>244 Students</p>

**Conclusions based on this data:**

1. We saw an improvement from red to yellow in this area. We still have work to do but the trend is positive.
2. The office has committed to sending all of the attendance letters at regular intervals and hope that this will improve attendance.
3. We will explore the idea of positive reinforcement for attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

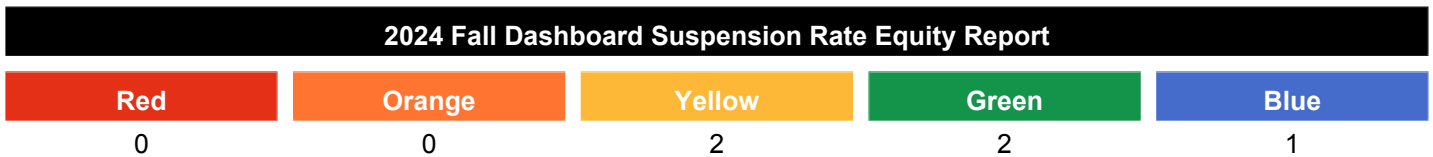
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>0.2% suspended at least one day</p> <p>Declined 0.5%</p> <p>428 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>1.8% suspended at least one day</p> <p>Maintained 0.2%</p> <p>57 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 6.3%</p> <p>13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>0.8% suspended at least one day</p> <p>Declined 0.8%</p> <p>121 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>85 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>0.7% suspended at least one day</p> <p>Declined 0.9%</p> <p>136 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>27 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.4%</p> <p>245 Students</p>

**Conclusions based on this data:**

1. The data seems unfairly skewed in this area. So few students have been suspended.

# 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.

#### **Improve Student Achievement in Mathematics**

By June 2026 all students, including English Learners, Socioeconomically disadvantaged, and Students with disabilities, will improve their math skills especially in the area of number sense/ place value as evidenced by data collected in benchmark exams, IXL, and local and state assessments.

-TK-K Students at Banyan are currently excelling in math in the areas that we measure. (all sub skills are being met or exceeded by over 80% of students) The lowest area is counting which had almost a 10% drop from the year prior. We will work on counting and number sense goals (counting, counting on, counting by 2s, 5s, and 10s) Currently, 84% of kindergarteners met or exceeded this goal. Our goal will be 90% at the end of this year.

-1st Grade 85%% of all first graders will meet the standard of counting, reading, and writing whole numbers (currently at 81%)

-2nd Grade- 80% of students scoring proficient (3) at the end of year report card in their "add and subtract fluently" standard (currently at 77%-- showing growth over the past 4 years- 63, 74, 73, 77 respectively each year)

-3rd Grade-90% of students will score 70% or better on the 3rd trimester benchmark exam. (at 90%- will try and maintain this high rate). 78% of students will score proficient or higher on the math summative CAASPP test (currently at 75).

-4th Grade- 70% of students will score 70% or better on the 3rd trimester benchmark exams (at 47%). 78% of students will score proficient or higher on the math summative on the CAASPP test (currently at 75)

-5th Grade- 75% or better will score 70% or better on the EOC exam (currently at 70%). 65% will score proficient or above on the math summative CAASPP test (currently at 57%)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

### 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.

All of our data indicates that students at Banyan perform better in language arts than in math. This is true with our student groups (ELD and SED) and seems to have a bigger impact with these students. We need to shift our school wide focus so that students have an equal opportunity to achieve in all subjects. In fact, our ELD students seem to be performing better in language arts than in math. Nevertheless, we did see growth on the CAASP exam in all three tested grade levels in 23/24.

### 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
Benchmark Exams/ previous state data	<p>As stated above, our data is incredibly strong TK-1 in math.</p> <p>Kinder- 84% of students met the counting, 92% 1:1 correspondences and 88% of students recognized digits.</p> <p>1st- 85% mastered adding and subtracting, 81% count, read and write to 100, 85% add and subtract fluently, and 88% solve word problems</p> <p>The data shows that as the rigor increases, students begin to struggle (especially our significant sub-groups--students with IEPs and English Learners. )</p> <p>2nd grade- 73% add and subtract fluently, 82% solve word problems 87% of students understand numbers to 1000.</p> <p>Starting in 3rd grade we are looking at benchmark exam data which mixes all standards and do not test specific standards individually like K-2 data. Therefore, I am only reporting students who scored above 70% on the exams.</p> <p>3rd Grade Benchmark Data-</p> <p>Trimester 1: 96% meeting (up 6%!) - average score is 84%</p> <p>Trimester 2 83% meeting - average score is 79%</p> <p>Trimester 3: 90% meeting (up 17%!) - average score 84%</p> <p>CAASPP 2025 Data- 75% meeting or exceeding</p> <p>4th grade</p> <p>Trimester 1 88% meeting- average score 86%</p> <p>Trimester 2 67% meeting (up 4%- this test historically has low scores)- average score 75%</p> <p>Trimester 3: 47% meeting (down 34%)- average score 67%\</p> <p>CAASPP 2025 Data- 75% meeting or exceeding</p> <p>5th Grade:</p> <p>Trimester 1 74% meeting- average score 79%</p> <p>Trimester 2 52% meeting (down 18%) - average score 69%</p> <p>Trimester 3: 70% meeting- average score 75%</p> <p>CAASPP 2025 Data- 57% meeting or exceeding</p>	see above for specific measurable goals.

## 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	Purchase Reflex Math to directly work on Fact Fluency	All students	3295 0010 4000-4999: Books And Supplies Reflux Math Site License
1.2	Using data, teachers, specialist and administrator will identify students needing intervention. Principal and grade level teams will go through EAA protocols to determine what interventions need to be in place and what students would benefit from said interventions.		None Specified None Specified Skill cluster groups will be developed to provide targeted intervention. Develop growth targets for ELA intervention and evaluate student progress every 6-8 weeks. Rotate students as needed..
1.3	Principal will monitor use of teaching strategies to improve mathematical concepts and fluency through observations. Strategies will be shared at staff meetings.		None Specified None Specified Principal classroom visitations and observations
1.4	Reinforce and review Academic Language Strategies with all teachers at all grade levels. Spend time identifying students who are impacted by learning loss and develop action plans for these students.		None Specified None Specified We will take time at staff meetings to review academic language acquisition for our EL learners.
1.5	Math Seeds- purchase of math curriculum to support math standards in primary grades		1000 0010 4000-4999: Books And Supplies Computer program (annual) This program serves students in grades k-2 and reinforces math skills taught as well as helps students practice fact fluency.
1.6	Provide Pull Out Math Intervention for students who require it.. Additionally, academic specialists will be paid to track data for EL and SWD.		9,185.50 0010 1000-1999: Certificated Personnel Salaries Pay academic Specialist
1.7	Teacher release for assessment/ data review		2500 0010 1000-1999: Certificated Personnel Salaries Primary teacher release for individual assessments - split with goal 4.

# 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.

MET -Tk-K Students at Banyan are currently excelling in math in the areas that we measure. (Many sub skills being met by 100% of all students) However, there is a drop in 2nd grade, which means we have to do more work early to prepare kids for the jump in rigor in math. Teachers in this grade will participate in cross grade articulation to see if we can pinpoint the breakdown and better support students for success in upper grades.

PROGRESS MADE- Moved to 88% 1st Grade 90% of all first graders will meet the standard of solving word problems (currently at 87%)

NEARLY MET (at 89% and 88% respectively- no growth on 2nd standard)- 90% of students scoring proficient (3) at the end of year report card in their "word problem" standard (currently at 86%) and 93% of students will score proficient in "Understanding numbers to 1000" (currently 88%)

Part 1 Cannot measure due to changes in IXL . Part 2 Goal Exceeded- 90% scored 70% or higher. Average score at Banyan is 84%-- -3rd Grade- 87% of students will score 380 or higher in the math arena by the last day of school (at 85%). 87% of students will score 70% or better on the 3rd trimester benchmark exam. (a

Part 1 Cannot measure due to changes in IXL. Measure 2 NOT MET. Only 47% met goal-- which is a huge decrease from last year. Average score is 67% -4th Grade- All students will complete the IXL Diagnostic and 85% will score 480 or higher in the math arena by the last day of school. 80% of students will score 70% or better on the benchmark exams.

Part 1 Cannot measure due to changes in IXL. Part 2- NOT MET- 70% scored 70% or higher. The average score was 75% -5th Grade- 60% of students will score 580 or better on the IXL Diagnostic (currently at 50%) and 76% or better will score 70% or better on the EOC exam (currently at 73%).

We adjusted the domain that we will be working on this year-- the new domain will also build these skills.

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

N/A

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.

N/A

# 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.

#### Social Emotional Learning

By June of 2026, Banyan will continue its big goal of creating a safe community for all students. We will increase Tier 1 social emotional learning supports via classroom lessons with our school counselor. We will encourage positive behavior through our revamped PBIS, ROAR. We will offer students safe spaces like our makerspace "Club 25" and Wellness Room and engage in restorative practices. We will continue to improve communication with parents so that everyone feels active and engaged in our community. Additionally, we will make sure our systems are clear and understandable to all students, but especially our students in our specialized program so that they feel comfortable and supported at their school and fit into our school culture. Additionally, we will build carry over of school values and behavior outside of our direct supervision (like on the school bus). Finally, we will incorporate a theme, "There is No Place Like Banyan" to increase engagement and enrich school culture.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### 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.

COVID has intensified the need to have a comprehensive social emotional program and to create a school culture where everyone belongs and expectations are clear. We know that we take the time to meet students social emotional needs and keep parents informed, we will better meet our academic goals. We improved student behavior and culture over the last few years and are very proud of our work. However, we are not seeing carryover of the work outside of our supervision.

### 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
Q behavior Detail	We had 26 bus referrals in 2024-2025 (down from 35 in 2022-2023 and 29 in 2023- 2024) . We would like to see less than 20 in the next school year.	-Students will understand expectations on the bus. -Students will communicate with school staff.
Q behavior Detail	We had 115 (same as 2023-2024) documented behaviors in Q this past school year. Most were committed by	-Continue to see a decrease in behavior incidents.

	repeat offenders and many by students who represent significant subpopulations. We need to continue to teach expectations and expected behaviors especially to our most vulnerable students.	-Continue work in restorative practices to improve/repair student relationships.
Wellness Referrals	We had a huge response to our Wellness Room. We need to develop systems in place to have students visit the wellness room.	<ul style="list-style-type: none"> <li>Counselor, Principal and wellness supervisor will work together collaboratively.</li> </ul>

## 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	Attendance	All Students	100 0010 4000-4999: Books And Supplies Incentives and support materials to encourage attendance. Paid for with donations with some possible purchases
2.2	Updated ROAR Materials made and copied	All Students	100 0010 4000-4999: Books And Supplies New Roar posters and materials
2.3	Purchase of recess equipment to keep students busy and happy at recess.	all students	Donations 4000-4999: Books And Supplies All equipment was purchased by PTA, private parent donation, and through the money earned in the Oaks Mall school cents program (mall gift cards spent at Dicks Sporting Goods) 500 0010 4000-4999: Books And Supplies
2.4	Purchase of Brain Pop software	2-5th grade students	4500 0010 4000-4999: Books And Supplies This software has videos that support our SEL goals.

2.5	Creation of assembly crew (4th and 5th grade students) who will be responsible for reinforcement of ROAR message and school culture.		None Specified None Specified Students to serve as an assembly crew.
2.6	Principal will monitor teachers teaching procedures to the students in their classes.		None Specified None Specified Accomplished through walk-through observations, evaluation sessions, and monitoring. Additionally all teachers submit a slip letting us know that they have taught a targeted behavior.
2.7	Weekly Bobcat assemblies		0  A Banyan tradition is a weekly assembly on the quad. If necessary, we have a plan to take the assemblies digital
2.8	Purchase materials for counselor		189.40 OTRM 4000-4999: Books And Supplies Materials for T1 SEL
2.9	Mentorship program in TK/K/1		None Specified None Specified 5th graders came to work with younger students during their recess time.
2.10	Purchasing materials for our theme		200 0010 4000-4999: Books And Supplies Theme to promote community
2.11	<p>SCHOOL SPONSORED ACTIVITIES/PROGRAMS</p> <ul style="list-style-type: none"> <li>Student leadership</li> <li>Spirit days</li> <li>GATE lunch bunch</li> <li>Patriotic Assembly</li> <li>Halloween Parade</li> <li>Biz-Baz Event</li> <li>Family Reading Night</li> <li>Career Day</li> <li>Grade level virtual field trips</li> <li>Report card reward parties</li> <li>inclusive schools week</li> <li>Kindness week</li> <li>Abilities awareness</li> <li>Hispanic Heritage Month</li> <li>Black History Month</li> <li>Women in History</li> <li>Indigenous Culture Awareness</li> <li>Great Kindness Challenge</li> </ul>		<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>None Specified most events are PTA funded- some additional funding for some school sponsored events.</p>

	<p>Roots and Shoots Club Other board recognized months</p> <p>* A variety of classroom/student engagement activities</p>		
<b>2.12</b>	Weekly emails from principal with activities	all families	None Specified Weekly e-mails sent on Sundays
<b>2.13</b>	Sanford Harmony	All students	None Specified Counselor presents weekly Sanford Harmony social emotional needs lesson to support all learners during this difficult time. Teachers present these lessons and post the videos on their canvas site.
<b>2.14</b>	PTA to sponsor events.	All students	1000-1999: Certificated Personnel Salaries Sponsored Events (including but not limited to) -Art of the Masters -Music and Dance programs PTA sponsored student assemblies Talent Show Fun Run 'Red Ribbon Week Family Dance Carnival Family Science Night Family Art Night
<b>2.15</b>	Roar Rewards	All students	0010 4000-4999: Books And Supplies To encourage school culture and participation, monthly rewards will be offered to students participating. Most of these rewards are donations from local businesses.
<b>2.16</b>	Science refill supplies	All Students	648 0080 4000-4999: Books And Supplies Refill of FOSS supplies
<b>2.17</b>	GATE	GATE Students	250 0010 4000-4999: Books And Supplies

			field trip activity money
2.18	Creation of Student Leadership	All Students	500 0010 1000-1999: Certificated Personnel Salaries
2.19	Unorthodox Principal Membership- Ultimate Toolkit		400 4EEF 4000-4999: Books And Supplies Principal professional development/resources.

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

The team did a great job implementing this goal in 2024-2025. Banyan has been through some big changes in the past few years, and have added quite a few programs to build community, grow student's emotional intelligence and creating a school community that makes kids feel like they belong.

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

N/A

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.

N/A

# 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.

#### English Language Development

By June 2026, we will decrease the achievement gap between students in our student groups (ELD, SWD, and SED students) as evidenced by:

- 1) 5% of current ELD students will reclassify Fluent English Proficient.
- 2) An increase in the number of SWD and EL Students who are meeting or exceeding standards as evidenced by IXL, report cards and benchmark data.

We will develop a comprehensive intervention plan that meets the needs of these students while minimizing the time students are out of class (missing first teaching) and a plan that tracks data efficiently.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

### 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.

Currently, there is a discrepancy between the achievement of our student groups and unduplicated students. We need to increase time in research based interventions, increase student time in the general education setting (LRE), and systematically monitor progress of students.

### 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
ELPAC data/ other data in Ellevation	<p>EL Student ELPAC scores will increase to indicate readiness to reclassify to fluent English proficient.</p> <p>In 2024 and 2025 20% of students reclassified as fluent English proficient each year. This was incredible and will certainly positively impact our indicator when the new ones come out.</p>	More students will be ready to reclassify
CAASP/ Benchmark Data	<p>Baseline tells us that targeted groups perform much lower than other students (as much as a 40% difference). These changes will decrease this achievement gap without affecting the excellent progress of our non-duplicated groups, but rather help our sub-populations preform at the same levels</p>	<p>An increase in performance by students who are in significant subgroups including SWD, ELD, and SED students. Our SED performed on par with the general population which is a huge win for our community. We still need to improve the gap between</p>

	Our 2024 CAASP data gives us the following baseline: General Population- Blue indicator (growth from green) ELD students-- yellow indicator (huge growth from red!) SED students- blue indicator (huge growth from yellow!) SWD-- no color indicated because of size of population-- we expect to have a significant subgroup in this area in the future.	English learners and students with disabilities and the general population.
Teacher observation	There is a district and school initiative to become fluent in UDL practices to help remove barriers to education for students in our student groups including SWD, ELL, and SED.. We have seen an increase in teachers using UDL strategies and developing positive student behavior plans and relationships.	Teachers will develop more strategies for helping students.
Intervention/ Designated ELD time	We hope to see students show AT least one years growth from their baseline score.	Tracking data over participating students.
special education teachers to attend training on reclassification through the IEP process	Support our SWD who also have a language other than English in their home.	

## 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	Intervention to support our EL students in all academic areas to build language skills and comprehension.	EL Students during Designated ELD Time	9185.60 0TRM 2000-2999: Classified Personnel Salaries Intervention Specialist
3.2	Additional support time/ Intervention for TK/K ELD/ SDS students and students in specialized program and learning center. Helping students transition from General education start to SPED classes as needed		1902.5 0010 2000-2999: Classified Personnel Salaries Intervention and assistance
3.3	Principal will monitor use of teaching strategies to improve language and literacy through observations. Strategies will be shared at staff meetings.		None Specified None Specified Formal and informal observations

# 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.

GOAL MET-- We hit 20% this year which is a major increase. 1) An increase in 5% of students who are reclassifying fluent English proficient.  
PROGRESS WAS MADE, however a significant achievement gap still exists. 2) An increase in the number of SWD and EL Students who are meeting or exceeding standards as evidenced by IXL, report cards and benchmark data.

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

N/A

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.

N/A

# 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.

#### Inclusion Goal

Banyan is excited to start year 3 of our SAI program to our campus this year. We will grow by about 5 students. We want to create authentic inclusion opportunities for our new Bobcats so that ALL Bobcats understand that Banyan is a place where everyone belongs and has something to contribute. We want to provide students in the specialized program with the supports that they need to be successful in assimilating to Banyan and increase time in the general education setting. We want to focus on our goal of early intervention so as students grow they are more and more able to handle the larger general education setting-- leading to co-taught classes in upper grades.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

### 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.

We made HUGE strides in inclusion opportunities last school year. Students in our specialized program visited their general education classroom every day for a designated period of time as specified by their IEP.

### 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
SEE ABOVE		

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	UDL/ Inclusion walkthroughs		Teachers will be released to observe UDL practices in other people's rooms. Looking for specific methods in which teachers at Banyan or other sites authentically include students with disabilities.

			Principal or inclusion TOSA will cover classes.
4.2	Intervention Push in support in classrooms		1902.50 0010 2000-2999: Classified Personnel Salaries Intervention specialist 1
4.3	Time with UDL/Intervention TOSA to look at best practices and improve strategies for teaching and learning.		None Specified None Specified  No site cost associated
4.4	Inclusive Schools Week Celebration		150 0010 5800: Professional/Consulting Services And Operating Expenditures potential speakers or activities that create and inclusive environment
4.5	Continue the Autism Ambassadors Program with 5th grade leaders and new students to have a support transition to Banyan		200 0010 4000-4999: Books And Supplies Invited 5th grade leaders to campus before school to create an orientation for new students. We will do a tour, play a game and have a snack. Hopefully, relationships will be built and we will do more activities throughout the year
4.6	Purchase curriculum that promotes UDL and allows students in specialized program to access general education classrooms		625.95 0010 4000-4999: Books And Supplies Purchased some content to use in classes that will have included students
4.7	Purchase materials for the students in the SDC classrooms so they can participate in general education (headphones, sensory items etc)	SWD	500 0010 4000-4999: Books And Supplies We do not have materials for these classes.

## 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.

Year 1 was a success at Banyan. Parents report students feel supported and welcomed.

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

Last year we had a new program, and we needed to spend more than the budgeted amount in year 1 because items were needed for student safety that we were not aware of when the plan was written and approved. However, all changes went through school site council and had approval.

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.

N/A

# 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.

#### English/Language Arts- Reading

All Banyan students will show growth in reading comprehension.

In TK-1 we will focus on the science or reading skills and making sure the fundamentals of reading are continuing to be taught explicitly to students.

In 2-3 we will develop strategies for comprehension and focus on fluency in reading (data indicates a relative weakness in this area). 2nd grade teachers will participate in Science of Reading Training and 3rd grade teachers will transition to a standards based report card.

In 4-5 we will demonstrate in depth understanding of books at our instructional level. We will also focus on being able to demonstrate comprehension through written response. We will also focus on listening skills as it was a relative weakness in our data.

We will continue to focus on all students being able to achieve and assist our English Learners (EL) and Students with Disabilities (SWD) in closing that achievement gap by universally designing instruction and providing quality research based intervention as appropriate. We will continue to focus on quality first instruction for ALL learners.

Additionally, we will have a school wide focus on reading for enjoyment. We notice a general trend of less reading for enjoyment even amongst our highest readers.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

### 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.

SRI data indicates that about 10-20% of Banyan students are falling below grade level in reading comprehension.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	By the end of the year, our students should be making meaningful progress in the language arts skills. We hope that we will see an increase in our level 3 and 4 students in CAASPP testing. Currently our data indicates: in 3rd grade 73% of students are achieving this goal. In 4th grade 81% of students are achieving this goal. In 5th grade 78% of students are achieving this goal.	We expect students to meet this goal.
In Primary Grades we use benchmark data to indicate growth.	In Kindergarten we would like to see at least 78% of students meeting their high frequency word standard (currently at 75%) In First Grade, we would like to see at least 80% of students passing their phonics benchmarks (currently at 78%.) We hope an increase in science of reading strategies will also increase fluency (currently at 73%) In Second Grade, we hope to see at least 75% of students meeting the reading fluency benchmark (currently at 73)	

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Targeted Reading Intervention		9185 0TRM 2000-2999: Classified Personnel Salaries Reading specialist costs
5.2	Purchase reading eggs for use with primary and special education students.		1200 0010 5000-5999: Services And Other Operating Expenditures Pay for program
5.3	Purchase of early literacy materials for TK/Kinder		150 0010 4000-4999: Books And Supplies decodable texts for early literacy
5.4	Purchase of headphones for UDL- students who need to listen to boost comprehension		150 0010

			4000-4999: Books And Supplies
5.5	Teacher release time for individual assessment and data analysis.		2500 OTRM 1000-1999: Certificated Personnel Salaries sub pay
5.6	Implementation of the One School One Book Program	All students	Donations  PTA will fund One School One Book where the entire school community reads a title and has shared activities.
5.7	Improve special education scores by attending CAASP practice tool training for SAI staff and utilizing SONDAY reading strategies in the SAI classrooms	special education Subgroup	

## 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.

See data section.

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$51,019.45
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## 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 (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
0010	\$28,911.45
0080	\$648.00
0TRM	\$21,060.00
4EEF	\$400.00

Subtotal of state or local funds included for this school: \$51,019.45

Total of federal, state, and/or local funds for this school: \$51,019.45

# 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
0080	648.00	0.00
0TRM	21060.00	0.00
4EEF	400.00	0.00
0010	28,911.45	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	28,911.45
0080	648.00
0TRM	21,060.00
4EEF	400.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	14,685.50
2000-2999: Classified Personnel Salaries	22,175.60
4000-4999: Books And Supplies	12,808.35
5000-5999: Services And Other Operating Expenditures	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	150.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

		0.00
1000-1999: Certificated Personnel Salaries	0010	12,185.50
2000-2999: Classified Personnel Salaries	0010	3,805.00
4000-4999: Books And Supplies	0010	11,570.95
5000-5999: Services And Other Operating Expenditures	0010	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	0010	150.00
4000-4999: Books And Supplies	0080	648.00
1000-1999: Certificated Personnel Salaries	OTRM	2,500.00
2000-2999: Classified Personnel Salaries	OTRM	18,370.60
4000-4999: Books And Supplies	OTRM	189.40
4000-4999: Books And Supplies	4EEF	400.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,980.50
Goal 2	7,387.40
Goal 3	11,088.10
Goal 4	3,378.45
Goal 5	13,185.00

# School Site Council Membership

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






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

Name of Members	Role
Allison Kennedy	Principal
Marcia Castro-Roher	Parent or Community Member
Stacey Teal	Parent or Community Member
Melissa Ajzmundt	Classroom Teacher
Kelly Stoeber	Classroom Teacher
Brian Tash	Classroom Teacher
Chris Okun	Other School Staff
Kinsie Flame	Parent or Community Member
Beth Dye	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.

# Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: .

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 8/30/23.

Attested:

	Principal, Allison Kennedy on 8/25/25
	SSC Chairperson, Marcia Castro-Rohrer on 8/25/25

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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