



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Conejo Academy of Leadership and Language Immersion	56 73759 6055933	9/2/2025	9/17/2025

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

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

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

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

This plan is being used by Conejo Academy of Leadership and Language Immersion for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

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 Conejo Academy of Leadership and Language Immersion for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and ensure all students succeed in reaching academic standards. At Conejo Academy, site principal, staff, leadership teams, and parents are actively engaged in the process. All decisions are grounded in analysis, reflection, and alignment with the Local Control and Accountability Plan (LCAP) and federal, state, and local programs.

Conejo Academy's SPSA reflects the school's Vision—that all students deserve an equitable, high-quality, and safe education that honors their linguistic, cultural, and personal assets—and Mission—to provide an innovative and inclusive instructional model through a multilingual, multicultural, and leadership lens.

To meet ESSA planning requirements, Conejo Academy engages in a continuous cycle that includes:
Data Collection & Analysis: Benchmark assessments, survey data (parent surveys, Measurable Results Survey), attendance and behavior data, and subgroup tracking (ELs, SWD, SED) drive instructional and program decisions.
Collaboration: Families, SSC, ELAC, PFA, and community partners participate in decision-making, workshops, and school-wide events.

Goal Setting & Prioritization: Schoolwide, classroom, and student WIGs (Wildly Important Goals) align with LCAP priorities, emphasizing literacy, biliteracy, attendance, and engagement.

Planning & Implementation: Grade levels plan vertically across English and Spanish strands. Teachers integrate BeGLAD strategies, Leader in Me paradigms, and Title I-funded resources (teacher release for unit planning, academic specialists, professional development) to strengthen instruction and meet federal mandates.

Evaluation & Revision: Using Covey's See-Do-Get model, reflection cycles, student-led conferences, benchmark progress monitoring, and MRA results ensure accountability and alignment.

Alignment with ESSA Requirements

Title I Schoolwide funds are strategically allocated for professional development, teacher release time, and academic specialists. These investments ensure compliance with federal mandates while expanding equitable access to high-quality instruction, targeted interventions, and subgroup supports.

Evaluation Measures

Progress is monitored through both qualitative and quantitative indicators, including benchmark assessment growth, reductions in chronic absenteeism, and improvements on the Leader in Me Measurable Results Assessment (MRA) scales (e.g., staff collective efficacy, instructional confidence, and student leadership practices).

Equity & Subgroup Supports

Donation-funded Academic Specialists in Reading, PE, Behavior, and Life Skills provide targeted interventions that address subgroup inequities. These supports improve attendance, engagement, and achievement for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, ensuring equitable access to enrichment, intervention, and social-emotional supports.

This integrated approach ensures the SPSA is not a stand-alone document, but a living plan aligned with the LCAP and responsive to ESSA's federal requirements, guiding the allocation of resources to maximize student success.

Educational Partner Involvement

How, when, and with whom did Conejo Academy of Leadership and Language Immersion consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

4/9/25 - SSC discussed progress towards 24-25 goals using T2 Data
5/29/25 - Met with the Director of Multilingual Learners Services - Discussed EL data (success, gaps in services and next steps).
6/3/25 - Shared progress towards EL goal with families during ELAC meeting
6/6/25 - Reviewed Tier 2 intervention data with Academic Specialist and TOSA
6/16/25 - Leader in Me Call for Success - Review MRA Data with coach and TOSA - Identified areas of growth
8/12/25 - Teachers PD - Teaching for Biliteracy - Unit Planning
8/18/25 - Certificated Staff reviewed MRA data - discussed actions steps
8/19/25 - Campus Supervisors participated in LIM professional development
8/22/25 - Coffee with the Principal - Parent Engagement survey
8/26/25 - Staff reviewed EOY Math and ELA data with grade level partners to determine WIGs and Lead Measures.
8/29/25 - Collaboration with GATE DAC Rep
9/2/25 - Collaboration with Attendance Counselor
9/2/25 - SSC approved the SPSA
9/3/25 - Final feedback from staff

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.

The rate of chronic absenteeism drastically increased at Conejo Academy after the COVID-19 pandemic. As a school community, we are rigorously identifying and addressing the barriers affecting school attendance for all students. However, the groups with the most significant growth in chronic absenteeism, which qualify for Additional Targeted Support & Improvement (ATSI), are Students with Disabilities and White students.

The local barriers that we have identified as a school are:

Illness and families being unsure when their children can return to school

Mental health needs, including anxiety and school refusal. We have seen an increase in the last three years.

Family and home challenges such as unstable housing, traumatic events, lack of transportation, and domestic disputes

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.

English Learner Progress - Red
Math - Orange

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.

None

Other Needs

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

Achievement of ELs and Hispanics, SED in English Language Arts as indicated by the rate of students who are meeting or exceeding the targeted CVUSD end of year benchmarks.

Achievement of ELs and Hispanics in Math as indicated by rate of students who are meeting or exceeding the targeted CVUSD end of the year benchmarks.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Conejo Academy of Leadership and Language Immersion. 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	0.45%	0.42%	%	1	1	
African American	1.80%	0.42%	0.80%	4	1	2
Asian	0.90%	2.11%	1.99%	2	5	5
Filipino	%	0.42%	0.80%	0	1	2
Hispanic/Latino	81.08%	81.01%	80.88%	180	192	203
Pacific Islander	0.45%	0.42%	%	1	1	
White	12.16%	12.66%	13.15%	27	30	33
Multiple/No Response	3.15%	2.53%	2.39%	7	6	6
Total Enrollment				222	237	251

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	47	72	45
Grade 1	27	42	52
Grade 2	26	24	37
Grade3	40	26	26
Grade 4	32	42	28
Grade 5	50	31	42
Total Enrollment	222	237	251

Conclusions based on this data:

1. White student enrollment is slowly increasing (12.16% to 13.15%).
2. Enrollment grew steadily each year, adding ~15 students per year.
3. Hispanic/Latino students make up the vast majority (~81%) consistently.

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	120	122	125	48.8%	54.1%	49.4%
Fluent English Proficient (FEP)	20	25	25	13.5%	9.0%	10.0%
Reclassified Fluent English Proficient (RFEP)	10	9	10	4.5	3.8	4.0

Conclusions based on this data:

1. Across the three years, nearly half of all students are English Learners.
2. The percentage of Fluent English Proficient (FEP) students increased slightly (9.0% to 10.0%) after dipping in 22–23.

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	28	29	35	27	26	35	27	26	35	96.4	89.7	100.0
Grade 4	41	31	26	40	28	24	40	28	24	97.6	90.3	96.0
Grade 5	34	41	29	32	41	29	32	41	29	94.1	100	100.0
All Grades	103	101	90	99	95	88	99	95	88	96.1	94.1	97.8

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	2371.	2382.		7.41	15.38	*	18.52	7.69	*	18.52	26.92	21.5	55.56	50.00	40.0
Grade 4	2390.	2437.		2.50	17.86	*	10.00	28.57	*	27.50	3.57	*	60.00	50.00	15.9
Grade 5	2410.	2439.		0.00	9.76	*	15.63	17.07	*	18.75	17.07	*	65.63	56.10	19.3
All Grades	N/A	N/A	N/A	3.03	13.68	4.5	14.14	17.89	19.3	22.22	15.79	13.6	60.61	52.63	51.1

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	*	*		*	*		*	*	
Grade 4	10.00	*		57.50	*		32.50	*	
Grade 5	0.00	7.32		46.88	58.54		53.13	34.15	
All Grades	7.07	7.37		54.55	63.16		38.38	29.47	

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	*	*		*	*		*	*	
Grade 4	2.50	*		37.50	*		60.00	*	
Grade 5	3.13	7.32		37.50	46.34		59.38	46.34	
All Grades	4.04	4.21		39.39	48.42		56.57	47.37	

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	*	*		*	*		*	*	
Grade 4	15.00	*		45.00	*		40.00	*	
Grade 5	9.38	7.32		62.50	63.41		28.13	29.27	
All Grades	12.12	6.32		56.57	70.53		31.31	23.16	

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	*	*		*	*		*	*	
Grade 4	5.00	*		62.50	*		32.50	*	
Grade 5	3.13	7.32		53.13	56.10		43.75	36.59	
All Grades	3.03	12.63		58.59	57.89		38.38	29.47	

Conclusions based on this data:

1. Significant drop in # of students who met or exceeded the ELA standards
2. Most significant drop is in Listening: Demonstrating effective communication skills
3. Lowest area of achievement is writing

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	28	29		27	27	36	27	27	36	96.4	93.1	
Grade 4	41	31		41	30		41	30		100.0	96.8	
Grade 5	34	41		34	41		34	41		100.0	100	
All Grades	103	101		102	98		102	98		99.0	97	

* 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	2403.	2375.		7.41	3.70	*	18.52	18.52	*	33.33	33.33	*	40.74	44.44	17.0
Grade 4	2406.	2426.		4.88	10.00	0.0	14.63	10.00	*	21.95	36.67	*	58.54	43.33	*
Grade 5	2412.	2425.		2.94	4.88	*	8.82	12.20	*	14.71	19.51	11.4	73.53	63.41	17.0
All Grades	N/A	N/A	N/A	4.90	6.12	*	13.73	13.27	19.3	22.55	28.57	17.0	58.82	52.04	51.1

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	*	*		*	*		*	*	
Grade 4	4.88	16.67		36.59	36.67		58.54	46.67	
Grade 5	2.94	7.32		32.35	24.39		64.71	68.29	
All Grades	5.88	12.24		36.27	34.69		57.84	53.06	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*		*	*		*	*	
Grade 4	0.00	10.00		41.46	36.67		58.54	53.33	
Grade 5	2.94	2.44		29.41	34.15		67.65	63.41	
All Grades	4.90	5.10		43.14	38.78		51.96	56.12	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	*	*		*	*		*	*	
Grade 4	4.88	10.00		43.90	56.67		51.22	33.33	
Grade 5	0.00	4.88		47.06	58.54		52.94	36.59	
All Grades	6.86	7.14		46.08	61.22		47.06	31.63	

Conclusions based on this data:

1. There was 3.31% growth in Math
2. Biggest Area of Need is Concepts & Procedures - Applying mathematical concepts and procedures

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1422.2	1371.6	1381.3	1430.9	1384.8	1397.6	1401.7	1340.6	1343.2	25	32	34
1	1388.9	1443.6	1405.9	1412.5	1458.0	1427.5	1364.9	1428.8	1383.5	14	20	22
2	1469.7	1424.4	1472.1	1469.7	1452.3	1482.8	1469.3	1396.3	1460.9	15	12	17
3	1463.6	1478.7	1433.1	1460.2	1479.9	1433.4	1466.6	1477.0	1432.5	28	16	15
4	1505.0	1508.8	1493.5	1509.9	1502.3	1489.3	1499.7	1515.0	1497.3	21	29	16
5	1524.8	1519.6	1516.8	1521.0	1509.0	1513.5	1528.2	1529.6	1519.6	18	17	24
All Grades										121	126	128

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.00	0.00	2.94	36.00	25.00	20.59	40.00	25.00	50.00	12.00	50.00	26.47	25	32	34
1	7.14	5.00	0.00	7.14	30.00	22.73	28.57	50.00	27.27	57.14	15.00	50.00	14	20	22
2	6.67	0.00	11.76	46.67	16.67	35.29	33.33	58.33	35.29	13.33	25.00	17.65	15	12	17
3	0.00	18.75	0.00	25.00	25.00	28.57	53.57	37.50	14.29	21.43	18.75	57.14	28	16	14
4	28.57	17.24	18.75	42.86	44.83	37.50	19.05	27.59	12.50	9.52	10.34	31.25	21	29	16
5	22.22	23.53	16.67	38.89	41.18	41.67	22.22	11.76	29.17	16.67	23.53	12.50	18	17	24
All Grades	12.40	10.32	7.87	33.06	31.75	29.92	34.71	32.54	31.50	19.83	25.40	30.71	121	126	127

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	16.00	0.00	5.88	36.00	28.13	29.41	36.00	25.00	41.18	12.00	46.88	23.53	25	32	34
1	0.00	15.00	0.00	28.57	50.00	54.55	42.86	25.00	18.18	28.57	10.00	27.27	14	20	22
2	20.00	16.67	23.53	33.33	25.00	47.06	33.33	41.67	23.53	13.33	16.67	5.88	15	12	17
3	10.71	37.50	28.57	32.14	37.50	0.00	42.86	12.50	35.71	14.29	12.50	35.71	28	16	14
4	47.62	48.28	43.75	42.86	27.59	31.25	0.00	6.90	0.00	9.52	17.24	25.00	21	29	16
5	33.33	41.18	37.50	50.00	35.29	45.83	5.56	5.88	8.33	11.11	17.65	8.33	18	17	24
All Grades	21.49	25.40	20.47	37.19	33.33	36.22	27.27	18.25	22.83	14.05	23.02	20.47	121	126	127

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	0.00		3.13	3.13		43.75	43.75		53.13	53.13		32	32
1		5.00	5.00		25.00	25.00		40.00	40.00		30.00	30.00		20	20
2		0.00	0.00		16.67	16.67		41.67	41.67		41.67	41.67		12	12
3		6.25	6.25		18.75	18.75		37.50	37.50		37.50	37.50		16	16
4		6.90	6.90		41.38	41.38		24.14	24.14		27.59	27.59		29	29
5		5.88	5.88		41.18	41.18		29.41	29.41		23.53	23.53		17	17
All Grades	5.79	3.97	3.97	25.62	23.81	23.81	33.88	35.71	35.71	34.71	36.51	36.51	121	126	126

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	28.00	0.00	14.71	64.00	59.38	67.65	8.00	40.63	17.65	25	32	34
1	14.29	45.00	31.82	71.43	55.00	40.91	14.29	0.00	27.27	14	20	22
2	26.67	8.33	35.29	66.67	83.33	58.82	6.67	8.33	5.88	15	12	17
3	17.86	31.25	28.57	64.29	56.25	14.29	17.86	12.50	57.14	28	16	14
4	61.90	37.93	37.50	28.57	48.28	56.25	9.52	13.79	6.25	21	29	16
5	22.22	41.18	20.83	66.67	41.18	70.83	11.11	17.65	8.33	18	17	24
All Grades	28.93	26.19	25.98	59.50	55.56	55.12	11.57	18.25	18.90	121	126	127

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.00	3.13	8.82	64.00	53.13	50.00	20.00	43.75	41.18	25	32	34
1	0.00	5.00	0.00	71.43	80.00	77.27	28.57	15.00	22.73	14	20	22
2	6.67	8.33	23.53	80.00	66.67	64.71	13.33	25.00	11.76	15	12	17
3	28.57	43.75	28.57	53.57	37.50	28.57	17.86	18.75	42.86	28	16	14
4	47.62	44.83	25.00	42.86	37.93	50.00	9.52	17.24	25.00	21	29	16
5	61.11	58.82	62.50	33.33	23.53	20.83	5.56	17.65	16.67	18	17	24
All Grades	28.10	26.19	23.62	56.20	49.21	48.82	15.70	24.60	27.56	121	126	127

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.00	0.00	0.00	84.00	56.25	67.65	8.00	43.75	32.35	25	32	34
1	7.14	10.00	4.55	14.29	40.00	36.36	78.57	50.00	59.09	14	20	22
2	6.67	0.00	5.88	73.33	50.00	58.82	20.00	50.00	35.29	15	12	17
3	0.00	6.25	0.00	39.29	62.50	35.71	60.71	31.25	64.29	28	16	14
4	0.00	10.34	12.50	66.67	62.07	37.50	33.33	27.59	50.00	21	29	16
5	16.67	5.88	12.50	55.56	64.71	50.00	27.78	29.41	37.50	18	17	24
All Grades	5.79	5.56	5.51	57.02	56.35	50.39	37.19	38.10	44.09	121	126	127

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	16.00	3.13	5.88	40.00	40.63	44.12	44.00	56.25	50.00	25	32	34
1	7.14	5.00	0.00	42.86	70.00	36.36	50.00	25.00	63.64	14	20	22
2	6.67	0.00	11.76	66.67	58.33	58.82	26.67	41.67	29.41	15	12	17
3	0.00	0.00	0.00	82.14	68.75	57.14	17.86	31.25	42.86	28	16	14
4	28.57	34.48	25.00	57.14	51.72	50.00	14.29	13.79	25.00	21	29	16
5	11.11	29.41	17.39	77.78	41.18	69.57	11.11	29.41	13.04	18	17	23
All Grades	11.57	13.49	9.52	61.98	53.17	51.59	26.45	33.33	38.89	121	126	126

Conclusions based on this data:

1. Written domains (reading and writing) remain much weaker: fewer than 5% of students reached Level 4 overall in written language.
2. The percentage of students at Overall Level 4 dropped from 12.4% (21–22) to 7.9% (23–24).

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
251	69.7%	49.8%	1.2%
Total Number of Students enrolled in Conejo Academy of Leadership and Language Immersion.	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	125	49.8%
Foster Youth	3	1.2%
Homeless	21	8.4%
Socioeconomically Disadvantaged	175	69.7%
Students with Disabilities	37	14.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.8%
American Indian	0	0.0%
Asian	5	2%
Filipino	2	0.8%
Hispanic	203	80.9%
Two or More Races	6	2.4%
Pacific Islander	0	0.0%
White	33	13.1%

Conclusions based on this data:

1. Subgroup populations highlight the need for strong family/community partnerships and student support systems.

2. Large SED and Hispanic population culturally responsive practices and equity-focused supports.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism improved but continues to be an area of need.
2. EL progress has dropped significantly.
3. ELA and Math continue to be areas of need.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>53.3 points below standard</p> <p>Increased 27.7 points</p> <p>90 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>69.0 points below standard</p> <p>Increased 28.5 points</p> <p>59 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>59.3 points below standard</p> <p>Increased 24.9 points</p> <p>78 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>105.7 points below standard</p> <p>Increased 27.7 points</p> <p>20 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>60.7 points below standard</p> <p>Increased 25.8 points</p> <p>80 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>

Conclusions based on this data:

1. Overall Performance is Low but Improving - Grew 27.7 points
2. English Learners & Hispanic Students Mirror Schoolwide Trends - showed the same growth.
3. Students with Disabilities are performing the lowest, at 105.7 points below standard. However they also showed the same level of growth.

School and Student Performance Data

Academic Performance Mathematics

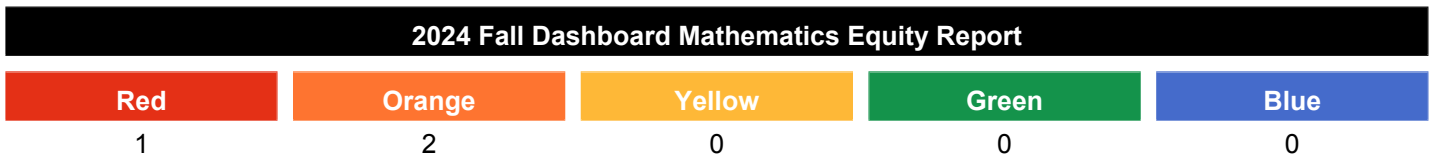
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>81.0 points below standard</p> <p>Declined 3.9 points</p> <p>91 Students</p>	<p>English Learners</p> <p>Red</p> <p>99.7 points below standard</p> <p>Declined 7.5 points</p> <p>60 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>84.0 points below standard</p> <p>Declined 6.9 points</p> <p>79 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>151.3 points below standard</p> <p>Declined 34.6 points</p> <p>20 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>86.9 points below standard</p> <p>Maintained 2.1 points</p> <p>81 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>

Conclusions based on this data:

1. Math scores show declines rather than growth.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 31.8% making progress. Number Students: 88 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 28.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 39.8%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 31.8%

Conclusions based on this data:

1. Rate of growth dropped.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 17.1% Chronically Absent Declined 18.2 269 Students	English Learners Yellow 14.8% Chronically Absent Declined 18 135 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless No Performance Color 12.9% Chronically Absent Declined 30 31 Students	Socioeconomically Disadvantaged Yellow 18.6% Chronically Absent Declined 17.9 199 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>26% Chronically Absent</p> <p>Declined 17.2</p> <p>50 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>15.7% Chronically Absent</p> <p>Declined 18.5</p> <p>217 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>31.4% Chronically Absent</p> <p>Declined 12.3</p> <p>35 Students</p>

Conclusions based on this data:

1. While there was a decline of 18.2 points from the prior year (a positive trend), the rate still places the school in the Yellow performance band.
2. Students with Disabilities (26%) and White students (31.4%) remain far above schoolwide averages.

School and Student Performance Data

Conditions & Climate Suspension Rate

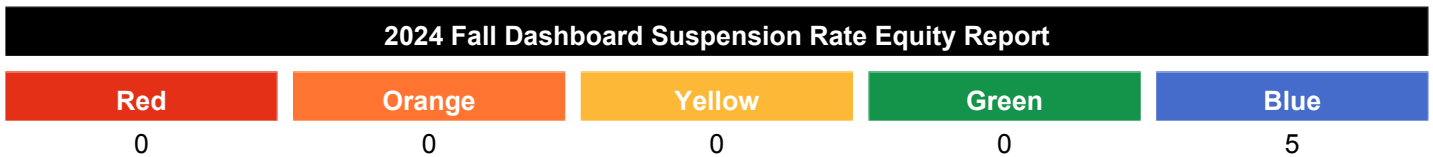
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.8%</p> <p>278 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.8%</p> <p>138 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>34 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 1%</p> <p>204 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>50 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.5%</p> <p>222 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 3%</p> <p>36 Students</p>

Conclusions based on this data:

1. Overall suspension rate is low.

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.

Family, Student, Staff and Community Engagement

By June 2026, Conejo Academy will:

Increase student belonging and academic self-efficacy by embedding reflection and celebration cycles into academic and leadership goals.

Strengthen staff instructional confidence, collective efficacy, and shared leadership through targeted collaboration and professional learning.

Deepen school–family–community partnerships by facilitating family and community leadership opportunities

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 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal 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.

Based on the 2025 MRA (Measurable Results Assessment):

Students: Students report high empowerment (85) and prosocial development (78). The next opportunity is to strengthen their sense of belonging (72) and confidence in achieving personal goals (73), so goal-setting becomes even more meaningful.

Staff: Staff express strong commitment to students, with collective efficacy (82) and staff voice (83) as solid foundations. The opportunity is to deepen instructional efficacy (75) by sharing expertise and leadership across grade levels.

Families: Families show strong engagement (84) and value the school's support. The next step is to expand school & family partnerships (75) and community engagement (74) by inviting families and partners into co-creation of student learning and leadership opportunities.

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
School Belonging	72	77
Family Engagement MRA Score	84	87
Community Engagement MRA Score	74	79
Academic Self-Efficacy (Students)	75	80
Empowering Teachers	75	80
School & Family Partnerships	75	80
Percent of all SWD spending 80% or more of their time in GE settings.	85%	90%

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	Partnership with Franklin Covey's Leader in Me Provides TK-5 Curriculum that promotes SEL, Leadership, School Culture, Parent Engagement, Academic progress and personal growth.	All White Hispanic EL SWD SED McKinney Vento Foster Youth	5225.00 Title I (0620) 5800: Professional/Consulting Services And Operating Expenditures Membership
1.2	Dedicated school TOSA to provide: Family training on the 7 Habits - Family Learning Night PD to staff in the area of 7 Habits Facilitate Leadership opportunities for students Attends regional training Coordinates Action Teams Coordinates Lighthouse and Leadership Day Assists with the planning and implementation of family engagement event Support MTSS process Model lessons for teachers	All White Hispanic EL SWD SED McKinney Vento Foster Youth	114152 Title I 1000-1999: Certificated Personnel Salaries TOSA 13900 Title I (0620) 1000-1999: Certificated Personnel Salaries TOSA
1.3	Increase attendance at the Family Learning Nights by incorporating student presentations.	All White Hispanic EL SWD SED McKinney Vento Foster Youth	

<p>1.4</p>	<p>Staff and students set and track school, classroom and personal wildly important goals that address leadership, culture and academics.</p> <p>Teachers incorporate 7 habits into their daily lessons and conduct classroom meetings to incorporate SEL.</p> <p>Student Reflection & Celebration Cycles: Monthly reflection where students review academic/leadership goals and celebrate progress with peers</p>	<p>All White Hispanic EL SWD SED McKinney Vento Foster Youth</p>	<p>2200 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Classroom Celebrations</p>
<p>1.5</p>	<p>Create a safe and welcoming environment by teaching and practicing school-wide expectations: Videos to teach CHAMPS expectation Posters to reinforce on campus procedures Assemblies</p>	<p>All White Hispanic EL SWD SED McKinney Vento Foster Youth</p>	<p>400 0010 5000-5999: Services And Other Operating Expenditures Printing - Posters</p>
<p>1.6</p>	<p>Staff-Led PD & Collaboration – Opportunity for ALL teachers lead at least 1 PD sessions/year; staff voice gathered through feedback protocols.</p> <p>Families join Lighthouse Teams to co-plan events and advise on academic/leadership supports</p>	<p>All White Hispanic EL SWD SED McKinney Vento Foster Youth</p>	
<p>1.7</p>	<p>Campus Safety Assistant will receive PD LIM - invited to be members of actions teams.</p>	<p>All White Hispanic EL SWD SED McKinney Vento Foster Youth</p>	
<p>1.8</p>	<p>Certificated and Classified staff will collaborate to identify and address student and family needs. Staff will make referrals to school-based and off-campus services. The outreach assistant will serve as the liaison between the school and families. The McKinney Vento and Foster-Youth advisor will conduct student and family check-ins throughout the year.</p>	<p>All White Hispanic EL SWD SED McKinney Vento Foster Youth</p>	<p>Title I (0620) None Specified School Counselor Wellness Clinician Outreach Assistant Districted Funded</p>
<p>1.9</p>	<p>At least 5 ELAC meetings will be scheduled throughout the year.</p> <p>The focus will be discussing the needs of English learners, parent engagement and navigating the school system.</p> <p>Families will be encouraged to act as presenters/facilitators.</p>	<p>EL Hispanic SWD</p>	<p>500 0010 2000-2999: Classified Personnel Salaries CSA for Childcare</p>

	Childcare will be provided.		
1.10	<p>Teachers and Principal will host Family Engagement Night</p> <p>Site will host Family Engagement Nights to promote school-family connections.</p> <p>Supplies will be provided to families at no cost.</p> <p>Families will be encouraged to act as presenters/facilitators.</p>	All Hispanic EL SWD SED	500 0010 4000-4999: Books And Supplies Family Engagement
1.11	<p>Latino Literacy Project</p> <p>TOSA will facilitate the Latino Literacy Project: - Semester 1 and 2</p> <p>Series of classes that teach parents the importance of establishing a family reading routine with their children and how to share the book as a Family. The classes help both parents and school age children learn English vocabulary, together as a family.</p> <p>ELs families will be targeted but all families are welcome to attend.</p> <p>Classes will be taught in Spanish and English. Families will create an "album" that captures the families text- to self connections and what they learned as a family during the weekly classes.</p>	All Hispanic EL SWD SED	0010 4000-4999: Books And Supplies See 1.10
1.12	<p>Timely Communication with families.</p> <p>Principal, teachers and staff will engage in two-way communication with families via email, text, phone calls, meetings social media and message boards.</p> <p>-Rabbit Report -Blackboard Messages -Communication Folders -Student Agendas -Parent Conferences</p> <p>BF and OA will make personal calls to families to encourage them to register for and attend the school events. Bilingual paraprofessionals and office staff will provide translation services to parents.</p> <p>BF and Bilingual Paraeducators will provide translation as necessary.</p>	All Hispanic EL SWD SED	498.71 0010 4000-4999: Books And Supplies Communication Folders 1000 0010 4000-4999: Books And Supplies Student Agendas
1.13	<p>The district outreach coordinator, school's OA, TOSA and the school counselor will offer parent education classes:</p> <p>Possible Topics Reading and Understanding Report Card</p>	All Hispanic EL SWD SED	0010 2000-2999: Classified Personnel Salaries See 1.9 Childcare

	<p>Technology Classes Literacy Classes Social Emotional Support Mental Health ESL Latino Lit Project</p>		
1.14	<p>School will create partnerships with outside organizations in order to increase the services available at/near our campus:</p> <p>school supplies food distributions health screenings clothing vouchers technology devices</p>	<p>All Hispanic EL SWD SED McKinney Vento Foster Youth</p>	
1.15	<p>After School program will be offered at no charge to families. Program is an alternative to paid childcare.</p> <p>All families will be invited to enroll. If the program reaches program capacity, a waitlist will be created and special consideration will be given to the following groups: McKinney-Vento, Foster Youth SED, SWD, EL when openings are available</p>	<p>All Hispanic EL SWD SED McKinney Vento Foster Youth</p>	<p>After School and Education Safety (ASES) ASES Staff</p>
1.16	<p>Increase access to social emotional support by hiring a full time School Counselor and Wellness Clinician.</p> <p>School counselor will deliver Tier 1 SEL classroom for all grade levels every month and provide individual and small group sessions for 8 weeks.</p> <p>Wellness Clinician will provide individual and small group sessions to students needing more intense or additional support.</p> <p>Wellness Clinician and School counselor will serve ALL students, including SWD as a Tier 1 and Tier 2 intervention to help reduce the need need Mental Health Special Education services.</p> <p>Teachers will utilize SEL strategies to build community in classroom:</p> <p>7 Habits CHAMPS Brain Breaks Door greetings Community circles Sensory items in the classroom Flexible seating Leadership Block Extra Adult Support</p>	<p>All Hispanic EL SWD SED McKinney Vento Foster Youth</p>	
1.17	<p>School will use other means of discipline in lieu of suspension when appropriate.</p> <p>Examples: Parent Meetings/Class Observations Community Service Restorative Practices Loss of Privileges MTSS Process</p>	<p>All White Hispanic EL SWD SED McKinney Vento Foster Youth</p>	

	Teachers will participate in Restorative Practices		
1.18	Establish and implement CHAMPS practices in common areas (hallways and playground) to set consistent behavior expectations. Teach the expectations during the first 8 days of school. Revisit as necessary.	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.19	Offer a variety of Enrichment Opportunities and Supports for Students before/after school and during the school day: Example: P.E teachers General Education Teacher Folklorico Dancing Choir - Hillcrest Arts Partnership Science Teacher Music Teacher Leadership Block Wellness Counselor School Based Counseling Assemblies Field Trips CRPD Classes on Campus Student Lighthouse Team	All White Hispanic EL SWD SED McKinney Vento Foster Youth	12910.00 Donations 2000-2999: Classified Personnel Salaries Science, Life Skills, Dance 9000 Donations 1000-1999: Certificated Personnel Salaries PE Academic Specialist 7000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Field Trips - Transportation 2000 0010 5000-5999: Services And Other Operating Expenditures Field Trip Fees Admission 5500 0P28 - Proposition 28 2000-2999: Classified Personnel Salaries 0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries General Education Music Teacher
1.20	Leader In Me -Lighthouse Teams/Leadership Block Students will be grouped into 13 groups of 18-20 students in grades TK-5. Groups will meet weekly from 8:30-9:20 on Wednesdays. Students will participate in a cross-cultural community where they build lasting friendships outside of the classroom. Each student will stay in their assigned group while enroll at Conejo Academy. Each group will participate in the Weekly Welcome Assembly, Leader in Me Lessons, Team Building Activities, Accountability Check-Ins and Enrichment Opportunities. These groups will form the lighthouse teams (Leadership Team, Culture Team, Academics Team)	All White Hispanic EL SWD SED McKinney Vento Foster Youth	

	Special Education Services (Learning Center, Speech, OT, etc.) will not be scheduled during Leadership Block so SWD can fully participate.		
1.21	Teachers will be encourage to lead one 1 PD sessions/year; staff voice gathered through feedback protocols Topics to include - Diversity Equity and Inclusion Universal Design Lesson Trauma Informed Practices Social Emotional Learning Student Engagement Academic Achievement Goal Setting BeGLAD Teaching for Biliteracy	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.22	Gather specific feedback from teachers required PD - Teachers will be provided targeted PD opportunities to improve instructional Efficacy	All White Hispanic EL SWD SED McKinney Vento Foster Youth	3000 0010 5800: Professional/Consulting Services And Operating Expenditures PD
1.23	Incentives and supplies for student motivation, rewards and engagement: Examples: Red Ribbon Week Inclusive Schools Week Reading Awards	All White Hispanic EL SWD SED McKinney Vento Foster Youth	800 0010 4000-4999: Books And Supplies Incentives and Supplies
1.24	Provide Spanish-English translation at all events	Hispanic EL	300 0010 2000-2999: Classified Personnel Salaries Translation - Site Funded
1.25	Teachers will be provided release time to collaboratively plan and align Leader in Me (LIM) lessons with academic and leadership goals. Planning time will focus on embedding the 7 Habits, developing schoolwide leadership block lessons, and integrating LIM strategies with classroom WIGs (Wildly Important Goals)	All White Hispanic EL SWD SED McKinney Vento Foster Youth	2400 OTRM 1000-1999: Certificated Personnel Salaries Substitutes
1.26	Teachers will plan and deliver units of study that focus on age appropriate life skills. Teachers will recruit parent volunteers to support instruction. Ex. Cooking, Innovation, Makers Mart,	All White Hispanic EL SWD SED McKinney Vento Foster Youth	

1.27	The Volunteer Clearance Form will be sent home in the beginning of the year. Teachers will create opportunities for parents to volunteer in the classroom.	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.28	School will promote student incentives for family attendance at events: <ul style="list-style-type: none"> Principal for the Day Lunch with Principal Lunch with Teacher Prizes 	All White Hispanic EL SWD SED McKinney Vento Foster Youth	Donations Incentives Donations
1.29	Work with students, staff, volunteers to plan authentic ways to plan diversity and inclusion focus events: Examples: Hispanic Heritage Month Black History Month Lunar New Year Unity Day Pride Month Ability Awareness	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.30	Seek opportunities for our students to volunteer in/serve the community. This will be the focus Leadership Action Team Examples <ul style="list-style-type: none"> Canned food drive Time for Change Grants School will highlight these opportunities on social media, newsletters and student assemblies	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.31	Students will learn about 6 new countries per year during our TK-6 Global Citizen Rotations. Every student will have a "passport" to document to their learning for TK/K-6 grade.	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.32	Organize events that allow parents an opportunity to enjoy the campus with their students <ul style="list-style-type: none"> Family Walk and Talk Family Lunch Classroom Presentations 	All White Hispanic EL SWD SED McKinney Vento Foster Youth	

1.33	Community Co-Leadership Projects – Partners co-lead service-learning and leadership projects with students.	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.34	Create opportunities for teachers to share new learning, success, concerns with each other.	All White Hispanic EL SWD SED McKinney Vento Foster Youth	
1.35			

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 MRA shows mixed results:
 Family Engagement decreased to 84 (goal was 90).
 Community Engagement declined to 74 (goal was 83).
 School Belonging dropped to 72 (goal was 80).
 Empowering Teachers declined to 75 (goal was 80).
 School & Family Partnerships improved to 75 (goal was 77).
 Overall score stayed at 82 (goal was 84).

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

Strategies were implemented as planned, except for the student clubs system, which limited progress on belonging. Expenditures matched the budget, but the impact on outcomes was lower than expected.

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.

For 2025–26, Goal 1 has been updated to focus on student belonging and academic self-efficacy, staff leadership, and family–community partnerships.

Students: School Belonging (72) and Academic Self-Efficacy (75) were below targets. Metrics will track growth in both areas, supported by strategies that include regular reflection and celebration cycles tied to academic and leadership goals.

Staff: Empowering Teachers (75) was also below target. Metrics will now measure growth in teacher confidence and collective efficacy. Strategies include more staff-led professional development and collaboration time.

Families & Community: Family Engagement stayed high (84) but did not reach the goal, and Community Engagement dropped (74). Metrics will track growth in partnership and leadership opportunities. Strategies include parent co-presenters, Lighthouse Parent Teams, and community-led projects.

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.

Attendance

By June 2026, Conejo Academy will:

Increase Average Daily Attendance (ADA) to 95% or higher for all students.

Reduce the overall chronic absenteeism rate from 19.34% in 2025 to 14% or lower.

Ensure that each student subgroup (SWD, SED, Hispanic, White, EL, etc.) shows measurable progress toward closing gaps, with no subgroup above 20% chronic absenteeism.

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 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal 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.

While Average Daily Attendance (ADA) improved slightly from 93.71% to 94.08%, the school did not meet the state or site goal of 95%.

Chronic absenteeism increased overall from a baseline of 15.74% in 2024 to 19.34% in 2025, missing the target of 14%. Subgroup analysis highlights significant performance gaps:

Socioeconomically Disadvantaged (SED): Increased from 16.8% to 20.67%.

Hispanic students: Increased from 14.2% to 20.18%.

White students: Improved from 28.57% to 21.62%, meeting the subgroup target of 25%.

Students with Disabilities (SWD): Improved from 24.4% to 18.75%, meeting the target of 22%.

The data show that while White and SWD students made progress, SED and Hispanic students are experiencing worsening absenteeism, widening performance gaps. Additional focus and steps to support these subgroups is needed.

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
Annual Average Daily Attendance	94.08	95
Percent of Students who are identified as Chronically Absent	19.34	16
Percent of Students who are White who are identified as Chronically Absent	21.62	17
Percent of Students with Disabilities who are identified as Chronically Absent	18.75	15
Percent of Students who are English Learners who are identified as Chronically Absent	17	15
Percent of Students who are Socioeconomically Disadvantaged who are identified as Chronically Absent	20.67	17
Percent of Students who are Hispanic who are identified as Chronically Absent	20.18	17

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	Office Staff will run attendance reports daily, call parents when absent, enter data in the Q student information system	ALL Hispanic EL SED SWD White African American McKinney-Vento	
2.2	Title 1 Counselor will provide individual and group attendance counseling sessions for students identified as chronically absent during the 23-24 school year. Title I Counselor will also frequently communicate with parents to address absences, celebrate progress, and identify family support. If families are experiencing hardships that may be impacting schooling (housing, food, clothing, etc.), she will work with Student Support Services to acquire the necessary resources.	ALL Hispanic EL SED SWD White African American McKinney-Vento	
2.3	Title 1 Counselor and office staff will schedule monthly SART meetings for families who are at risks of being chronically absent.	ALL Hispanic EL SED SWD White	

		African American McKinney-Vento	
2.4	Office Clerk, Outreach Assistant, Title 1 Counselor and principal will meet two times per month to monitor attendance, analyze reasons why students are absent and identify trends. New actions will be added to target latest trends.	ALL Hispanic EL SED SWD White African American McKinney-Vento McKinney-Vento	
2.5	Provide education to families regarding attendance procedures and regulations and data updates. Explain the independent studies process early in the school year.	ALL SED SWD White African American McKinney-Vento	
2.6	School will conduct home visits if families don't respond to phone calls/emails regarding attendance.	ALL Hispanic EL SED SWD White African American McKinney-Vento	
2.7	Attendance Clubs – Students track attendance goals and celebrate monthly progress/growth	ALL Hispanic EL SED SWD White African American McKinney-Vento	
2.8	The school counselor and the mental health clinician will support students who are exhibiting patterns of school related anxiety and refusal.	ALL SWD	
2.9	The Assistance League will provide Operation School Bell clothing vouchers in the Fall. Students who are identified as SED and McKinney-Vento will be invited to participate in the program first. The remaining vouchers will be offered to the rest of the families. If students need additional support during the school year securing clothing, teachers will refer the student/family to the Conejo Closet.	SED McKinney-Vento ALL	
2.10	Track daily attendance in class in September to establish baseline for the year. Track ADA every	ALL Hispanic EL	

	month. Display data on scoreboard on campus and Rabbit Report.	SED SWD White African American McKinney-Vento	
2.11	Recognize and reward class with highest ADA during Weekly Welcome. Examples: <ul style="list-style-type: none"> • Super Sally • Extra Recess • Prizes 	ALL Hispanic EL SED SWD White African American McKinney-Vento	
2.12	During the Month of September, 2nd-5th grade will track attendance daily in their Leadership Binder TK-1 will track as a whole class. Throughout the year, classes with low ADA will develop goals.	ALL Hispanic EL SED SWD White African American McKinney-Vento	
2.13	Weekly Classroom Recognition for Improving ADA	ALL SED SWD White African American McKinney-Vento	
2.14	School will require a doctor's note for additional absences from students who have been marked ill for 14 days. Parents can bring student to school to be evaluated by health clerk if parent cannot schedule an appointment.	ALL Hispanic EL SED SWD White African American McKinney-Vento	
2.15	SART meetings will be scheduled during parent-teacher conferences for families who are showing early signs of attendance concerns. Families who continue to show attendance concerns will be referred to the School Attendance Review Board	ALL Hispanic EL SED SWD White African American McKinney-Vento	
2.16	Host special School Spirit Week that promote positive attendance before and after extended holidays and include incentives.	ALL Hispanic EL SED SWD White African American McKinney-Vento	0010 4000-4999: Books And Supplies See Goal 1 - Incentives

2.17	Identify school-wide celebration for meeting ADA goal.	ALL Hispanic EL SED SWD White African American McKinney-Vento	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Items for celebration - See goal 1
2.18	Create scoreboard to display monthly ADA rates and progress toward goals.	ALL Hispanic EL SED SWD White African American McKinney-Vento	
2.19	Provide training to special education staff on how to address mental health barriers that impact attendance for some for Students with Disabilities	SWD	
2.20	IEP team will address chronic attendance concerns by identifying barriers, providing supports, creating goals and monitoring progress.	SWD	
2.21	Co-created with families of students identified chronically absent in 2024–25	ALL Hispanic EL SED SWD White African American McKinney-Vento	

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 2024–25 plan focused on increasing ADA to 95% and reducing chronic absenteeism across all students and subgroups. Strategies included weekly recognition, schoolwide celebrations, and targeted outreach.

Results show ADA improved slightly from 93.71% to 94.08% but fell short of the 95% target. Chronic absenteeism increased overall, from 15.74% to 19.34%, missing the target of 14%. By subgroup:

White students improved from 28.57% to 21.62%, meeting the target of 25%.

Students with Disabilities (SWD) improved from 24.40% to 18.75%, meeting the target of 22%.

Socioeconomically Disadvantaged (SED) students increased from 16.80% to 20.67%, missing the target of 15%.

Hispanic students increased from 14.20% to 20.18%, missing the target of 13%.

English Learners also increased.

Overall, while some subgroups showed notable improvement (White, SWD), chronic absenteeism rose for All Students, SED, and Hispanic students, offsetting overall progress.

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.

As a result of the 2024–25 attendance data analysis, changes will be made to strengthen strategies that directly reduce chronic absenteeism. Providing lice kits (Action 2.8) will be removed, as it has limited impact on the overall goal. Two new actions will be added: Attendance Clubs (students track progress and celebrate growth monthly) and Attendance Success Plans (co-created with families of chronically absent students from 2024–25). These adjustments are reflected in the revised Action Table for Goal 2 and align with updated subgroup metrics, particularly targeting SED, Hispanic, and EL students who showed the highest rates of chronic absenteeism.

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.

Language Arts

By June 2026, Conejo Academy will increase student reading proficiency across grade levels by strengthening foundational literacy skills in K–3 and improving comprehension in Grades 3–5.

In K–2, the focus will be on phonics, fluency, and overall reading proficiency in both English and Spanish.

In Grade 3, benchmarks for phonics understanding grade-level text will be included - 3rd grade will use a standards based report card.

In Grades 3–5, the focus will be on reading comprehension

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 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal 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.

Our data shows that while K–2 students are building phonics and letter recognition skills, fluency and high-frequency words remain areas of need, especially for English Learners and Socioeconomically Disadvantaged students. In Spanish, phonics is stronger, but fluency continues to lag.

In Grades 3–5, CAASPP results show flat or declining growth, with significant gaps for EL and Hispanic students. By strengthening foundational skills in K–2 and focusing on comprehension in Grades 3–5, Conejo Academy will build a stronger pathway for all students to read fluently and understand grade-level text.

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
K Benchmarks	English Letter Sounds 85% English Reads One-Syllable Words 71% Spanish Letter Sounds 76% Spanish Reads One–Two Syllable Words 62%	85%+ 75%+ 80%+ 70%+
1st Grade Benchmarks	English Phonics 55% English Fluency 35% English Accuracy 38% Spanish Phonics 90% Spanish Accuracy 58%	
2nd Grade Benchmarks	English Phonics 68% English Fluency 57% English Accuracy 62% Spanish Phonics 70% Spanish Accuracy 60%	
Percent of IEP Reading Goals Met	57.1% Goals Met	60% of goals will be met
CAASPP	3rd Grade – Overall 2,383 3rd Grade – EL 2,338 3rd Grade – Hispanic 2,370 4th Grade – Overall 2,375 4th Grade – EL 2,287 4th Grade – Hispanic 2,352 5th Grade – Overall 2,439 5th Grade – EL 2,368 5th Grade – Hispanic 2,428	2,395–2,400 2,350–2,355 2,380–2,385 2,395–2,400 2,305–2,310 2,365–2,370 2,450–2,455 2,380–2,385 2,445–2,450
Reading WIGS	74% of students met their end of the year reading goal	77 % of students will meet their reading goal
Percent of all SWD spending 80% or more of their time in GE settings.	85	Maintain
3rd Grade Benchmarks	English Phonics English Fluency English Accuracy Spanish Phonics	Establish Baseline
IXL Diagnostic Proficiency	24% at or above grade level	40%
Amplify Biliteracy	Establish Baseline	

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	<p>Ongoing monitoring of reading skills</p> <p>K-2 Phonics/Benchmark assessment every trimester 2nd Grade will take the Lexile Test every trimester 3-5 Monthly Lexile Test</p> <p>Teachers will use the data to track the classroom's progress towards meeting their reading goal. Student progress will be shared with students and parents. Students will use their data to track their progress towards meeting their personal reading goal.</p>	<p>EL Hispanic SED ALL SWD</p>	
3.2	<p>Teachers will participate in PD specific to DLI and EL support in order to support the development of bilingual and biliterate students.</p> <p>Ventura CABE Dual Language Network CVUSD Provided PD BeGLAD</p>	<p>EL Hispanic SED ALL SWD</p>	See Goal 1
3.3	<p>Staff and students will identify school-wide, classroom, and personal wildly important reading goal.</p> <p>At each grade level, lead measures(actions), system of accountability and celebrations will be identified by teachers.</p> <p>Progress toward achieving goals will be shared with the entire school community. We will have a school scoreboard. Classrooms and students will also have scoreboards. The school-wide scoreboard will be displayed on campus and shared in monthly parent notifications. Celebrations that highlight growth will occur throughout the year.</p>	<p>EL Hispanic SED ALL SWD</p>	<p>Incentives See Goal 1</p>
3.4	<p>Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP will also provide interventions support to struggling EL's (students who received 1s,2s or Ds and Cs). The intervention will be planned and monitored by the classroom teacher.</p>	<p>Hispanic EL</p>	
3.5	<p>School will establish a school culture that promotes literacy</p> <ul style="list-style-type: none"> Hosting spirit weeks tied to literacy 	<p>EL Hispanic SED ALL</p>	<p>1200 0010 4000-4999: Books And Supplies</p>

	<p>-Share school-wide goals and progress</p> <ul style="list-style-type: none"> Monthly communications about reading progress (i.e. Lexile scores) <p>-Share resources with families regarding reading programs</p> <p>-Promote community based reading incentives</p> <p>-Promote use of the Little Library on campus</p> <ul style="list-style-type: none"> Community based reading incentives One Book, One School 	SWD	One Book, One School
3.6	After School Education Program will offer the academic support. Teachers will share daily homework assignments with the ASE staff.	EL Hispanic SED ALL SWD McKinney-Vento	See Goal 1
3.7	<p>Latino Literacy Project</p> <p>TOSA will facilitate the Latino Literacy Project (Semester 1 = 9 weeks, Semester 2 = 8 weeks)</p> <p>Classes teach parents the importance of establishing a family reading routine with their children and how to share the book as a Family. The classes help both parents and school age children learn English and Spanish vocabulary, together as a family. ELs families will be targeted but all families are welcome to attend.</p>	EL Hispanic SED ALL SWD	See Goal 1
3.8	Teachers will utilize the Science of Reading resources included in the Wonders curriculum and will begin to review supplemental resources.	EL Hispanic SED ALL SWD	600 OTRM Supplemental Resources (exp. books, TpT, printshop)
3.9	<p>Students will receive interventions services based on need. Academic Specialist will use interventions models that follow the Science of Reading. All students will have access to the necessary interventions (ELs, EOs and SpEd). Push-in and pull-model will be used according to student and cohort need.</p> <p>Intervention will be provided in Spanish and English for DLI students. Cycles of interventions will target the benchmarks and skills identified in the metrics sections.</p>	EL Hispanic SED ALL SWD	10095 OTRM 1000-1999: Certificated Personnel Salaries Academic Specialist 23000 Donations 2000-2999: Classified Personnel Salaries Academic Specialist
3.10	<p>While students participate in PE and Music, 1st-5th grade teachers will receive one hour of collaboration per week to discuss/plan lessons that address the following topics:</p> <p>Science of Reading Universal Design Lesson Growth Mindset Student Engagement Academic Achievement</p>	EL Hispanic SED ALL SWD	1000-1999: Certificated Personnel Salaries PE Teacher - District Funded 0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries

	Supporting English Learners and Dual Language Best Practices BeGLAD Goal Setting, Monitoring and Celebration TK-Kinder Teachers will meet after the 1:30 release time.		Music Teacher - District Funded
3.11	GATE facilitator will provide staff development on how to extend learning by incorporating GATE best strategies to daily lessons.	ALL White Hispanic EL SED SWD	1437 Other 1000-1999: Certificated Personnel Salaries GATE Facilitator Stipend - District Funded
3.12	2nd to 5th grade students will use take the IXL diagnostic test 3x per year. Copy of the report will be sent home.		
3.13	Teachers will use BeGlad strategies to scaffold reading and writing activities at each grade level.	EL Hispanic SED ALL SWD	
3.14	Teachers will share achievement data 3x per year. Parents will be notified if their children are receiving tier 2 intervention.	EL Hispanic SED ALL SWD	
3.15	Promote a reading culture by implementing One School, One Book program. Every family will receive a copy of the same book and will have the opportunity to read along at home. Staff members will record themselves reading chapters so families can listen. Students can earn incentives.	EL Hispanic SED ALL SWD	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified See Goal 1 - Incentives
3.16	The Dual Language Immersion Team teachers will collaborate to design benchmarks that target Spanish and English language arts standards.	EL Hispanic SED ALL SWD	
3.17	2nd-5th Grade will utilize the Wonders adaptive spelling program to improve spelling	EL Hispanic SED ALL SWD	
3.18	Teachers will use the Get, Do, See model to create targeted actions plans that address equity.	EL Hispanic SED ALL SWD	
3.19	DLI Staff will use Q grading system to for Spanish and English grades.	ALL	

3.20	Teachers will use the Wonder Intervention curriculum to provide in class interventions.	EL Hispanic SED ALL SWD	
3.21	AS and Para will work with identified students, including ELs and SWD, on the grade level specific target standard (1st - HFW, 2nd Fluency, 3rd Fluency).	EL Hispanic SED ALL SWD	
3.22	A common online reading platform will be used in grades 1-5 to target individual needs. Progress will be monitored by teachers and students will be celebrated for "leveling up". Platform will target Spanish and English literacy.	EL ALL SWD	8265 OTRM 5000-5999: Services And Other Operating Expenditures Amplify or other online platform for 1-5
3.23	1st-5th graders will track their Amplify and IXL use. DLI classes will use Amplify Reading and Lectura.		
3.24	Teach classroom lessons that address test taking stamina, reducing test taking anxiety and test taking strategies. Incorporate school counselor.	ALL	
3.25	1st-2nd grade teachers will have one release day per trimester to assess students. This will increase student focus and reduce distractions.	ALL	2400 OTRM 2000-2999: Classified Personnel Salaries Subs for release Days
3.26	Teachers will have 3 full days per year to help plan and prepare BeGlad/Teaching for Biliteracy units. Teachers will also use common release time to plan units.	ALL EL SED Hispanic	4600 OTRM 2000-2999: Classified Personnel Salaries Subs for Release Days 3200 Title I (0620) 1000-1999: Certificated Personnel Salaries Teacher Extra Hours
3.27	K-2 teachers will be trained and will administer the adopted Reading Difficulty Screener.	ALL SWD	
3.28	Teachers will identify highly effective teaching practices as a class lead measure (Example: X minute of phonics instruction daily, reviewing data with grade level 1x per month)		

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.

Despite multiple strategies, CAASPP results showed flat or declining growth, particularly for English Learners and Hispanic students.

Fluency and high-frequency words continue to show persistent gaps in K–2, especially for ELs and SED students.

Some strategies (e.g., general celebrations or broad communication efforts) had less direct impact on actual reading outcomes compared to structured interventions and progress monitoring.

Overall, while implementation was strong in building a literacy culture and providing multiple layers of support, effectiveness was limited by inconsistent gains in measurable reading proficiency, highlighting the need to refine and target strategies more tightly around fluency, comprehension, and subgroup achievement gaps .

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.

Based on the 2024–25 analysis, several updates have been made to Goal 3 (Language Arts) in the SPSA to sharpen its focus and align strategies with student needs:

Metrics: Growth will now be tracked more closely through benchmark assessments, IXL diagnostics, and CAASPP average scale scores. This shift better captures progress across all levels of performance, rather than just percent proficient.

Annual Outcomes:

Kindergarten and 1st–2nd grade benchmarks now emphasize phonics, letter sounds, word reading, and accuracy in both English and Spanish.

A baseline for 3rd grade benchmarks (phonics and comprehension) was added.

IEP goals met will remain a metric, with higher targets set.

Reading WIGs were adjusted upward to ensure continued schoolwide accountability.

Strategies/Activities:

Emphasis increased on Science of Reading resources, BeGLAD/Teaching for Biliteracy planning days, and data-driven interventions aligned to benchmarks.

Latino Literacy Project and family engagement strategies remain, reinforcing the equity focus for EL, Hispanic, and SED students.

New clarity was added for bilingual paraprofessional and academic specialist roles in monitoring targeted interventions.

These adjustments can be found in the revised metrics and updated action table for Goal 3 of the SPSA .

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Math

By June 2026, Conejo Academy will increase student proficiency in mathematics by strengthening early numeracy skills (K–2 benchmarks) and raising achievement on the CAASPP Math assessment (grades 3–5).

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 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal 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.

2024–25 benchmark data shows mixed growth:

Kindergarten students improved in recognizing numbers but declined in counting to 100.

1st grade students showed strong gains in fluency and accuracy with addition/subtraction.

2nd grade benchmarks were tracked for the first DLI cohort, establishing baseline targets.

CAASPP Math results (grades 3–5) show growth in some areas but persistent gaps for EL and Hispanic/SED subgroups.

Focusing on foundational numeracy in K–2 will support long-term growth on CAASPP.

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	3rd Grade – Overall 2390 3rd Grade – EL 2345 3rd Grade – Hispanic 2378 4th Grade – Overall 2411 4th Grade – EL 2351 4th Grade – Hispanic 2396 5th Grade – Overall 2434 5th Grade – EL 2376 5th Grade – Hispanic 2425	3rd Grade – Overall 2,405–2,410 (+15–20) 3rd Grade – EL 2,365–2,370 (+20–25) 3rd Grade – Hispanic 2,393–2,398 (+15–20) 4th Grade – Overall 2,426–2,431 (+15–20) 4th Grade – EL 2,371–2,376 (+20–25) 4th Grade – Hispanic 2,411–2,416 (+15–20) 5th Grade – Overall 2,449–2,454 (+15–20) 5th Grade – EL 2,396–2,401 (+20–25) 5th Grade – Hispanic 2,446–2,451 (+15–20)
EOY Benchmarks K-2	K Counts up to 100: 47% Recognizes numbers from 0-30: 71% 1st Counts, Reads and Writes numbers to 120: 80% Add/Sub Accurately up to 20: 73% Add/Sub Fluently up to 10: 78% 2nd Add/Sub Fluently: 45% Word Problems: 51% Understands Numbers to 1,000: 57%	K Counts up to 100: 60% Recognizes numbers from 0-30: 80% 1st Counts, Reads and Writes numbers to 120: 80% Add/Sub Accurately up to 20: 80% Add/Sub Fluently up to 10: 80% 2nd Add/Sub Fluently: 70% Word Problems: 60% Understands Numbers to 1,000: 70%
EOY Benchmarks 3rd-5th Grade	3rd Grade: 44% Met or Exceeded on the EOY Math Benchmark 4th Grade: 22% Met or Exceeded on the EOY Math Benchmark 5th Grade: 37% Met or Exceeded on the EOY Math Benchmark	3rd Grade 50%+ 4th Grade 35–40% (recover baseline) 5th Grade 45–50%
Percent of SWD meeting or making adequate growth towards IEP goals.	86%	Maintain
IXL Diagnostic Levels	33% at or above grade	40%
Percent of all SWD spending 80% or more of their time in GE settings.	85.7%	Maintain

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	Teachers will administer pre/post test to identify need for intervention and monitor progress. Teachers will meet with principal and TOSA to review data and plan small group intervention	ALL	
4.2	Academic Specialist will provide push in 1st-5th grade. English learners and special education students will have access to this intervention in addition to the other services they already receive.	ALL EL SWD	Academic Specialist - See Goal 3
4.3	1st-5th grade teacher will use IXL as a Tier 1 intervention in class for all students. Student will use IXL Math 10-15 minutes daily to practice math.	ALL	
4.4	Newcomers will be provided translation support during assessments, including the CAASPP.	EL Hispanic	
4.5	Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instruction. BP will also provide interventions support to struggling EL's. The intervention will be planned and monitored by the classroom teacher.	EL Hispanic	
4.6	TK-5th grade teachers will utilize games, online platforms to practice math fluency. 2nd-5th grade teachers will use daily practice fluency practice to target weaker skills. Teachers will provide parents/guardians a lists of programs they can use at home.	EL Hispanic ALL	
4.7	2nd - 5th students will take the IXL diagnostic assessment at least 1 time per trimester and set growth goals. Assessment data will be used to plan and deliver targeted intervention.	ALL SWD	
4.8	Staff will participate in Professional Development that targets the following areas: Math Best Practices BeGLAD Data Analysis Goal Setting and Monitoring	EL Hispanic ALL SED SWD	See Goal 1
4.9	Teachers will provide targeted small group math instruction/support in class 2-3x per week.	EL ALL SWD	

4.10	General math instructions will be delivered at a time that allows SWD to participate in the daily grade level lessons most days a week.	SWD	
4.11	2-5th grade teachers will pilot fluency practice platforms and will create a consistent use schedule. Use of the platform will be monitored.	EL Hispanic ALL SED SWD	500 Other 5000-5999: Services And Other Operating Expenditures Online Platform
4.12	Teachers will front load Key Math Vocabulary using BeGlad Strategies	EL ALL	
4.13	Academic Specialist and para schedule will include time to target math fluency with selected students.	ALL	
4.14	Students and classes will create math goals. Families will be informed of those math goals. Students earn incentives for meeting math goals (i.e. Student Store, Class Trips).	ALL	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Incentives
4.15	DLI teachers will revise assessments in order to allow students to show what they know in either language.	ALL EL Hispanic SWD	
4.16	DLI teachers will revise language allocation plan to identify the language of instruction for math (per grade level). This will increase instructional time, consistency, and give students more time to acquire and use the targeted language	ALL EL Hispanic SWD	
4.17	Special education teacher will service DLI students in using the language of instruction	EL SWD	
4.18	Math assessment data will be reviewed during staff meetings throughout the year	ALL	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

According to the 24-25 data, the strategies for math were implemented with mixed effectiveness. Teachers used IXL diagnostics, benchmark assessments, and CAASPP data to monitor progress, while students with IEPs received targeted support towards math goals. This year, IEP goal completion improved from a baseline of 50% to 85%, showing strong effectiveness in supporting SWD. However, IXL diagnostics showed only 33% of students meeting grade-level expectations, indicating that broader Tier 1 instruction and intervention strategies were less effective in closing overall math gaps.

Overall, while interventions for students with disabilities were effective, universal strategies for accelerating growth across all students need strengthening.

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

The academic schedule for math intervention was inconsistent, which limited fidelity of implementation. Additionally, 3rd grade piloted Reflex Math thanks to teacher grant.

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

The metric for math will shift from percent proficient to average scale score on CAASPP. This change provides a more accurate indicator of student progress because scale scores capture growth across all performance levels, not just the percentage of students meeting or exceeding standards. Tracking average scale score allows the school to monitor improvement for every student, including those moving within Levels 1–3, and better reflects the impact of intervention and core instruction.

This shift also strengthens the school's equity focus: scale scores help measure and celebrate growth for EL, Hispanic, and SED students, who may not yet reach proficiency but are demonstrating important gains that would otherwise go unrecognized.

These changes are reflected in the revised metrics section of the Math Goal in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

English Learners
English Learners Making Progress Towards Reclassification

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 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal 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.

Previous data overstated growth because it included TK and initial-to-summative results.

The corrected analysis shows:

Level 1 students are trending upward.

Level 2 students show the most regression and require targeted support.

Level 3 students remain stable, but need stronger pushes into Level 4.

Targets focus on steady improvement at Level 1, interventions at Level 2, and increased acceleration at Level 3.

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
Percent of Level 4s who are reclassified	100%	100%
ELPAC	45% of Level 1 EL students moved to Level 1 or Higher 22% of Level 2 EL students moved to Level 3 or Higher 31% of Level 3 EL students moved to Level 4	60% of Level 1 students will move to level 2. 40% of Level 2 students will move to level 3. 44% of Level 3 students will move to level 4

Overall Growth - CA Dashboard	35% of ELs grew one or more levels (includes students who took the test in TK) 32% of ELs grew one or more levels (without students who took the test in TK)	40% of ELs will grow one or more levels
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	All English Learners (ELs) will receive Designated ELD that will be taught using core content (ELA, Math, Social Science and Science). Each grade level will identify time for Designated ELD.	EL SWD Hispanic SED	
5.3	Newcomers will meet with an academic specialist for 30 minutes per day. Goals is to provide language, cultural and technology support.	EL SWD Hispanic SED	7000 Donations 2000-2999: Classified Personnel Salaries Newcomer Academic Specialist
5.4	School will renew access to training videos for the 24-25 School Year on-site BeGlad coaches. Teachers will have 3 full days per year to help plan and prepare BeGlad/Teaching for Bilingual units. Teachers will also use common release time to plan units. Staff will review strategies during staff meetings - lead by teachers.	EL SWD Hispanic SED	Subs for Planning - See Goal 2 750 0010 4000-4999: Books And Supplies BeGLAD Materials 800 OTRM 5800: Professional/Consulting Services And Operating Expenditures Renew Videos
5.5	Monitoring meetings will be held for all newcomers and at risk students. Language focus goals will be selected to address the 4 domains of EL proficiency.	EL SWD Hispanic SED	
5.6	Principals will conduct "data chat" meetings with parents, students and teacher for all Level 4 students. Reclassification criteria will be reviewed and student data will be shared. Goals will be drafted to support student progress.	EL SWD Hispanic SED	
5.7	Parents of English Learners who have not made progress on the ELPAC for 2 consecutive school years will be personally invited to participate in the	EL SWD Hispanic	

	Latino Family Literacy Project classes. Classes will help students and parents create a reading routine at home. Classes will teach parents how to support the development of their child's reading skills by providing reading strategies. Also, the classes will focus on the development of English vocabulary.	SED	
5.8	Reclassification process will be explained to parents during ELAC meetings. Parents will also receive tips on how they can help their child make ongoing growth.	EL SWD Hispanic SED	
5.9	Teachers will utilize grade level standards and ELD standards to develop Bilingual/Integrated Units. Language objectives and assessments will be identified in each unit.	EL SWD Hispanic SED	See goal 1 and 3
5.10	Testing accommodations will be identified for students with IEPs. Students will be excused from portions of the ELPAC that are directly impacted by the students area of eligibility.	EL SWD Hispanic SED	
5.11	The MTSS process will be initiated for students who dropped a level on the ELPAC or have not made a progress in two years to identify areas of support necessary and review previous interventions.	EL SWD Hispanic SED	
5.12	Staff will participate in PD targeting the specific needs of EL and DLI best practices Examples: CABE DLI Conferences Workshops hosted by VCOE	EL SWD Hispanic SED	500 4EEF 5800: Professional/Consulting Services And Operating Expenditures 300 7EEF 5800: Professional/Consulting Services And Operating Expenditures
5.13	School and district personnel will continue to engage in professional development, consultation, and collaboration to expand the Spanish-English Dual Language Immersion Program.	EL SWD Hispanic SED	See Goal 1 - PD
5.14	In collaboration with the classroom teacher, para educators will provide targeted support to students who received a 1s, 2s, Ds, and Fs on the the report card.	EL SWD Hispanic SED	
5.15	Promote reading incentives for students Examples: Book It Community Programs WIGs - Leader in Me Reading Medals	EL SWD Hispanic SED	
5.16	Principal, outreach assistant and outreach coordinator will host focus group discussions with EL parents to gain a better understanding of needs.	EL SWD Hispanic SED	

5.17	Create opportunities for EL families to volunteer or attend special events in the classroom throughout the year. This will foster Home-School connections.	EL SWD Hispanic SED	
5.18	Offer parent education, guest speakers during Thursday Night tutoring.	EL SWD Hispanic SED	
5.19	Teachers in TK-5 will continue to visit nearby DLI schools to observe best practices.	EL SWD Hispanic SED	
5.21	Director of Multilingual Learners will be invited to share resources to teachers during an upcoming staff meeting.	EL SWD Hispanic SED	Other 5800: Professional/Consulting Services And Operating Expenditures District PD
5.22	Newcomers in grades 3-5 will receive structured reading instruction using SIPPS, Heggerty, other supplemental material.	EL	
5.23	3rd-5th grade teachers will intentionally incorporate the Science of Reading principles when assessing and planning reading instruction. Diagnostics assessments will be used to identify gaps.	EL SWD Hispanic SED	
5.26	Teachers will review the practice ELPAC test during staff meetings to identify additional ways they can incorporate test practice into their daily lessons (Integrated and Designated ELD).	EL SWD Hispanic SED	
5.27	Teach classroom lessons that address test taking stamina, reducing test taking anxiety and test taking strategies. Incorporate school counselor.	EL SWD Hispanic SED	
5.28	In grades 3-5, offer incentives for positive attendance and effort during the testing window.	EL SWD Hispanic SED	See Goal 1 Incentives
5.29	Award certificates for students who achieve reclassification.	EL SWD Hispanic SED	0010 5000-5999: Services And Other Operating Expenditures See Goal 1 - Printing

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.

When reviewing Goal 5, we identified that the 2024 baselines were not accurate because they included student growth from the initial ELPAC to the summative ELPAC. For accuracy, the 2025 analysis only includes students who took a summative ELPAC in both 2023–24 and 2024–25.

Additionally, TK students were removed from the dataset, since TK students will no longer take the summative ELPAC. Previous data showing large growth from TK to Kindergarten overstated early movement.

Using this corrected method:

Level 1 growth improved from 0% in 22/23-23/24 to 45.5% in 23/24-24/25.

Level 2 growth declined from 33% to 21.7%, with more students regressing.

Level 3 growth remained stable (30% to 31.6%), though some students regressed.

Overall movement (23/24-24/25): 31.9% of students moved up, 52.2% stayed the same, and 15.9% moved down. 100% students who scored a 4 in 23/24 met the reclassification criteria during the 24/25 school year.

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

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.

For 2025–26, metrics were refined to provide a more accurate picture of English Learner progress. TK students were excluded since they no longer take the ELPAC. Growth will be measured from Kinder to 1st grade onward, but initial-to-summative growth is no longer included in achievement data. Several strategies were revised: teachers now have three full release days to plan BeGLAD/Teaching for Biliteracy units; the Director of Multilingual Learners shares resources at staff meetings in place of CAFE consultants; and teachers will develop integrated bilingual units with clear language objectives and assessments instead of grade-level pull-outs for Designated ELD. Supports for ELs with IEPs were updated to ensure testing accommodations are identified and students are excused from ELPAC sections directly impacted by their eligibility area.

These changes are reflected in the Annual Review and Action Plan for Goal 5 (English Learners) of 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	\$245,932.71
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$114,152.00

Subtotal of additional federal funds included for this school: **\$114,152.00**

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

State or Local Programs	Allocation (\$)
0010	\$10,948.71
0P28 - Proposition 28	\$5,500.00
0TRM	\$29,160.00
4EEF	\$500.00
7EEF	\$300.00
Donations	\$51,910.00
Other	\$1,937.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$9,200.00
Title I (0620)	\$22,325.00

Subtotal of state or local funds included for this school: **\$131,780.71**

Total of federal, state, and/or local funds for this school: **\$245,932.71**

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
OTRM	29160	0.00
Title I	\$114,152	0.00
4EEF	500	0.00
7EEF	300	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	10,948.71
0P28 - Proposition 28	5,500.00
OTRM	29,160.00
4EEF	500.00
7EEF	300.00
Donations	51,910.00
Other	1,937.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	9,200.00
Title I	114,152.00
Title I (0620)	22,325.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,800.00
1000-1999: Certificated Personnel Salaries	154,184.00
2000-2999: Classified Personnel Salaries	56,210.00
4000-4999: Books And Supplies	4,748.71
5000-5999: Services And Other Operating Expenditures	18,165.00

5800: Professional/Consulting Services And Operating Expenditures

9,825.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	0010	800.00
4000-4999: Books And Supplies	0010	4,748.71
5000-5999: Services And Other Operating Expenditures	0010	2,400.00
5800: Professional/Consulting Services And Operating Expenditures	0010	3,000.00
2000-2999: Classified Personnel Salaries	0P28 - Proposition 28	5,500.00
	OTRM	600.00
1000-1999: Certificated Personnel Salaries	OTRM	12,495.00
2000-2999: Classified Personnel Salaries	OTRM	7,000.00
5000-5999: Services And Other Operating Expenditures	OTRM	8,265.00
5800: Professional/Consulting Services And Operating Expenditures	OTRM	800.00
5800: Professional/Consulting Services And Operating Expenditures	4EEF	500.00
5800: Professional/Consulting Services And Operating Expenditures	7EEF	300.00
1000-1999: Certificated Personnel Salaries	Donations	9,000.00
2000-2999: Classified Personnel Salaries	Donations	42,910.00
1000-1999: Certificated Personnel Salaries	Other	1,437.00
5000-5999: Services And Other Operating Expenditures	Other	500.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,200.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7,000.00
1000-1999: Certificated Personnel Salaries	Title I	114,152.00
1000-1999: Certificated Personnel Salaries	Title I (0620)	17,100.00

5800: Professional/Consulting
Services And Operating Expenditures

Title I (0620)

5,225.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	181,285.71
Goal 3	54,797.00
Goal 4	500.00
Goal 5	9,350.00

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

Name of Members	Role
Erica Ultreras	Principal
Yohaira Lopez	Other School Staff
Kate Escobar	Parent or Community Member
Natalie Smith	Classroom Teacher
Jocelyn Navarette	Parent or Community Member
Anne Carle	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 9/5/2025.

Attested:

	Principal, Erica Ultreras on 9/5/2025
	SSC Chairperson, Natalie Smith on 9/5/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023