School Plan for Student Achievement (SPSA) Addendum

Canyon Oaks Elementary School

Board Approval Date: December 11, 2025

The following are changes to our SPSA for year: **2025 - 2026**

Goal # and Goal Description:	**Goal 2: Students Experience Responsiveness, Engaging Pedagogy** Title and Description of School Goal: Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.		
Description of Change:	Strategy 2.10: Creating a learning community through teacher professional learning; including teacher collaboration (teacher salary) to plan (long and short range), goal set and create action plans (improvement science/learning sprints). Utilize universal screening towards goal setting and instructional planning for teaching and learning; including sub release time for teachers to provide one-on-one assessment using ESGI Screening and mClass (sub daily rate).		
Funding (from):	N/A	**Funding (to):**	Supplemental - 0003
Amount (from):	N/A	**Amount (to):**	$18,523
Reason for Change:	Need for teacher sub release time for student assessment utilizing ESGI and mClass progress monitoring assessments (one-on-one assessments). $6,300 of supplemental strategy 4 money will be utilized for sub release time for one-on-one assessments to be implemented by classroom teachers.		

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Canyon Oaks Elementary School	28662660109140	May 8, 2025	June 26, 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 Canyon Oaks Elementary School 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
Chronic Absenteeism: African American or Black (AA)

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 Canyon Oaks Elementary School 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
Chronic Absenteeism: African American or Black (AA)

VISION
Our graduates are confident, compassionate, and adaptable adults who are well-prepared for life and become inspiring advocates for themselves and their community.

MISSION
Our mission is to prepare each student for a successful future by delivering rigorous and relevant learning experiences that develop their literacy and career-ready skills, cultivate their interests, and build resilience, compassion, and confidence.

VALUES
Centering Student Agency and Success
Culture of Kindness, Joy, and Celebration
Equity and Access for Our Students, Staff, and Families
Future-Ready Culture of Innovation
Partnerships and Collaboration
Relationships Built Through Trust and Belonging
Unwavering Commitment to Excellence

Purpose of the SPSA
This School Plan for Student Achievement will set goals and multi-tiered systems of supports in four areas: (Goal 1) Student will graduate college and career-ready, (Goal 2) Students will experience responsive and engaging learning, (Goal 3) Families will experience robust communication, community engagement and advocacy, (Goal 4) Students will thrive socially, emotionally and academically, (Goal 5) Increase achievement and engagement of an underperforming student group (temporarily unhoused). Our plan works to create an inclusive school culture where student strengths and growth are celebrated. As we work to close the achievement gap and eliminate barriers to student success in learning, we utilize Multi-tiered Systems of Support that enhance coherence in our approach in teaching and learning with regard to access, engagement, and depth/complexity of thinking/learning (surface, deep and transfer skills). Our teams work collaboratively within PLCs utilizing data and improvement science, called Learning Sprints.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is reviewed and modified by the principal and site leadership team and shared with staff for input. The SSC and ELAC have an opportunity to provide feedback and approval so all stakeholders are heard and involved in this process. Updates on actions and progress toward goals are reviewed by School Staff, ELAC and SSC meetings.

Steps for Developing the SPSA:
1. Analyze Student Achievement Data: The first step involves analyzing student achievement data to identify needs and draw conclusions.
2. Measure Current Improvement Strategies: Evaluate the effectiveness of existing strategies to determine the root causes of student underachievement.

3. Set Achievement Goals: Identify a limited number of achievement goals and key strategies to achieve those goals, along with the allocation of fiscal resources.
4. Plan Implementation: Include timelines, personnel responsible, proposed expenditures, and funding sources required to implement the plan.
5. Recommend to Local Governing Board: The plan is recommended to the local governing board for approval.
6. Receive Approval and Implement: Once approved by the local governing board, the plan is implemented.
7. Monitor and Evaluate: The plan's effectiveness is regularly monitored and evaluated to ensure it is achieving its intended goals.

Role of the School Site Council (SSC): The SSC plays a crucial role in the development and oversight of the SPSA. Their responsibilities, as per California Education Code Section 64001, include:
*Developing the SPSA: The SSC is responsible for developing the SPSA, ensuring it aligns with the needs of the school and the goals of the district.
*Approving the Plan: The SSC reviews and approves the plan, ensuring that it reflects the school's specific needs and objectives.
*Recommendation to Local Governing Board: After SSC approval, the plan is recommended to the local governing board for final approval.
*Monitoring Implementation: The SSC monitors the implementation of the SPSA to ensure that the strategies are being carried out as planned.
*Annual Evaluation: The SSC evaluates the effectiveness of the activities outlined in the plan at least annually to determine whether they are making progress towards the stated goals.

This collaborative and inclusive process involving the SSC, staff, and other stakeholders ensures that the SPSA is developed with input from those directly involved in the school's operations, leading to a more effective and tailored approach to improving student achievement.

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.

This collaborative and inclusive process involving the SSC, staff, and other stakeholders ensures that the SPSA is developed with input from those directly involved in the school's operations, leading to a more effective and tailored approach to improving student achievement.

Canyon Oaks Elementary School, during the 2024-2025 school year, enrolled a total of 698 students. This institution holds a position as an Additional Targeted Support and Intervention (ATSI) school site, demonstrating a strong commitment to addressing resource inequities and ensuring the success of its diverse student body.

ATSI Designation: The ATSI designation is a recognition granted to schools facing academic or discipline concerns among specific student groups. Eligible groups encompass Race/Ethnicity (All), English Language Learner (ELL) Students, Homeless Students, Students with Disabilities, and Foster Youth Students. This designation typically arises when one or more of these groups score at the lowest level for two consecutive years or meet certain predetermined criteria.

Resource Inequities and Strategic Interventions: To rectify resource inequities, Canyon Oaks Elementary School is taking a multifaceted approach. They are making effective use of district Expanded Learning Opportunities Program (ELOP) funds to implement after-school interventions, primarily focusing on strategic math skills to bridge achievement gaps.
During the regular school day, a full-time Intervention Specialist plays a pivotal role in addressing targeted and strategic reading needs of students. The progress of students in these intervention programs is continuously monitored using Universal Screening tools like STAR Early Literacy, Reading, and Math.

Students identified for intervention receive personalized attention, often in the form of pull-out instruction in the school's Learning Lab, with a particular emphasis on Benchmark Phonics reading intervention. To further enhance student support, a dedicated Instructional Assistant collaborates with the Intervention Specialist daily in the Learning Lab.

For mathematics, strategic intervention is provided after school for students from Kindergarten through 5th grade. These sessions are held at least twice a week and typically last for 45 minutes to an hour. The school is well-equipped to foster

student engagement, boasting FM stereo systems, Promethean Smart Boards in every classroom, and a 1:1 technology device policy. Younger students utilize iPads, while those in higher grades have access to Chromebooks.

This comprehensive approach emphasizes both academic and socio-emotional development and is a testament to Canyon Oaks Elementary School's dedication to its students. By addressing resource inequities and providing strategic interventions, the school is working tirelessly to ensure that all students, particularly those who require additional support, have the opportunity to thrive academically and personally. The commitment to equity and excellence is evident in every facet of the school's operations.

School has been identified as a Additional Targeted Support and Intervention (ATSI) school site. The resource inequities identified by reviewing and analyzing student data are as follows: Our African American or Black (AA) learners are experiencing higher levels of chronic absenteeism than our overall student population. Supplemental funding will be targeted to support improved outcomes for this identified student subgroup as described in our action plan.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Academic Engagement:
Chronic Absenteeism (2024 CA Dashboard): 18.2% chronically absent (declined 9.3%)- African American, students with disabilities
ELA: Socioeconomically Disadvantaged, English Learners
Suspension Rate: Asian, Students with Disabilities, African American
Math: English Learners, Socioeconomically Disadvantaged, Students with Disabilities

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.

Suspension Rate: African American
Planned improvement goals address the needs of this student group.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.45%	0.71%	0.88%	3	5	6
African American	4.93%	7.06%	6.32%	33	50	43
Asian	10.91%	12.71%	13.68%	73	90	93
Filipino	26.91%	24.86%	23.09%	180	176	157
Hispanic/Latino	39.01%	37.57%	38.53%	261	266	262
Pacific Islander	0.45%	0.42%	0.74%	3	3	5
White	7.32%	6.36%	5.59%	49	45	38
Two or More Races	9.87%	9.89%	10.59%	66	70	72
Not Reported	0.15%	0.42%	0.59%	1	3	
			Total Enrollment	669	708	680

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	96	96	89
Grade 1	109	109	92
Grade 2	108	123	114
Grade3	104	113	128
Grade 4	148	112	120
Grade 5	104	155	113
Total Enrollment	669	708	680

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	163	168	144	24.4%	23.7%	21.2%
Fluent English Proficient (FEP)	63	40	68	9.4%	6%	10.0%
Reclassified Fluent English Proficient (RFEP)	32	47		6%	7%	

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	104	113	129	103	113	129	103	113	129	99.0	100.0	100
Grade 4	147	112	120	147	111	118	147	111	118	100.0	99.1	98.3
Grade 5	105	156	116	105	156	112	105	156	112	100.0	100.0	96.6
All Grades	356	381	365	355	380	359	355	380	359	99.7	99.7	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2429.	2433.	2424.	29.13	30.97	25.58	23.30	23.01	21.71	24.27	23.01	27.13	23.30	23.01	25.58
Grade 4	2502.	2486.	2483.	40.14	33.33	31.36	25.85	27.03	23.73	19.05	18.02	19.49	14.97	21.62	25.42
Grade 5	2489.	2525.	2524.	12.38	29.49	30.36	31.43	32.05	32.14	25.71	21.15	16.96	30.48	17.31	20.54
All Grades	N/A	N/A	N/A	28.73	31.05	28.97	26.76	27.89	25.63	22.54	20.79	21.45	21.97	20.26	23.96

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.45	18.58	19.38	60.19	65.49	56.59	21.36	15.93	24.03
Grade 4	26.53	23.42	24.58	63.95	60.36	61.02	9.52	16.22	14.41
Grade 5	12.38	21.79	17.86	72.38	66.67	73.21	15.24	11.54	8.93
All Grades	20.00	21.32	20.61	65.35	64.47	63.23	14.65	14.21	16.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.36	21.24	17.05	57.28	60.18	53.49	21.36	18.58	29.46
Grade 4	28.57	18.92	22.03	57.82	63.06	55.93	13.61	18.02	22.03
Grade 5	17.14	26.28	23.21	59.05	57.05	62.50	23.81	16.67	14.29
All Grades	23.10	22.63	20.61	58.03	59.74	57.10	18.87	17.63	22.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.59	12.39	13.95	74.76	73.45	73.64	11.65	14.16	12.40
Grade 4	17.01	18.92	13.56	73.47	66.67	74.58	9.52	14.41	11.86
Grade 5	3.81	21.15	15.18	75.24	67.95	74.11	20.95	10.90	10.71
All Grades	12.11	17.89	14.21	74.37	69.21	74.09	13.52	12.89	11.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.56	22.12	19.38	71.84	58.41	64.34	13.59	19.47	16.28
Grade 4	25.17	18.02	23.73	64.63	66.67	65.25	10.20	15.32	11.02
Grade 5	15.24	23.72	25.00	69.52	61.54	66.96	15.24	14.74	8.04
All Grades	19.15	21.58	22.56	68.17	62.11	65.46	12.68	16.32	11.98

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	104	113	129	103	111	129	103	111	129	99.0	98.2	100
Grade 4	147	112	120	147	112	118	147	112	118	100.0	100.0	98.3
Grade 5	105	156	116	105	156	115	105	156	115	100.0	100.0	99.1
All Grades	356	381	365	355	379	362	355	379	362	99.7	99.5	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2443.	2441.	2427.	28.16	21.62	18.60	28.16	35.14	35.66	17.48	18.92	17.05	26.21	24.32	28.68
Grade 4	2485.	2473.	2475.	22.45	16.96	16.10	35.37	35.71	32.20	23.13	23.21	33.90	19.05	24.11	17.80
Grade 5	2477.	2500.	2495.	14.29	19.87	20.87	16.19	25.64	14.78	29.52	25.00	33.91	40.00	29.49	30.43
Grade 11															
All Grades	N/A	N/A	N/A	21.69	19.53	18.51	27.61	31.40	27.90	23.38	22.69	27.90	27.32	26.39	25.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.10	32.43	21.71	49.51	39.64	50.39	20.39	27.93	27.91
Grade 4	28.57	22.32	22.88	51.70	50.00	50.00	19.73	27.68	27.12
Grade 5	11.43	14.74	19.13	42.86	51.92	43.48	45.71	33.33	37.39
Grade 11									
All Grades	23.94	22.16	21.27	48.45	47.76	48.07	27.61	30.08	30.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.10	26.13	25.58	44.66	51.35	48.84	25.24	22.52	25.58
Grade 4	27.89	21.43	16.10	51.02	50.89	51.69	21.09	27.68	32.20
Grade 5	10.48	19.87	9.57	59.05	56.41	63.48	30.48	23.72	26.96
All Grades	23.38	22.16	17.40	51.55	53.30	54.42	25.07	24.54	28.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.95	25.23	19.38	49.51	59.46	62.79	15.53	15.32	17.83
Grade 4	23.13	21.43	19.49	59.18	58.04	69.49	17.69	20.54	11.02
Grade 5	10.48	15.38	16.52	63.81	64.10	64.35	25.71	20.51	19.13
All Grades	22.82	20.05	18.51	57.75	60.95	65.47	19.44	19.00	16.02

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1434.3	1414.0	1382.6	1447.9	1420.7	1404.2	1402.3	1398.7	1332.3	23	26	19
1	1446.2	1451.0	1439.6	1472.8	1465.6	1473.0	1419.1	1435.9	1405.4	28	26	23
2	1486.8	1478.0	1480.6	1503.6	1509.8	1498.3	1469.4	1445.6	1462.5	25	25	28
3	1482.2	1505.3	1485.7	1491.5	1519.4	1505.5	1472.6	1490.7	1465.4	21	22	20
4	1530.6	1528.8	1524.3	1541.5	1547.2	1532.9	1519.3	1509.8	1515.3	36	21	19
5	1535.7	1562.7	1512.2	1540.5	1592.8	1518.6	1530.3	1532.1	1505.3	23	24	17
All Grades										156	144	126

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	13.04	15.38	10.53	52.17	38.46	15.79	30.43	19.23	31.58	4.35	26.92	42.11	23	26	19
1	14.29	0.00	13.04	21.43	53.85	30.43	42.86	34.62	39.13	21.43	11.54	17.39	28	26	23
2	16.00	24.00	14.29	52.00	44.00	57.14	16.00	12.00	21.43	16.00	20.00	7.14	25	25	28
3	9.52	22.73	20.00	38.10	54.55	30.00	33.33	13.64	30.00	19.05	9.09	20.00	21	22	20
4	33.33	38.10	31.58	41.67	38.10	42.11	16.67	19.05	15.79	8.33	4.76	10.53	36	21	19
5	30.43	33.33	23.53	39.13	50.00	35.29	21.74	12.50	23.53	8.70	4.17	17.65	23	24	17
All Grades	20.51	21.53	18.25	40.38	46.53	36.51	26.28	18.75	26.98	12.82	13.19	18.25	156	144	126

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	30.43	26.92	15.79	47.83	26.92	21.05	17.39	19.23	21.05	4.35	26.92	42.11	23	26	19
1	32.14	30.77	39.13	32.14	46.15	26.09	28.57	15.38	30.43	7.14	7.69	4.35	28	26	23
2	52.00	40.00	46.43	36.00	44.00	39.29	8.00	12.00	7.14	4.00	4.00	7.14	25	25	28
3	33.33	68.18	45.00	38.10	22.73	25.00	14.29	9.09	20.00	14.29	0.00	10.00	21	22	20
4	50.00	71.43	63.16	36.11	19.05	26.32	8.33	4.76	5.26	5.56	4.76	5.26	36	21	19
5	47.83	75.00	58.82	43.48	20.83	17.65	4.35	4.17	5.88	4.35	0.00	17.65	23	24	17
All Grades	41.67	50.69	44.44	38.46	30.56	26.98	13.46	11.11	15.08	6.41	7.64	13.49	156	144	126

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	4.00	11.54	5.26	20.00	11.54	5.26	48.00	53.85	47.37	28.00	23.08	42.11	25	26	19
1	3.57	0.00	0.00	28.57	38.46	21.74	10.71	26.92	34.78	57.14	34.62	43.48	28	26	23
2	5.56	4.00	3.57	33.33	32.00	42.86	33.33	36.00	25.00	27.78	28.00	28.57	18	25	28
3	5.26	4.55	0.00	23.68	27.27	20.00	55.26	50.00	30.00	15.79	18.18	50.00	38	22	20
4	0.00	9.52	21.05	9.52	14.29	21.05	52.38	47.62	31.58	38.10	28.57	26.32	21	21	19
5	4.55	8.33	0.00	18.18	16.67	11.76	59.09	58.33	64.71	18.18	16.67	23.53	22	24	17
All Grades	7.05	6.25	4.76	24.36	23.61	22.22	43.59	45.14	37.30	25.00	25.00	35.71	156	144	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	30.43	7.69	10.53	65.22	65.38	52.63	4.35	26.92	36.84	23	26	19
1	25.00	46.15	34.78	67.86	46.15	60.87	7.14	7.69	4.35	28	26	23
2	28.00	36.00	28.57	68.00	60.00	67.86	4.00	4.00	3.57	25	25	28
3	38.10	27.27	15.00	47.62	63.64	65.00	14.29	9.09	20.00	21	22	20
4	61.11	38.10	31.58	27.78	52.38	57.89	11.11	9.52	10.53	36	21	19
5	17.39	29.17	23.53	73.91	66.67	58.82	8.70	4.17	17.65	23	24	17
All Grades	35.26	30.56	24.60	56.41	59.03	61.11	8.33	10.42	14.29	156	144	126

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	26.09	38.46	21.05	69.57	34.62	31.58	4.35	26.92	47.37	23	26	19
1	25.00	15.38	30.43	60.71	76.92	65.22	14.29	7.69	4.35	28	26	23
2	72.00	84.00	75.00	28.00	12.00	17.86	0.00	4.00	7.14	25	25	28
3	52.38	81.82	65.00	38.10	18.18	25.00	9.52	0.00	10.00	21	22	20
4	41.67	90.48	89.47	52.78	4.76	5.26	5.56	4.76	5.26	36	21	19
5	82.61	95.83	70.59	13.04	4.17	11.76	4.35	0.00	17.65	23	24	17
All Grades	48.72	65.97	58.73	44.87	26.39	26.98	6.41	7.64	14.29	156	144	126

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	8.70	11.54	5.26	82.61	73.08	47.37	8.70	15.38	47.37	23	26	19
1	10.71	11.54	13.04	50.00	53.85	39.13	39.29	34.62	47.83	28	26	23
2	4.00	16.00	3.57	64.00	60.00	67.86	32.00	24.00	28.57	25	25	28
3	0.00	0.00	0.00	57.14	68.18	40.00	42.86	31.82	60.00	21	22	20
4	19.44	4.76	10.53	63.89	71.43	52.63	16.67	23.81	36.84	36	21	19
5	21.74	16.67	0.00	52.17	70.83	64.71	26.09	12.50	35.29	23	24	17
All Grades	11.54	10.42	5.56	61.54	65.97	52.38	26.92	23.61	42.06	156	144	126

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	21.74	19.23	5.26	56.52	42.31	42.11	21.74	38.46	52.63	23	26	19
1	3.57	3.85	0.00	57.14	84.62	65.22	39.29	11.54	34.78	28	26	23
2	24.00	12.00	14.29	52.00	60.00	75.00	24.00	28.00	10.71	25	25	28
3	0.00	22.73	5.00	66.67	68.18	65.00	33.33	9.09	30.00	21	22	20
4	13.89	14.29	21.05	69.44	71.43	63.16	16.67	14.29	15.79	36	21	19
5	17.39	25.00	5.88	65.22	58.33	64.71	17.39	16.67	29.41	23	24	17
All Grades	13.46	15.97	8.73	61.54	63.89	63.49	25.00	20.14	27.78	156	144	126

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**
680	**62.2%**	**21.2%**	**0.4%**
Total Number of Students enrolled in Canyon Oaks Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	144	21.2%
Foster Youth	3	0.4%
Homeless	15	2.2%
Socioeconomically Disadvantaged	423	62.2%
Students with Disabilities	78	11.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	6.3%
American Indian	6	0.9%
Asian	93	13.7%
Filipino	157	23.1%
Hispanic	262	38.5%
Two or More Races	72	10.6%
Pacific Islander	5	0.7%
White	38	5.6%

School and Student Performance Data

Overall Performance

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	3	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
9.1 points above standard	37.3 points below standard	0 Students
Declined 6.4 points	Declined 10.3 points	
354 Students	83 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	15.6 points below standard
3 Students	6 Students	Declined 8.4 points
		216 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
56.0 points below standard	41.9 points below standard	Less than 11 Students
Increased 5.2 points	Declined 24.5 points	2 Students
50 Students	26 Students	

Asian	Filipino	Hispanic
Green	Green	Yellow
20.4 points above standard	43.9 points above standard	11.4 points below standard
Declined 23.5 points	Declined 7.8 points	Increased 11.8 points
38 Students	92 Students	143 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color
12.5 points above standard	Less than 11 Students	44.8 points above standard
Declined 15.6 points	1 Student	Declined 3.2 points
35 Students		17 Students

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	2	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
14.6 points below standard	56.3 points below standard	0 Students
Declined 3.6 points	Declined 16.8 points	
355 Students	85 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	36.4 points below standard
3 Students	6 Students	Declined 3.7 points
		218 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
64.0 points below standard	68.4 points below standard	Less than 11 Students
Declined 3.7 points	Maintained 2.5 points	2 Students
50 Students	26 Students	

Asian	Filipino	Hispanic
Green	Green	Yellow
8.5 points above standard	26.8 points above standard	37.6 points below standard
Declined 16.3 points	Maintained 1.3 points	Increased 6.2 points
38 Students	92 Students	144 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color
24.1 points below standard	Less than 11 Students	15.5 points above standard
Declined 14.5 points	1 Student	Increased 19.2 points
35 Students		17 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
48% making progress.	making progress.
Number Students: 100 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
21%	31%	0%	48%

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	No Performance Color
18.2% Chronically Absent	18.2% Chronically Absent	0 Students
Declined 9.3	Declined 8.1	
691 Students	154 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	28.6% Chronically Absent	21.9% Chronically Absent
3 Students	0	Declined 10.2
	21 Students	438 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
26.5% Chronically Absent	31.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 11	Declined 9.3	6 Students
102 Students	45 Students	

Asian	Filipino	Hispanic
Yellow	Yellow	Yellow
15.8% Chronically Absent	11.5% Chronically Absent	20.3% Chronically Absent
Declined 7.5	Declined 5.6	Declined 11.6
95 Students	157 Students	271 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
16.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy	17.5% Chronically Absent
Declined 11.7	5 Students	Declined 11.4
72 Students		40 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	2	3

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Blue	No Performance Color
1.4% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0.2%	Maintained 0%	
696 Students	157 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	4.5% suspended at least one day	1.6% suspended at least one day
5 Students	22 Students	Declined 0.5%
		443 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
2.9% suspended at least one day	6.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.7%	Increased 4.6%	6 Students
102 Students	46 Students	

Asian	Filipino	Hispanic
Orange	Green	Blue
1.1% suspended at least one day	0.6% suspended at least one day	0.7% suspended at least one day
Increased 1.1%	Maintained 0.1%	Declined 1.8%
95 Students	157 Students	275 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	5% suspended at least one day
Declined 1.4%	5 Students	Increased 5%
72 Students		40 Students

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.

All student groups will increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Will Graduate College and Career- Ready

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.

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: English Learners, Socioeconomically Disadvantaged, Students with Disabilities
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: English Learners, Hispanic, Socioeconomically Disadvantaged

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard CAASPP Data	CAASPP ELA 2024 All 9.1 points above standard EL 48% making progress RFEP 42.5 points above standard EO 21.1 points above standard EL 48% making progress (49 EL students)	Improve CAASPP scores by 5% for Multi Language Learners (MLL) By May 2026, CAASPP ELA scores will increase by approx. 5% for MLL with 53% of MLL meeting or exceeding proficiency.
California Dashboard CAASPP Data	CAASPP Math 2024 All 14.6 points below standard EL 56.3 points below standard	Improve CAASPP scores by 5% for Multi-Language Learners (MLL) By May 2026, CAASPP Math scores will increase by approx. 5% with 61.3% of learners meeting or exceeding proficiency.
EOY 2025 STAR ELA: End of Year (State Standard) Benchmark	EOY universal screener proficiency indicates 54.6% currently on target toward end of year standards mastery for ELA. Student Reading Growth Percentile (SGP) 65.4%	By May 2026, End of year STAR ELA scores will increase by at least 5% with 59.5% of learners proficient towards end of year standards.

EOY 2025 STAR Math: End of Year (State Standard) Benchmark	Fall universal screener proficiency indicates 64.4% currently on target towards end of the year standards mastery for math. Student Math Growth Percentile (SGP) 66.3%	By May 2025, End of year STAR Math scores will increase by at least 5% with 69.4% of learners proficient towards end of year standards.
SWIFT FIA 2024 3.1-3.3; 5.1-5.2; 6.1-6.2	2023-2024 SWIFT FIA Reflects the following data: Academic Instruction: 3.1 Installing, 3.2 Installing, 3.3 Implementing Universal (Tier1) Instruction for All: 5.1 Sustaining, 5.2 Installing 6.1 Full Access for All Students: 6.1 Installing, 6.2 Implementing	By end of school year 2025-2026: Make progress on a systems approach for ALL with implementing and sustaining school-wide.

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	Implement a common, vertically aligned TK-5 instructional framework: Language and literacy support- Implement a comprehensive literacy initiative that ensures that all students Tk-5 read, write, and communicate proficiently.	All students	
1.2	Implement designated and integrated ELD within the classroom setting to improve English language proficiency among English learners. Utilize the Imagine Literacy and Language Learning program to structure ELD activities, ensuring the program is effectively integrated into daily instruction and progress is continuously monitored.	Targeted support and improvement: English Learners performing at ELPAC overall levels 1,2 or 3 will receive target intervention support services.	
1.3	Build a comprehensive assessment framework and culture of student data use: Comprehensive Assessment System- Assess student learning through a robust, balanced assessment system to inform teaching and respond to students' needs.	All students	
1.4	Work Based Learning Experiences: Enhance student agency and self-efficacy through targeted intervention and enrichment programs that emphasize future college and career possibilities, leveraging the RIASEC model to guide career exploration. Facilitate opportunities for students to engage with career community experts, integrating practical knowledge and insights into the curriculum, particularly in the areas of	All Students	
1.5	Ensure all classrooms are equipped with up-to-date technology tools to enhance the learning environment. This includes the procurement and maintenance of student headphones, cables, adapters, and amplification systems to support digital learning and multimedia presentations.	Provide strategic intervention and supports	
1.6	Facilitate the effective implementation and continuous improvement of the Multi-Tiered	Targeted Academic Intervention and Support	

	Systems of Support (MTSS) by supporting strategic planning, professional development, and collaborative efforts. This initiative aims to equip educators with the necessary tools and knowledge through conferences, workshops, and collaborative projects to effectively intervene at various tiers of student need. (ie. registration fees, conference, travel, certificated/classified salary)		
1.7	Instructional Assistant (3 hours each day for 180 days) for intervention, EL support	Targeted Academic Intervention Support	
1.8	Intervention Teacher/Academic Specialist (1.0 FTE) to provide targeted intervention supports to students and progress monitor data for growth and performance. Intervention Teacher/Academic Specialist to utilize board adopted intervention materials/resources	Targeted support and improvement: Strategic Intervention (ie. STAR Intervention, Urgent Intervention, ELL, LTEL)	
1.9	Implement a balanced assessment system that integrates STAR universal screening data and Aries Analytics to assess and monitor student learning continually. Leverage Learning Sprints and high-impact instructional strategies to enhance student engagement, deepen learning, and accelerate academic growth. Ensure ongoing professional development for teachers to effectively utilize assessment data for targeted instruction.	Targeted support and improvement	
1.10	Utilize the district-offered Benchmark Booster program as an additional intervention tool for Grades 2 and 3 to support closing the achievement gap. This initiative aims to provide targeted support, supplement core instruction, and ensure that students at risk of falling behind can meet academic standards.	Targeted support and improvement	
1.11	Implement systematic, explicit instruction in phonemic awareness and phonics across the early grades, using LETRS techniques to teach sound-letter correspondences, decoding, and word recognition skills.	All Students, Students with Disabilities	
1.12	Equip students with technology resources that enable effective differentiated instruction and support robust online learning opportunities. This initiative aims to personalize learning experiences, cater to diverse learning needs, and ensure that all students have access to quality educational content through technology. (ie. Dreambox, \Reflex/Frax, Imagine Language & learning)	All students	
1.13	Regularly use formative assessments aligned to Learning Sprints to monitor progress and adapt instruction to meet students' needs.		
1.14	Focus on language development through rich, structured conversations and explicit instruction in academic language, using age-appropriate texts to develop vocabulary in context.	All students	
1.15	Continue to provide ongoing LETRS training for teachers, as provided by NVUSD, ensuring they are well-equipped to implement science-based reading instruction effectively.	All Students	
1.16	Implement small group instruction tailored to student skill levels, leveraging formative	All students	

	assessments to guide groupings and instructional focus.		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Implementation Highlights:
Intervention Programs: The Benchmark Booster for grades 2 & 3 was rolled out later than planned, slightly delaying its impact but has since been positively received where implemented.
Technology Integration: Technology upgrades were implemented under budget due to favorable pricing, enhancing classroom learning experiences though full utilization is pending.
Professional Development: Expenditures increased due to unplanned sessions aimed at adapting to hybrid teaching, resulting in improved teacher proficiency with new teaching modalities.
Community and Career Integration: Fewer engagements than planned with career experts due to logistical issues, though effective in increasing student engagement where conducted.

Effectiveness Insights:
Chronic Absenteeism: A minor improvement observed, though more robust strategies are needed to meet set targets.
EL Progress: Notable progress in English language proficiency, with improvements exceeding some state averages.
Academic Performance: Mixed results; math shows improvement, whereas ELA scores have declined, indicating a need for strategy reassessment.
Future Focus:

Streamline Intervention Rollouts: Ensuring timely material and training availability for interventions.
Maximize Technology Use: Focus on achieving full utilization of new technological resources in all classrooms.
Continued Professional Development: Additional focus on ELA instructional strategies to reverse the decline in scores.

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

Chronic Absenteeism Data Insight: Chronic absenteeism stands at 27.6%, marking a slight decline of 0.6%.
Reflections:
What is driving absenteeism? Understanding the reasons behind absenteeism (e.g., illness, lack of engagement) can help in tailoring interventions more effectively.
Effectiveness of Incentives: Are there existing incentives for attendance? Could they be improved or new ones introduced?

Suspension Rate
Data Insight: There's been an increase in the suspension rate by 1.1%, which is higher than the state's increase.
Reflections:
Population and Grade-Level Analysis: A deeper dive into specific grades and populations affected can help understand and address the root causes of increased suspensions.
Restorative Practices: Enhancing restorative practices and social-emotional learning could mitigate this rise.

EL Progress
Data Insight: There's a positive trajectory with a green rating in EL progress, with 64% making progress toward proficiency, showing an improvement of 2.4%.
Reflections:
Correlation with Absenteeism: Considering whether absenteeism impacts EL progress, particularly among students receiving interventions.
Focus on Quality Interactions: Enhancing quality educational interactions and culturally responsive teaching could further boost EL progress.

ELA and Math Performance
ELA Insight: There is a noted decrease in performance, with specific declines noted in the African American subgroup.
Math Insight: Performance in Math shows an increase, but there are declines in specific subgroups, notably African American and White.
Reflections:
Instructional Delivery: Evaluate if the current method of teaching Math is less effective for the declining subgroups and explore different instructional strategies.
Engagement with Families: Increased parental involvement through activities like Math Night and integrating learning opportunities into community events like Coffee with the Principal.
Priorities and Actions

Chronic Absenteeism: Implement social worker outreach, community liaison engagement, and review the impact of independent study on absentee rates.

Suspension Rate: Promote mindfulness, movement breaks, and enhance Social Emotional Learning (SEL) frameworks like Toolbox and 2nd Step.
ELA and Math: For declining scores in ELA and Math among specific subgroups, focus on building foundational skills like number sense and increasing engagement through family-oriented educational nights and representation in curriculum materials.
General: Continuous celebration of diverse cultures, improving family and community engagement, and tailoring interventions to meet the specific needs identified through data analysis.

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.

Chronic Absenteeism Reduction:
Revised Goal: Reduce chronic absenteeism to below 25% by the end of the academic year.
New Strategy: Implement targeted interventions such as mentorship programs, improved communication with families, and tailored incentives for regular attendance.

Location in SPSA: This change will be detailed in Section 2, under Student Engagement Goals.
Suspension Rate Management:
Revised Goal: Stabilize or reduce the suspension rate increase, aligning it with or improving upon the state average.
New Strategy: Expand the use of restorative practices and increase professional development in classroom management and culturally responsive teaching.
Location in SPSA: Modifications will be recorded in Section 3, focusing on School Climate and Discipline.

Enhancement of EL Progress:
Revised Outcome: Increase the percentage of English Learners making progress towards proficiency to 70%.
New Strategy: Intensify English language support services and integrate more bilingual aides into classrooms.
Location in SPSA: Found in Section 4, under English Learner Programs.

ELA and Math Performance:
Revised Metrics: Specific target adjustments for subgroups showing decline, especially African American students, aiming for a minimum of a 5% improvement in their performance scores.
New Strategy: Introduce more culturally relevant materials and differentiated instruction techniques tailored to subgroup needs.
Location in SPSA: These changes will be incorporated into Section 5, under Academic Performance Goals.

Changes to Metrics and Monitoring:
Enhanced Data Analysis:
New Metric: Regular monitoring of absenteeism and suspension data on a monthly basis, rather than quarterly, to allow for more responsive interventions.
Location in SPSA: Detailed in the appendices where monitoring schedules and tools are outlined.

Changes to Strategies and Activities:
Parent and Community Engagement:
New Activity: Develop and host monthly educational workshops for parents and guardians that focus on strategies to support learning at home, the importance of regular attendance, and understanding of the educational system.
Location in SPSA: Added to Section 6, under Family and Community Engagement.

Professional Development:

Expanded Activity: Increase offerings of professional development sessions that focus on equity, inclusion, and strategies for engaging disadvantaged subgroups.
Location in SPSA: Updated in Section 7, which deals with Teacher and Staff Development.

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.

Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

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.

English learner progress data reveals the following areas of need: As a subgroup at CO, English Learners are performing below standard in ELA and Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification (ELPAC)	2024-2025 Aeries Analytics data shows there are 108 ELL, 46 RF, 49 IF, 484 EO students. ELPAC 35.3% well developed, 30.1% moderately developed, 19.9 somewhat developed, 14.7 min. developed.	In 2025-2026, Increase ELPAC well developed by 5% to 44.8%
California Dashboard Data: EL Progress Indicator - 2025	Baseline 2024 48% making progress towards English language proficiency	Increase the percentage of EL students making progress by 10% from 48% to 58% progress.
EOY 2025 STAR ELA: End of Year (State Standard) Benchmark	EOY universal screener proficiency indicates 54.6% currently on target toward end of year standards mastery for ELA. Student Reading Growth Percentile (SGP) 65.4%	By May 2026, End of year STAR ELA scores will increase by at least 5% with 59.5% of learners proficient towards end of year standards.
SWIFT FIA 3.1-3.3; 5.1-5.2; 6.1-6.2	2024-2025 SWIFT FIA Reflects the following data: Academic Instruction: 3.1 Installing, 3.2 Installing, 3.3 Implementing Universal (Tier1) Instruction for All: 5.1 Sustaining, 5.2 Installing	By end of school year 2025-2026: Make progress on a systems approach for ALL with implementing and sustaining school-wide.

	6.1 Full Access for All Students: 6.1 Installing, 6.2 Implementing	

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	Implement a common vertically aligned TK-5 instructional framework: High impact instructional strategies- Ensure all learners experience research-based, high impact instructional strategies that engage and support student learning.		
2.2	Creating a learning community through teacher professional learning, planning, goal setting, and action plans utilizing Learning Sprints (improvement science). Staff meets for professional development during staff meetings, every other week. PLC collaborative work every week. Professional learning conferences and guest presenters. Presenting teaching and learning during community events and outreach (teacher salary). Long-range Teacher planning and collaboration (teacher salary) to enhance teaching and learning.	Targeted support and improvement: at-risk students identified through universal screeners and/or teacher assessment data	14,788 0003 - Supplemental
2.3	Utilize resources that enhance teacher efficacy in research-based, high impact strategies to improve effectiveness of strategic collaboration in our work (ie. Ecosystem of Carino, Outward Performance, learning sprints, Writing Revolution, LETRS, NGSS)	All students	
2.4	Monthly meetings with site union representatives	All students	
2.5	Providing instructional supplies (ie. teacher supplies, rizo, paper, ink, etc.)	All students	1,735 0003 - Supplemental Supplies
2.6	Provide English Learners integrated and designated ELD supports throughout the instructional day. Continue to provide professional learning on designated and integrated ELD.	Targeted and strategic intervention	
2.7	The school fosters an environment of continuous learning and feedback, where teachers are encouraged to share their experiences and outcomes after implementing these strategies. This collaborative feedback mechanism helps refine practices and spread effective methods across the school, creating a dynamic and responsive teaching community. We will utilize learning walks to increase classroom effectiveness in high quality interactions and increase collaboration	All students	
2.8	We are committed to empowering our teachers through access to a curated ecosystem of educational resources that support high-impact teaching strategies. Resources like the Ecosystem of Carino, Learning Sprints, The Writing Revolution, LETRS (Language Essentials for	All students	

	Teachers of Reading and Spelling), and the Next Generation Science Standards (NGSS) are integral to our professional development. These tools and methodologies are selected for their proven effectiveness in enhancing pedagogical practices and are integrated into our strategic collaboration efforts to maximize teaching effectiveness.		
2.9	Certificated Staff: Monthly Leadership Team meetings with grade-level lead teachers and monthly PBIS/BEST Team meetings with grade-level BEST Team members to ensure consistent implementation of PBIS/BEST practices.Develop a structured agenda for each meeting that includes specific objectives, discussion points, and expected outcomes. This will ensure that meetings are focused and productive.Use a shared digital platform to distribute agendas in advance and collect input on additional items from team members, fostering a collaborative environment.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Implementation Review:
The implementation of this goal has involved rolling out a series of professional development initiatives, including training sessions on research-based strategies like LETRS, NGSS, and The Writing Revolution. The incorporation of Learning Sprints into the professional development curriculum has been well-received, with regular sessions enabling staff to discuss, learn, and apply new methods directly.

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

Initial feedback from teachers indicates that these strategies have been beneficial in enhancing classroom practices. However, more time and consistent application may be needed to fully assess their impact on student outcomes. The collaborative aspects, particularly in PLC meetings and professional learning conferences, have strengthened the sharing of best practices and bolstered teacher confidence and skills.

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.

Set targeted outcomes for each grade, focusing on measurable improvements in student performance and engagement that can be directly linked to the professional development efforts.

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.

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.
MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

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.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

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
Parent Survey / Needs Assessment.	Pending information from our NVUSD survey and creation of site-based survey	By the end of 2026, our school site will have created and sent our our own survey for parent input/feedback for site needs.
SWIFT FIA Domain 7.1 - 7.2	2024-2025 SWIFT FIA Reflects the following data: Family Opportunities to Participate: 7.1 Implementing, 7.2 Implementing	By end of school year 2025-2026: Make progress on a systems approach for ALL towards sustaining school-wide.

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	Establish a system-wide approach for family and community engagement: Proactive family engagement and communication- Provide proactive two-way, inclusive and user-friendly stakeholder engagement; Systematize family engagement and advocacy efforts at the site level		
3.2	Provide pro-active two-way, inclusive, and user-friendly stakeholder engagement. The Principal, AP and Community Liaison will meet and engage with families during Coffee with the	All students	

	Principal/Cafecito, School Site Council (SSC), ELAC, PTO meetings and family events. Standardize agendas for Concierge Team, ELAC, and SSC meetings to ensure comprehensive coverage of essential topics and objectives, enhancing meeting effectiveness and parental participation.		
3.3	Principal will communicate weekly with families via Parent Square messages. Staff will communicate with families using appropriate platforms (ie., Parent Square, Class Dojo, Google Classroom, newsletters).	All students	
3.4	Establish parent advisory panels, such as an ELAC, to involve families more deeply in decision-making processes, especially those affecting multilingual learners, ensuring that parental insights directly inform educational strategies and interventions.	Targeted support and improvement: Multi Language Learners (MLLs)	
3.5	Our MTSS Team will meet bi-weekly in response to promoting proactive outreach for equity and access of information and resources based upon need/s. Office supplies to enhance school business and community outreach (materials, equipment rental/leasing, copier, office machine service agreement, postage) and support staffing (classified support staffing salary) are needed to enhance Concierge Team supports and outreach and school activities/events.	All students	
3.6	Parent Involvement (in-service delivery service/pay, child care, communication, material and supplies)	Parent and Community Engagement: All stuidents	
3.7	Provide targeted professional development for staff focused on effective family engagement practices, cultural competence, and communication skills to strengthen connections between school staff and diverse family communities.	All students	

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.

We have enhanced our Coffee with the Principals by adding classroom walk-throughs to bridge the home to school connection.

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

A mentorship program was planned where high school students would help K-2 multilingual learners with reading.
the program started later than scheduled due to delays in training mentors and matching them with younger students.
Continues to be a need to grow our ELAC parent group.

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.

Strengthen collaboration with ACHS by expanding the reading mentor group program to include additional sessions and participants, thereby enhancing support for K-2 multilingual learners' literacy development.

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.

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

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.

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard: African American

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
MTSS intervention progress monitoring identifying STAR ELA and Math (universal screening) Intervention and Urgent interventions learners and monitoring intervention progress.	DATA: STAR MATH (GR 1-5): End of Year (District Benchmark): AT/ABOVE 64.5% ON WATCH 12.8% INTERVENTION 14.2% URGENT INTERVENTION 8.6% STAR READING: End of Year (District Benchmark): AT/ABOVE 67.3% ON WATCH 15.4% INTERVENTION 14.3% URGENT INTERVENTION 3.1% STAR EARLY LITERACY (GR K-1): (District Benchmark) AT/ABOVE 46.6% ON WATCH 20.2% INTERVENTION 18.1% URGENT INTERVENTION 15%	Student progress and growth in academic performance with an increase learner proficiency in end of year standards mastery (benchmark) as measured by universal STAR Screeners by at least 5% in each area (ELA, Early Lit, and Math) moving students up in performance bands towards levels of proficiency (at/above and on-watch). This data would show at least a 5% decrease in intervention / urgent intervention (needs) performance bands by the end of May 2026
SWIFT-FIA to determine implementation effectiveness of (MTSS) systems alignment.	The 2024-2025 school year focussed on MTSS for the SWIFT-FIA. A baseline measures a range of installing to sustaining systems effectiveness was measured by the SWIFT FIA; ith majority of the domains item features being in the	MTSS/ BEST Team would guide the work in determining progress in implementation (0-3 rubric) using the SWIFT-FIA. Continued use and implementation of the SWIFT-FIA with the MTSS Team in

	implementing and sustaining stages of implementation. The MTSS Team has been leading and progress monitoring this work. We continue to progress monitor data using Aries Analytics this year.	combination with data progress monitoring using Aries Analytics.
Strength Difficulties Questionairre (SDQ)	The 2024-2025 school year the SDQ was administered	EOY data TBD.
Menu of Interventions in response to student needs for intervention and supports	Tier 2 interventions were provided through an Intervention Teacher, strategic offerings of intervention and Board approved intervention resources, and computer-adaptive instructional programs (ie. ILL, Dreambox)	Expand Menu of Intervention offerings in response to student needs for intervention and supports.
California Dashboard Data - 2024 Chronic Absences	Baseline 2023 27.6% chronically absent. (Number of Students: 718) AA - 40.4% chronically absent (Number of Students: 52) Asian 23.3% chronically absent White 28.0% chronically absent	Reduce chronic absenteeism by 10% overall from 27.6% to 17.6%. Reduce chronic Absenteeism by 10% for AA from 41.4% to 31.4%. Asian 23.3% to 13.3% White 28% to 18%
California Dashboard Data - 2024 Suspension Rate	Baseline 2023 1.1% suspended at least one day (Number of Students: 723)	Reduce suspension rate by 50% overall from 1.1% to 0.5%

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	Cultivate a culture of belonging throughout NVUSD: Enhance school culture through Social-Emotional Learning (SEL) and Behavioral Expectations (BEH) using BEST Expectations aligned to RHITHM, Toolbox implementation and Second Step.	All Students	
4.2	Develop a comprehensive approach to improving school and district safety: Safe, clean and secure school campus- Ensure a safe, clean, and secure campus for students	All students	
4.3	Ensure the effective, consistent implementation of Multi-tiered Systems of Support (MTSS) for academic, social-emotional, and behavioral intervention. Progress monitoring and decision-making are data-driven.	All students	
4.4	Build staff knowledge and background of the SWIFT-FIA and continue learning of MTSS. Implement SWIFT-FIA to determine implementation level and plan strategic next steps.	All students	
4.5	Utilize STAR ELA, Early Lit, and Math as universal screening tools to identify and progress monitor	Targeted support and improvement: Identified STAR Early Lit, ELA and	

	student learning outcomes. Allocate funding towards researched-based interventions.	Math performing at Intervention and Urgent Intervention	
4.6	Promote positive school attendance and address chronic absenteeism through parent engagement initiatives such as Coffee with the Principal and personalized outreach.	Targeted support and improvement: AA, ELL	
4.7	Promote prosocial skills using BEST Expectations to create a caring and safe school environment where kids want to come to school. BEST Expectations taught, role play and model schoolwide. Playground supervision team to run BEST Rotations/assembly twice a school year. Promoting positive school environment supports students attending school. Playground Supervision participation in Best Meeting for active supervision and collaboration. Promoting a safe school environment increases students engagement and positive school attendance.	All Students	2,000 0003 - Supplemental
4.8	Visual and performing arts education art teacher position (include salary and benefits) and art supplies.	All students	88,435 6770 - Prop 28 VAPA

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 overall implementation of strategies to achieve the goal of reducing chronic absenteeism and promoting positive school attendance has been moderately effective. Strategies such as implementing MTSS, conducting staff training on SWIFT-FIA, and enhancing school culture through SEL practices have shown promising results in improving attendance rates and addressing absenteeism issues. However, there are areas where further improvement is needed, particularly in engaging parents and families in attendance initiatives. BEST practices will continue to be implemented school-wide. We have continued to provide visual arts through our PTO offerings.

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

There have been no major differences between the intended implementation and budgeted expenditures to achieve the goal. The allocated funds were utilized as planned to support the implementation of various strategies and activities outlined in the SPSA.

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 analysis, adjustments will be made to enhance parent and family engagement initiatives to further address chronic absenteeism. Additional resources will be allocated towards parent outreach programs, such as Coffee with the Principal and community meetings, to strengthen partnerships between the school and families. Furthermore, a more comprehensive approach will be taken to identify and eliminate barriers to attendance, including personalized outreach and support for students at risk of chronic absenteeism. These changes will be reflected in the SPSA under the respective strategies and activities related to parent engagement and attendance initiatives. We will continue to support VAPA offerings through Prop 28.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$106,958.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
0003 - Supplemental	$18,523.00
6770 - Prop 28	$88,435.00

Subtotal of state or local funds included for this school: $106,958.00

Total of federal, state, and/or local funds for this school: $106,958.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	18,523.00
6770 - Prop 28	88,435.00

Expenditures by Budget Reference

Budget Reference	Amount
	90,435.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	18,523.00
	6770 - Prop 28	88,435.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	16,523.00
Goal 4	90,435.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Stephanie Vasquez	Principal
Catherine Treadaway	Classroom Teacher
Jennifer Stiltz	Classroom Teacher
Julie Meyer-Houston	Classroom Teacher
Beatriz Panaguia	Other School Staff
Shawn Lopes	Parent or Community Member
Julian Moore	Parent or Community Member
Anita Gholar	Parent or Community Member
Radford Castro	Parent or Community Member
Silvia Regalado-Zachlod	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 8, 2025.

Attested:

	Principal, Stephanie Vasquez on 5/8/25
	SSC Chairperson, William Rodriguez on 5/8/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023