



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Flory Academy of Sciences and Technology	56739406109847	November 20, 2025	December 15, 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 Flory Academy of Sciences and Technology for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Targeted Support and Improvement

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

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# Plan Description

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

This plan is being used by Flory Academy of Sciences and Technology for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Targeted Support and Improvement

### MUSD Mission and Vision

Ensuring academic excellence through highly effective teaching and leadership, innovative 21st Century learning environments and connecting with every student every day.

### Flory Academy of Sciences and Technology Mission and Vision

Mission Statement: Working together to empower all individuals to learn and grow.

Vision Statement: Flory Academy envisions a collaborative, inclusive community that values multilingualism and diversity and prepares students to excel academically, think critically, be curious, and become lifelong learners while serving as a model of Professional Development and leading STEAM school.

Flory Academy of Sciences and Technology is a TK - 5 elementary school located in downtown Moorpark, CA. Our motto is "SOAR to Success." We have a unique focus on Science and STEAM and have specialized labs in both of those curricular strands. We infuse both Science and STEAM standards and skills into all of our classrooms and provide students the opportunities to become critical thinkers and problem solvers through multiple approaches. We also have an award-winning partnership with Cal Lutheran and are a Professional Development School. Together, our mentoring teachers and teacher candidates provide nurturing classrooms where all students are supported and encouraged to reach their potential.

Flory Academy of Sciences and Technology (FAST) has no set attendance boundaries. Students are accepted through an application process and selected by a lottery. Priority is given to students with siblings already in attendance. Other openings are filled through applications. Students not selected remain in a waiting pool and are pulled as additional openings become available.

We provide a safe and unique learning environment for all students. Integration of science, math, and technology into all curricular areas provides high-quality, hands-on experiences that excite our students, compelling them to become lifelong learners in our evolving global society. Our commitment to excellence, outstanding staff, and strong parent and community involvement are all hallmarks of a FAST education. Through a multi-tiered systems of support model, additional staff members provide intervention through RTI, SEL support to students, physical education, and enrichment classes. Clerical, health, custodial, transportation, and Food Services also provide direct assistance to our students.

Flory Academy also has a fully equipped science lab. Students have access to all equipment in the lab. In addition, there is a STEAM lab and green room staffed by a content specialist. Students have access to the STEAM lab enriched STEAM opportunities that include coding and robotics. All students have an assigned chromebook and have access to iPads. Classrooms have interactive Newline white boards to enhance instructional delivery and opportunities. Flory Academy has a Wellness space that is available to all students needing social or emotional support. The Wellness space is staffed by an At-Risk Youth Technician.

Flory Academy of Sciences and Technology and California Lutheran University have entered into a program in which Flory has been named as a Professional Development School. We house a CLU classroom on campus, have student teachers and method teachers in many classrooms, and have developed intern programs. Flory teachers will serve as adjunct faculty members, teaching classes to student teachers and using facilities at the university for research, meetings, and other academic pursuits. CLU staff will provide in-services and workshops for Flory staff members and will work with our students in many areas including the arts.

In 2024, Flory Academy proudly launched a 50:50 Dual Language Immersion (DLI) program, beginning with two kindergarten classes and Spanish as the target language. This initiative reflects our commitment to fostering a dynamic learning environment where students grow not only academically but also culturally and linguistically.

The goals of our DLI program are to:

Bilingualism and Biliteracy

High academic achievement in both program languages

Sociocultural competence

## Educational Partner Involvement

How, when, and with whom did Flory Academy of Sciences and Technology consult as part of the planning process for this SPSA/Annual Review and Update?

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

English Learner Advisory Committee (ELAC):

This committee met on September 17, 2025 and November 17, 2025. Parents were invited to attend by email, personal phone call, and postings on campus. These meetings discussed the School Plan for Student Achievement (SPSA) in-depth and received input from the parents in attendance each evening. Input received on the September 27th meeting was provided to the School Site Council (SSC) on October 9, 2025 and November 20, 2025. Future meetings are scheduled on April 29, 2026 to gather input on progress toward the goals.

School Site Council (SSC):

This committee met on October 9, 2025 to review input from numerous stakeholders including parents, faculty, and the English Learner Advisory Committee (ELAC). Parents were invited to attend by email, personal phone call, and postings on campus. This meeting discussed the SPSA in-depth including analysis of 2024-2025 data and goals. The group discussed greatest strengths, needs performance gaps. These performance gaps were used to develop new goals and input was received from the parents in attendance. SSC conducted an annual review of the SPSA and participated in analysis of the data at these meetings. The second SSC meeting was held on November 20, 2025 where the SPSA was approved. Future meetings are scheduled on April 29, 2026 to continue to monitor, update and evaluate the plan.

Faculty Leadership Team:

The Site Leadership Team met September 30, 2025 and October 28, 2025. An analysis of data was conducted to drive goals for this year's plan. Input received on September 30, 2025 and October 28, 2025 was provided to the SSC on November 20, 2025. Future meetings are scheduled on December 2, January 13, February 3, March 14, April 11, and May 12 to gather input on progress toward goals.

Faculty at Large:

The faculty met on August 18, 2025, September 16, October 7, and November 12. An analysis of data was conducted to drive goals for this year's plan. Input received on the September 16, October 7, and November 12 meetings was provided to the SSC on October 9, 2025 and November 20, 2025. Future meetings are scheduled on December 9, 2024, January 20, 2025, February 10, 2025, March 17, 2025, April 21, 2025, and May 19, 20245 to gather input on progress toward goals.

## Resource Inequities

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

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

N/A

## Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

On the 2025 California School Dashboard for Chronic Absenteeism, the Hispanic student group (11.6%) and the Socioeconomically Disadvantaged student group (14.8%) both fell in the red performance category, reflecting increases of 3.2% and 4.7%, respectively.

On the 2025 California School Dashboard for Chronic Absenteeism, the Multilingual Learner student group (9.9%) and the White student group (10%) both fell in the orange performance category, reflecting increases of 9% and 4.1%, respectively.

On the 2025 California School Dashboard for English Language Arts (ELA), the Multilingual Learner and Hispanic student groups both fell into the orange performance category, reflecting 60.8 and 30.7 points below standard, respectively.

On the 2025 California School Dashboard for Math, the Multilingual Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups both fell into the orange performance category, reflecting 74, 44.8, 63, and 77 points below standard, respectively.

On the 2025 California School Dashboard for English Learner Progress, Multilingual Learners fell into the red performance category, reflecting 22.5% making progress, a decline of 34.8%

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.

Multilingual learners, Hispanic, and Socioeconomically Disadvantaged student groups are performing below the "all student" performance, we plan on addressing this gap by increasing tutoring opportunities, teachers participating in BeGlad PD, continuing to celebrate student growth, teachers participating in PLC and PD guided by K-12 alliance.

## 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 Flory Academy of Sciences and Technology. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	0.95%	0.50%	0.24%	4	2	1
Asian	5.97%	5.20%	2.68%	25	21	11
Filipino	1.19%	0.99%	1.46%	5	4	6
Hispanic/Latino	68.26%	70.79%	78.35%	286	286	322
Pacific Islander	0%	%	%	0		
White	21.24%	20.54%	16.30%	89	83	67
Two or More Races	2.39%	1.98%	0.97%	10	8	4
Not Reported	0%	%	%	0		
<b>Total Enrollment</b>				419	404	411

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			20
Kindergarten	103	64	68
Grade 1	60	60	67
Grade 2	68	57	63
Grade3	75	66	53
Grade 4	64	76	60
Grade 5	49	62	80
<b>Total Enrollment</b>	419	404	411

#### Conclusions based on this data:

1. My conclusions based on the data above are that there has been a fluctuation in student enrollment between the three years with a slight increase in the last year.
2. Flory saw a steady increase in enrollment of hispanic/latino students over the past three years and a steady decrease in white student population.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	107	91	118	25.5%	22.5%	28.7%
Fluent English Proficient (FEP)	30	32	29	7.2%	7.9%	7.1%

### Conclusions based on this data:

1. Although Flory's overall enrollment has been fluctuating over the last three years it has recently increased.
2. English Learner enrollment increased from 23-24 to 24-25 by 6%.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	75	66	52	75	64	52	75	64	52	100.0	97	100
Grade 4	62	82	62	60	80	61	60	80	61	96.8	97.6	98.4
Grade 5	50	62	82	50	61	81	50	61	81	100.0	98.4	98.8
All Grades	187	210	196	185	205	194	185	205	194	98.9	97.6	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2408.	2421.	2424.	18.67	17.19	21.15	26.67	32.81	25.00	20.00	25.00	25.00	34.67	25.00	28.85
Grade 4	2467.	2450.	2467.	23.33	25.00	22.95	28.33	12.50	26.23	16.67	26.25	24.59	31.67	36.25	26.23
Grade 5	2519.	2500.	2489.	28.00	27.87	16.05	24.00	29.51	33.33	22.00	9.84	20.99	26.00	32.79	29.63
All Grades	N/A	N/A	N/A	22.70	23.41	19.59	26.49	23.90	28.87	19.46	20.98	23.20	31.35	31.71	28.35

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
Grade 3	13.33	20.31	13.46	68.00	67.19	71.15	18.67	12.50	15.38	
Grade 4	18.33	21.25	21.31	61.67	57.50	67.21	20.00	21.25	11.48	
Grade 5	22.00	19.67	12.35	62.00	60.66	71.60	16.00	19.67	16.05	
All Grades	17.30	20.49	15.46	64.32	61.46	70.10	18.38	18.05	14.43	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	13.33	10.94	9.62	49.33	59.38	63.46	37.33	29.69	26.92
<b>Grade 4</b>	16.67	12.50	11.48	56.67	50.00	62.30	26.67	37.50	26.23
<b>Grade 5</b>	22.00	21.31	18.52	58.00	55.74	51.85	20.00	22.95	29.63
<b>All Grades</b>	16.76	14.63	13.92	54.05	54.63	58.25	29.19	30.73	27.84

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	4.00	9.38	19.23	80.00	75.00	63.46	16.00	15.63	17.31
<b>Grade 4</b>	16.67	11.25	16.39	68.33	80.00	63.93	15.00	8.75	19.67
<b>Grade 5</b>	30.00	16.39	8.64	62.00	62.30	80.25	8.00	21.31	11.11
<b>All Grades</b>	15.14	12.20	13.92	71.35	73.17	70.62	13.51	14.63	15.46

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	10.67	18.75	21.15	66.67	64.06	57.69	22.67	17.19	21.15
<b>Grade 4</b>	21.67	17.50	11.48	65.00	66.25	70.49	13.33	16.25	18.03
<b>Grade 5</b>	20.00	26.23	9.88	62.00	55.74	69.14	18.00	18.03	20.99
<b>All Grades</b>	16.76	20.49	13.40	64.86	62.44	66.49	18.38	17.07	20.10

**Conclusions based on this data:**

1. According to 2024 -25 CAASP ELA testing results, 46.5 % of Grade 3 students met or exceeded standard
2. According to 2024 -25 CAASP ELA testing results, 49.18% of Grade 4 students met or exceeded standard
3. According to 2024 -25 CAASP ELA testing results, 49.38% of Grade 5 students met or exceeded standard

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	75	66	52	75	65	52	75	65	52	100.0	98.5	100
Grade 4	62	82	62	61	82	61	61	82	61	98.4	100	98.4
Grade 5	50	62	82	50	61	82	50	61	82	100.0	98.4	100
All Grades	187	210	196	186	208	195	186	208	195	99.5	99	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2430.	2437.	2433.	16.00	21.54	28.85	30.67	32.31	13.46	29.33	21.54	26.92	24.00	24.62	30.77
Grade 4	2467.	2456.	2477.	19.67	14.63	21.31	22.95	21.95	24.59	29.51	35.37	34.43	27.87	28.05	19.67
Grade 5	2482.	2492.	2475.	22.00	16.39	8.54	18.00	18.03	20.73	14.00	32.79	29.27	46.00	32.79	41.46
Grade 11															
All Grades	N/A	N/A	N/A	18.82	17.31	17.95	24.73	24.04	20.00	25.27	30.29	30.26	31.18	28.37	31.79

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.00	26.15	25.00	64.00	50.77	48.08	16.00	23.08	26.92
Grade 4	19.67	15.85	27.87	42.62	48.78	49.18	37.70	35.37	22.95
Grade 5	20.00	19.67	9.76	34.00	39.34	53.66	46.00	40.98	36.59
Grade 11									
All Grades	19.89	20.19	19.49	48.92	46.63	50.77	31.18	33.17	29.74

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.00	23.08	25.00	60.00	53.85	48.08	24.00	23.08	26.92
Grade 4	24.59	17.07	19.67	52.46	52.44	59.02	22.95	30.49	21.31
Grade 5	20.00	16.39	9.76	52.00	60.66	47.56	28.00	22.95	42.68
All Grades	19.89	18.75	16.92	55.38	55.29	51.28	24.73	25.96	31.79

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.00	21.54	19.23	64.00	63.08	69.23	20.00	15.38	11.54
Grade 4	19.67	15.85	24.59	57.38	54.88	60.66	22.95	29.27	14.75
Grade 5	16.00	8.20	7.32	54.00	63.93	57.32	30.00	27.87	35.37
All Grades	17.20	15.38	15.90	59.14	60.10	61.54	23.66	24.52	22.56

**Conclusions based on this data:**

1. According to 2024 -25 CAASP Math testing results, 42.31% of Grade 3 students met or exceeded standard
2. According to 2024 -25 CAASP Math testing results, 45.90% of Grade 4 students met or exceeded standard
3. According to 2024 -25 CAASP Math testing results, 29.27% of Grade 5 students met or exceeded standard

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1394.3	1406.0	1422.6	1408.1	1422.0	1439.0	1361.7	1368.5	1383.9	34	24	29
<b>1</b>	1460.6	1478.0	1417.2	1484.3	1487.1	1434.0	1436.5	1468.3	1400.1	19	21	24
<b>2</b>	*	1465.4	1466.8	*	1476.6	1472.4	*	1453.9	1460.5	6	16	19
<b>3</b>	1484.0	*	1486.2	1483.3	*	1488.8	1484.3	*	1482.9	17	6	12
<b>4</b>	1508.0	1512.3	*	1514.0	1520.7	*	1501.6	1503.2	*	11	19	6
<b>5</b>	1570.4	*	1503.4	1582.6	*	1498.3	1557.8	*	1508.1	12	4	15
<b>All Grades</b>										99	90	105

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	0.00	4.17	13.79	38.24	33.33	34.48	38.24	50.00	31.03	23.53	12.50	20.69	34	24	29
<b>1</b>	15.79	19.05	8.33	52.63	57.14	25.00	15.79	14.29	33.33	15.79	9.52	33.33	19	21	24
<b>2</b>	*	18.75	0.00	*	31.25	57.89	*	31.25	26.32	*	18.75	15.79	*	16	19
<b>3</b>	11.76	*	8.33	35.29	*	33.33	35.29	*	41.67	17.65	*	16.67	17	*	12
<b>4</b>	18.18	21.05	*	36.36	47.37	*	36.36	21.05	*	9.09	10.53	*	11	19	*
<b>5</b>	50.00	*	13.33	50.00	*	40.00	0.00	*	26.67	0.00	*	20.00	12	*	15
<b>All Grades</b>	15.15	14.44	9.52	40.40	42.22	37.14	27.27	28.89	29.52	17.17	14.44	23.81	99	90	105

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	0.00	12.50	31.03	55.88	41.67	34.48	20.59	33.33	10.34	23.53	12.50	24.14	34	24	29
<b>1</b>	21.05	28.57	20.83	68.42	61.90	25.00	10.53	4.76	29.17	0.00	4.76	25.00	19	21	24
<b>2</b>	*	43.75	26.32	*	31.25	47.37	*	18.75	15.79	*	6.25	10.53	*	16	19
<b>3</b>	29.41	*	25.00	35.29	*	50.00	17.65	*	16.67	17.65	*	8.33	17	*	12
<b>4</b>	45.45	42.11	*	45.45	36.84	*	0.00	10.53	*	9.09	10.53	*	11	19	*
<b>5</b>	83.33	*	40.00	16.67	*	26.67	0.00	*	13.33	0.00	*	20.00	12	*	15
<b>All Grades</b>	26.26	28.89	27.62	45.45	43.33	35.24	15.15	16.67	16.19	13.13	11.11	20.95	99	90	105

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	37.50	8.33	6.90	12.50	8.33	13.79	31.25	54.17	58.62	18.75	29.17	20.69	16	24	29
<b>1</b>	0.00	9.52	4.17	15.79	52.38	25.00	36.84	14.29	25.00	47.37	23.81	45.83	19	21	24
<b>2</b>	6.25	6.25	0.00	25.00	43.75	36.84	37.50	18.75	36.84	31.25	31.25	26.32	16	16	19
<b>3</b>	0.00	*	0.00	11.76	*	25.00	82.35	*	41.67	5.88	*	33.33	17	*	12
<b>4</b>	20.00	10.53	*	25.71	21.05	*	37.14	36.84	*	17.14	31.58	*	35	19	*
<b>5</b>	21.43	*	0.00	28.57	*	13.33	35.71	*	60.00	14.29	*	26.67	14	*	15
<b>All Grades</b>	3.03	7.78	2.86	33.33	28.89	23.81	39.39	34.44	41.90	24.24	28.89	31.43	99	90	105

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	5.88	8.33	31.03	70.59	79.17	51.72	23.53	12.50	17.24	34	24	29
<b>1</b>	47.37	42.86	33.33	52.63	52.38	45.83	0.00	4.76	20.83	19	21	24
<b>2</b>	*	43.75	26.32	*	50.00	68.42	*	6.25	5.26	*	16	19
<b>3</b>	17.65	*	25.00	70.59	*	66.67	11.76	*	8.33	17	*	12
<b>4</b>	27.27	52.63	*	63.64	31.58	*	9.09	15.79	*	11	19	*
<b>5</b>	50.00	*	14.29	50.00	*	71.43	0.00	*	14.29	12	*	14
<b>All Grades</b>	26.26	33.33	28.85	61.62	55.56	54.81	12.12	11.11	16.35	99	90	104

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	2.94	33.33	24.14	76.47	58.33	62.07	20.59	8.33	13.79	34	24	29
<b>1</b>	21.05	19.05	4.17	78.95	76.19	75.00	0.00	4.76	20.83	19	21	24
<b>2</b>	*	31.25	21.05	*	56.25	63.16	*	12.50	15.79	*	16	19
<b>3</b>	29.41	*	41.67	41.18	*	50.00	29.41	*	8.33	17	*	12
<b>4</b>	36.36	52.63	*	54.55	36.84	*	9.09	10.53	*	11	19	*
<b>5</b>	100.00	*	57.14	0.00	*	21.43	0.00	*	21.43	12	*	14
<b>All Grades</b>	28.28	34.44	25.00	56.57	54.44	56.73	15.15	11.11	18.27	99	90	104

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	0.00	4.17	6.90	76.47	66.67	82.76	23.53	29.17	10.34	34	24	29
<b>1</b>	26.32	33.33	12.50	47.37	42.86	16.67	26.32	23.81	70.83	19	21	24
<b>2</b>	*	6.25	0.00	*	56.25	68.42	*	37.50	31.58	*	16	19
<b>3</b>	0.00	*	8.33	58.82	*	50.00	41.18	*	41.67	17	*	12
<b>4</b>	0.00	10.53	*	54.55	57.89	*	45.45	31.58	*	11	19	*
<b>5</b>	8.33	*	13.33	91.67	*	60.00	0.00	*	26.67	12	*	15
<b>All Grades</b>	8.08	12.22	7.62	64.65	58.89	56.19	27.27	28.89	36.19	99	90	105

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	17.65	12.50	17.24	50.00	62.50	55.17	32.35	25.00	27.59	34	24	29
<b>1</b>	5.26	4.76	4.17	68.42	90.48	58.33	26.32	4.76	37.50	19	21	24
<b>2</b>	*	12.50	10.53	*	56.25	68.42	*	31.25	21.05	*	16	19
<b>3</b>	11.76	*	8.33	70.59	*	75.00	17.65	*	16.67	17	*	12
<b>4</b>	18.18	15.79	*	72.73	68.42	*	9.09	15.79	*	11	19	*
<b>5</b>	50.00	*	0.00	50.00	*	76.92	0.00	*	23.08	12	*	13
<b>All Grades</b>	18.18	10.00	8.74	59.60	70.00	63.11	22.22	20.00	28.16	99	90	103

**Conclusions based on this data:**

1. According to 2024-25 ELPAC testing, K-5th grade students tested 23.81% were at Level 1, 29.52% at Level 2, 37.14% at Level 3, and 9.52% at Level 4.
2. According to 2024-25 ELPAC testing, 2nd grade has the highest number of multilingual students in level three overall score compared other grade levels.

3. According to 2024-25 ELPAC testing, 27.62% of K-5th grade students are in level 4 in Oral language compared to 2.86% in written language. Students scored higher on the Listening and Speaking domains compared to the Reading and Writing domains.

# School and Student Performance Data

## Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
411	60.3%	28.7%	0.0%
Total Number of Students enrolled in Flory Academy of Sciences and Technology.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	28.7%
Foster Youth	0	0.0%
Homeless	16	3.9%
Socioeconomically Disadvantaged	248	60.3%
Students with Disabilities	70	17%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	0	0.0%
Asian	11	2.7%
Filipino	6	1.5%
Hispanic	322	78.3%
Two or More Races	4	1%
Pacific Islander	0	0.0%
White	67	16.3%

### Conclusions based on this data:

- 2024-2025 student enrollment shows 60.3% Socioeconomically Disadvantaged. 17% of Students with Disabilities, 28.7% Multilingual Learners (EL), and 3.9% Homeless

2. 2024-2025 student enrollment shows Hispanic being the highest group at 78.3% with White being the second at 16.3%

# 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.”



### 2025 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. 2025 Dashboard Overall Performance for all students falls in Yellow for ELA and Math
2. 2025 Dashboard Overall Performance for all students falls in Blue in Suspension Rate
3. 2025 Dashboard Overall Performance for all students falls in Red in Multilingual Learner Progress and Chronic Absenteeism



# School and Student Performance Data

## Academic Performance English Language Arts

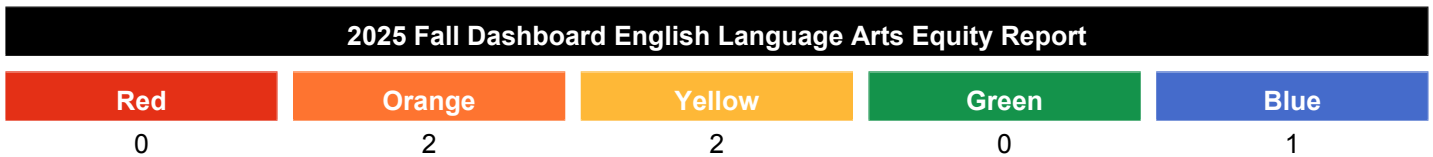
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>7 points below standard</p> <p>Increased 3.4 points</p> <p>189 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>60.8 points below standard</p> <p>Maintained 2.9 points</p> <p>52 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>40.8 points below standard</p> <p>Increased 12 points</p> <p>103 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>65.3 points below standard</p> <p>Increased 34 points</p> <p>32 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>30.7 points below standard</p> <p>Maintained 1.7 points</p> <p>135 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>43.8 points above standard</p> <p>Increased 23.5 points</p> <p>39 Students</p>

**Conclusions based on this data:**

1. In 2025 Dashboard data: Students with disabilities and Socioeconomically disadvantaged are in the Yellow for ELA, while Multilingual learners (EL) and groups are in the Orange.
2. In 2025 Dashboard data: Hispanic students are in the Orange for ELA, while White student population is in the Blue.
3. In 2025 Dashboard data: Reclassified students are performing higher with 45.46% meeting or exceeding ELA standard compared to current Multilingual Learners are 6.45% meeting or exceeding standard.

# School and Student Performance Data

## Academic Performance Mathematics

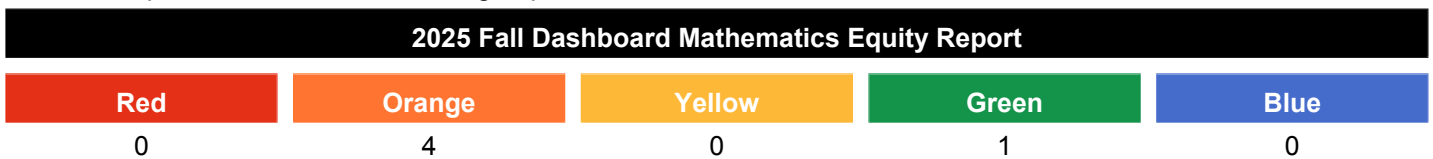
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>23.7 points below standard</p> <p>Declined 6.8 points</p> <p>190 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>74 points below standard</p> <p>Declined 8.9 points</p> <p>53 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>63 points below standard</p> <p>Declined 11.5 points</p> <p>104 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>77 points below standard</p> <p>Maintained 0.6 points</p> <p>32 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>44.8 points below standard</p> <p>Declined 5.5 points</p> <p>136 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>15.5 points above standard</p> <p>Maintained -2.2 points</p> <p>39 Students</p>

**Conclusions based on this data:**

1. 2025 Dashboard data: Multilingual Learners (ELs), Students with Disabilities and Socioeconomically Disadvantaged are in the Orange.
2. 2025 Dashboard data: Hispanic students are in the Orange for ELA, while White student population is in the green.
3. 2025 Dashboard data: Multilingual Learners are performing 74 points below standard and has decreased 8.9 points from last year.

# School and Student Performance Data

## Academic Performance Science

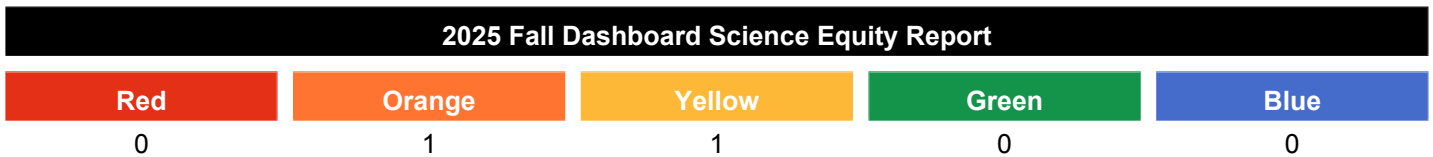
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>50.5 science points</p> <p>Declined 5.9 points</p> <p>80 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>34.9 science points</p> <p>Declined 3.6 points</p> <p>23 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>43.4 science points</p> <p>Maintained -0.9 points</p> <p>58 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>36.4 science points</p> <p>Maintained 1 points</p> <p>16 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p> <p> Yellow</p> <p>46.5 science points</p> <p>Declined 2.7 points</p> <p>62 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>64.9 science points</p> <p>Maintained -1.8 points</p> <p>15 Students</p>

**Conclusions based on this data:**

1. 2025 Dashboard data: Socioeconomic Disadvantage student group is in the Orange.
2. 2025 Dashboard data: Hispanic student group is in the Yellow.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 22.5 making progress. Number Students: 71 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
28.2%	49.3%	1.4%	21.1%

### Conclusions based on this data:

1. On the 2025 Fall Dashboard data: 22.5% of Multilingual Learners (ELs) are making progress toward English language proficiency
2. On the 2025 Fall Dashboard data: 28.2 % decreased one ELPI Level, 49.3% maintained 1-3 and 1.4% maintained 4.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



















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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">All Students</th> </tr> <tr> <td style="text-align: center;">  Red                 </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">11.2% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Increased 3.5</td> </tr> <tr> <td style="text-align: center;">421 Students</td> </tr> </table>	All Students	 Red	11.2% Chronically Absent	Increased 3.5	421 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">English Learners</th> </tr> <tr> <td style="text-align: center;">  Orange                 </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">9.9% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Increased 9</td> </tr> <tr> <td style="text-align: center;">121 Students</td> </tr> </table>	English Learners	 Orange	9.9% Chronically Absent	Increased 9	121 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Long-Term English Learners</th> </tr> <tr> <td style="text-align: center;">  No Performance Color                 </td> </tr> <tr> <td style="text-align: center;">0 Students</td> </tr> </table>	Long-Term English Learners	 No Performance Color	0 Students
All Students															
 Red															
11.2% Chronically Absent															
Increased 3.5															
421 Students															
English Learners															
 Orange															
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Long-Term English Learners															
 No Performance Color															
0 Students															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Foster Youth</th> </tr> <tr> <td style="text-align: center;">  No Performance Color                 </td> </tr> <tr> <td style="text-align: center;">0 Students</td> </tr> </table>	Foster Youth	 No Performance Color	0 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Homeless</th> </tr> <tr> <td style="text-align: center;">  No Performance Color                 </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">13% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">23 Students</td> </tr> </table>	Homeless	 No Performance Color	13% Chronically Absent	0	23 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Socioeconomically Disadvantaged</th> </tr> <tr> <td style="text-align: center;">  Red                 </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">14.8% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Increased 4.7</td> </tr> <tr> <td style="text-align: center;">264 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Red	14.8% Chronically Absent	Increased 4.7	264 Students
Foster Youth															
 No Performance Color															
0 Students															
Homeless															
 No Performance Color															
13% Chronically Absent															
0															
23 Students															
Socioeconomically Disadvantaged															
 Red															
14.8% Chronically Absent															
Increased 4.7															
264 Students															

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>8.8% Chronically Absent</p> <p>Declined 3.6</p> <p>80 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>9.1% Chronically Absent</p> <p>Increased 9.1</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>11.6% Chronically Absent</p> <p>Increased 3.2</p> <p>328 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>10% Chronically Absent</p> <p>Increased 4.1</p> <p>70 Students</p>

**Conclusions based on this data:**

1. 2025 Dashboard data: The ALL indicator fell in the red category with 11.2% of all students Chronically absent, Socioeconomically Disadvantaged students with the highest rate 14.8%.
2. 2025 Dashboard data: Hispanic student population had higher chronic absenteeism at 14.8% while white student population had 10%.
3. 2025 Dashboard Data: the socio-economically disadvantaged students and the hispanic student groups both fell in the red indicator

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2025 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.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

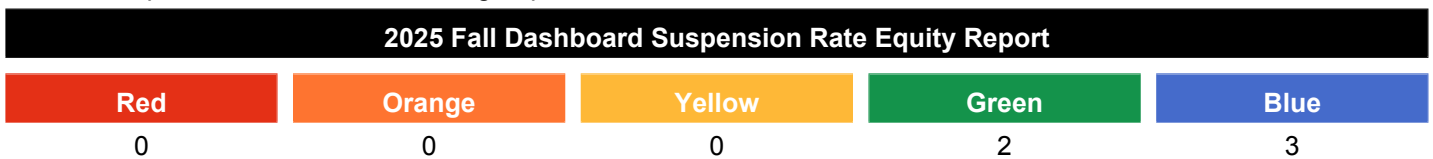
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Maintained -0.2%</p> <p>425 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1%</p> <p>121 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained -0.1%</p> <p>266 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.5%</p> <p>82 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>0.6% suspended at least one day</p> <p>Maintained -0.1%</p> <p>330 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.2%</p> <p>72 Students</p>

**Conclusions based on this data:**

1. Flory Academy continues to have a very low level of student suspensions at 0.5% reported by 2025 Fall Dashboard data.

# 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.

#### Academic Achievement

Increase academic achievement so that all students are career/college ready upon graduation.

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

LCAP goal to which this school goal is aligned.

Increase academic achievement for all students so they are career/college ready upon graduation.

### Identified Need

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

Overall, Math and ELA proficiency are low. Students who are not proficient in ELA will have difficulty in all subjects, including math. The following are percent of students at Flory in ELA and Math, showing significant performance gaps among student groups:

#### ELA

~Multilingual Learners (ELLs): 6.45% met or exceeded

~Hispanic: 39.54% met or exceeded

#### Math

~Multilingual Learners (ELLs): 0% met or exceeded

~Economically Disadvantaged: 17.14% met or exceeded

~Students with Disabilities: 21.42% met or exceeded

~Hispanic: 27.87% met or exceeded

### 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
English Language Arts California Assessment of Student Performance & Progress (CAASPP)	Year: 2024-25 Data Source: CA School Dashboard All Students: 48% met or exceeded 3rd Grade Students: 46% met or exceeded 4th Grade Students: 49% met or exceeded 5th Grade Students: 49% met or exceeded Multilingual Learners (ELLs): 6% met or exceeded RFEP Students: 45% Economically Disadvantaged: 34% met or exceeded Students with Disabilities: 25% met or exceeded	Year: 2025-26 Data Source: CA School Dashboard All Students: 50% met or exceeded 3rd Grade Students: 48% met or exceeded 4th Grade Students: 51% met or exceeded 5th Grade Students: 51% met or exceeded Multilingual Learners (ELLs): 8% met or exceeded RFEP Students: 47% Economically Disadvantaged: 36% met or exceeded Students with Disabilities: 28% met or exceeded
Mathematics California Assessment of Student Performance & Progress (CAASPP)	Year: 2024-25 Data Source: CA School Dashboard All Students: 28% met or exceeded 3rd Grade Students: 54% met or exceeded 4th Grade Students: 37% met or exceeded 5th Grade Students: 34% met or exceeded Multilingual Learners (ELLs) 0% met or exceeded Economically Disadvantaged: 17% met or exceeded Students with Disabilities: 21% met or exceeded	Year: 2025-26 Data Source: CA School Dashboard All Students: 31% met or exceeded 3rd Grade Students: 56% met or exceeded 4th Grade Students: 39% met or exceeded 5th Grade Students: 36% met or exceeded Multilingual Learners (ELLs) 3% met or exceeded Economically Disadvantaged: 20% met or exceeded Students with Disabilities: 24% met or exceeded
Writing Trimester 3 Report Card Data - Overall Writing Percentage Proficient or Higher	Year: 2024-25 Data Source: Tri 3 Report Cards All Students: 68% meeting or exceeding grade level Multilingual Learners (ELLs): 42% Economically Disadvantage: 59% Students with Disabilities: 44% R-FEP Students: 81% Hispanic Students: 65% White Students: 79% 1st Grade: 61% meeting or exceeding grade level standards 2nd Grade: 53% meeting or exceeding grade level standards 3rd Grade: 75% meeting or exceeding grade level standards 4th Grade: 87% meeting or exceeding grade level standards 5th Grade: 68% meeting or exceeding grade level standards	Year: 2025-26 Data Source: Tri 3 Report Cards All Students: 70% meeting or exceeding grade level Multilingual Learners (ELLs): 45% Economically Disadvantage: 61% Students with Disabilities: 46% R-FEP Students: 83% Hispanic Students: 67% White Students: 81% 1st Grade: 64% meeting or exceeding grade level standards 2nd Grade: 55% meeting or exceeding grade level standards 3rd Grade: 77% meeting or exceeding grade level standards 4th Grade: 89% meeting or exceeding grade level standards 5th Grade: 70% meeting or exceeding grade level standards
Math Trimester 3 Report Card Data - Overall Math Percentage Proficient or Higher	Year: 2024-25 Data Source: Tri 3 Report Cards All Students: 66% meeting or exceeding grade level	Year: 2025-26 Data Source: Tri 3 Report Cards All Students: 68% meeting or exceeding grade level

	Multilingual Learners (ELLs): 43% Economically Disadvantage: 56% Students with Disabilities: 47% R-FEP Students: 74% Hispanic Students: 63% White Students: 74% 1st Grade: 77% meeting or exceeding grade level standards 2nd Grade: 50% meeting or exceeding grade level standards 3rd Grade: 71% meeting or exceeding grade level standards 4th Grade: 74% meeting or exceeding grade level standards 5th Grade: 61% meeting or exceeding grade level standards	Multilingual Learners (ELLs): 45% Economically Disadvantage: 58% Students with Disabilities: 49% R-FEP Students: 76% Hispanic Students: 65% White Students: 76% 1st Grade: 79% meeting or exceeding grade level standards 2nd Grade: 53% meeting or exceeding grade level standards 3rd Grade: 73% meeting or exceeding grade level standards 4th Grade: 76% meeting or exceeding grade level standards 5th Grade: 63% meeting or exceeding grade level standards
ELA Trimester 3 Report Card Data - Overall Reading Percentage Proficient or Higher	Year: 2024-25 Data Source: Tri 3 Report Cards All Students: 60% meeting or exceeding grade level standards Multilingual Learners (ELLs): 33% Economically Disadvantage: 48% Students with Disabilities: 33% R-FEP Students: 81% Hispanic Students: 55% White Students: 72% 1st Grade: 53% meeting or exceeding grade level standards 2nd Grade: 50% meeting or exceeding grade level standards 3rd Grade: 71% meeting or exceeding grade level standards 4th Grade: 67% meeting or exceeding grade level standards 5th Grade: 60% meeting or exceeding grade level standards	Year: 2025-26 Data Source: Tri 3 Report Cards All Students: 63% meeting or exceeding grade level standards Multilingual Learners (ELLs): 35% Economically Disadvantage: 50% Students with Disabilities: 35% R-FEP Students: 83% Hispanic Students: 57% White Students: 74% 1st Grade: 55% meeting or exceeding grade level standards 2nd Grade: 52% meeting or exceeding grade level standards 3rd Grade: 73% meeting or exceeding grade level standards 4th Grade: 70% meeting or exceeding grade level standards 5th Grade: 62% meeting or exceeding grade level standards
English Language Students Making Progress Toward English Proficiency (ELPI)	Year: 2024-25 Data Source: CA School Dashboard All Students: 22.5% Making Progress Towards English Language Proficiency	Year: 2025-26 Data Source: CA School Dashboard All Students: 25% Making Progress Towards English Language Proficiency
Reclassification Rate	Year: 2024-25 Data Source: Data Quest 15% or Greater	Year: 2025-26 Data Source: Data Quest 15% or Greater

## 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	Materials for intervention teachers, manipulatives, and visuals	Multilingual Learners and At Risk Students	236.56 LCFF
1.2	RTI Para- Additional hours	At Risk Students	2,100 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.3	IXL for grades 2-5 for Math- provides detailed data for student progress in both ELA and Math	All students	2,537.50 LCFF
1.4	Data-driven collaboration to develop goals for Multilingual Learners and SPED students	Multilingual Learners and SPED students	697.45 LCFF
1.5	Academic intervention in the form of individualized tutoring will be provided during, before and after school in the content areas of ELA, Math, ELD.	Students with Disabilities and At Risk Students	3,683.38 LCFF
1.6	Additional intervention to support grade early literacy development	Students with disabilities and At Risk Students	2,642.98 LCFF
1.7	Student Academic Monitoring (LCAP 1.5). The PRIDE team meets every two months to monitor the progress of at-risk students, develop an intervention plan, and provide teachers with the necessary support to help the student. Three subs will be used to cover one general education teacher, one special education teacher, and a roving sub for the teacher referring the student.	At Risk Students	3,010.06 LCFF
1.8	School of Distinction (LCAP 1.13) All students, including English Learners, Low-Income students, and students with disabilities, are exposed to a broad course of instruction through the school of distinction theme of science, technology, engineering, art, and math with a credential STEAM Specialist.	All Students	45,817.26 LCFF
1.9	Provide translation during back to school night and conferences to remove language barriers	All students	165.00 LCFF
1.10	STEAM Specialist - Credentialed	All Students	36,000 Title I
1.11	Professional Development for TK-5 general ed teachers and 2 special ed teachers led by K-12 Alliance.	All Students	9,802 Title I
1.12	Academic Intervention (LCAP 1.1) Targeted Learning Time provides students with reading interventions, grade-level reading skills, and enrichment four times a week for an hour per grade level. This allows the paraeducator to stay the whole school day to provide services with a credentialed teacher.	At Risk Students	7,000.00 Title I
1.13	Provide an At Risk Youth Technician to support students and families	At Risk Students	44,000.00 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.14	TK RTI - provide additional hours for classified personnel to support at risk students in TK	At Risk Students	1,500 Title I
1.15	K-12 Alliance Consultant-is a research based and work with schools across California to integrate science into the classroom. Presenters included BeGLAD strategies which are research based strategies to support multilingual learners.	All Students	38,300.00 Title I
1.16	Substitute coverage will be provided to enable teachers to collaborate with a K-12 consultant by grade level. This time will allow teachers to reflect on lessons, analyze student work, and identify achievement gaps. Together, they will develop targeted action plans to support student growth, design differentiated units tailored to diverse student needs, and implement strategies to enhance learning outcomes. It occurs twice a year.	Multilingual learners and SPED students	6,241.00 Title I
1.17	Professional Development for Science Leadership team to pay hourly outside of contract.	All Students	3,084 Title I
1.18	Sub Days for 2 teachers to attend the Science Leadership Network 4 times a year at VCOE	All Students	1,467.00 Title I
1.19	PLC Collaboration- additional time plan for DLI and Tutoring	At Risk Students	4,000 Title I
1.20	K-2 Grade teachers to attend CAFE conference	Multilingual Learners	12,000.00 Title I
1.21	Educational Materials for students	All Students Multilingual Learners	3,000 Title I
1.22	Ellevation software to progress monitor English learners	Multilingual Learners	
1.23	Provide district bilingual TOSA (LCAP 1.10) to support instruction for English Learners, coaching and modeling for teachers for Tier 1 and 2 strategies, and to support parent and families.	Multilingual Learners and At Risk Students	
1.24	PE teacher with an ED Tech to provide all students with PE instructions to K-5 grade students	All Students	10,000 Parent-Teacher Association (PTA)
1.25	Studies Weekly- Supplemental Social Studies curriculum provided to 4th and 5th grade class	All students	1,805.77 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

# 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.

At Risk Youth Technician was effective in providing social, emotional and character development to all students as needed.  
RTI continues to be an effective component of our MTSS model to provide intervention in ELA.

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

No major differences.

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.

K-12 Alliance consultation and professional development to support academic growth in science and student outcomes.  
Sending teachers to CAFE to bring back best practices to support multilingual learners

# 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.

#### Engagement

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

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

LCAP goal to which this school goal is aligned.

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

### 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.

Flory has a chronic absenteeism rate of 11.2%, as reported in the Fall 202 Dashboard. Chronically absent students—missing 10% or more of the school year—experience significant challenges in maintaining academic progress, building stable relationships, and feeling a sense of belonging within the school community.

### 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
Percentage of Students Chronically Absent	Year: 2024-25 Data Source: CA School 2025 Fall Dashboard 11.2% chronically absent	Year: 2025-26 Data Source: CA School 2026 Fall Dashboard 12% or less
Percentage of Students Suspended or Expelled One or More Times	Year: 2024-25 Data Source: CA School 2025 Fall Dashboard 0.5% Suspended 0% Expelled	Year: 2025-26 Data Source: CA School 2026 Fall Dashboard 1% or less Suspended 0% Expelled
Percentage of Parents that Feel Well Informed and Communicated With about Their Child's Progress	Year: 2024-25 Data Source: Parent Survey 99%	Year: 2025-26 Data Source: Parent Survey Maintain 90% or Higher
Percentage of Parents that Feel Listened to and Welcomed when Calling or Visiting School	Year: 2024-25 Data Source: Parent Survey 99%	Year: 2025-26 Data Source: Parent Survey Maintain 90% or Higher
Percentage of Parents that Reported that Their Child Felt Connected to School and Teacher	Year: 2023-24 Data Source: Parent Survey 98%	Year: 2025-26 Data Source: Parent Survey Maintain 90% or Higher

## 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	Provide translation during parent engagement activities to remove language barriers.	Multilingual Learners	0 LCFF
2.2	Parent and Family Engagement (LCAP 2.4) Offer informal (Principal Chats) and formal opportunities for parent and family engagement.	All Students	0 Parent-Teacher Association (PTA)
2.3	Building Positive Relationships (LCAP 2.3) Staff will teach, reinforce, and practice behavioral expectations to reduce disciplinary actions. All new teachers will be trained on CHAMPS.	All Students	0 District Funded
2.4	Comprehensive Approach to Health and Wellness (LCAP 2.7) Full time counselor at the site and the continued implementation of the digital version of Second Step as a Tier I social emotional learning program.	All Students	0 District Funded
2.5	At Risk Youth Technician who provides additional support in monitoring student absences and making personal phone calls to families. Provide resources for families to break any barriers that families may be experiencing	All Students	0 Title I
2.6	Music, art, and STEAM teachers to provide enriching experiences for students on a weekly basis.	All students	
2.7	Provide district Foster Youth Liaison and Homeless Liaison (LCAP 2.6) to support student needs.	Foster Youth and Homeless Students	0 Title I

## 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.

Full-time counselor is vital component to increasing our school climate, we will continue to fund this position. Wellness center has created a positive space for students to go and regulate emotions and have restorative circles.

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

No major differences.

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.

Continue to add parent engagement opportunities to invite families to the school site and classroom. Increase the options for enriching to include, music, dance and singing.



# 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.

#### Maintaining 21st Century Learning Environments

Maintain 21st Century Learning Environments in which all students feel safe and have access to high quality instruction and academic settings.

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

LCAP goal to which this school goal is aligned.

The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. (Priority 1 and 2)

### 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.

This is a maintenance goal to ensure that students and families continue to feel safe and that the environment is conducive to learning.

### 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
Percentage of Parents Reporting that Their Child Feels Safe at School	Year: 2024-25 Data Source: Parent Survey 97%	Year: 2025-26 Data Source: Parent Survey Maintain 90% or Higher
Percentage of Parents Reporting that School Facilities are Clean and Inviting	Year: 2024-25 Data Source: Parent Survey 91.09%	Year: 2025-26 Data Source: Parent Survey Maintain 90% or Higher

### 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	Safety Plans and Training (LCAP 3.2) Develop and implement site safety plans which outline the frequency and content of safety drills and trainings.	All Students	0 District Funded
3.2	Access to Materials (LCAP 3.3) Maintain standards-aligned, MUSD board adopted, curriculum to ensure each student has appropriate access to instructional materials.	All Students	0 District Funded
3.3	Appropriately Assigned Teachers (LCAP 3.4) Review teacher assignments each trimester to	All Students	0 District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	ensure that teachers are appropriately assigned, to the greatest extent possible.		
3.4	Facilities in Good Repair (LCAP 3.5) Continue to implement annual inspection of facilities to ensure standards of safety, cleanliness, and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.	All Students	0 District Funded
3.5	Buzzed front door entry to increase security and safety for our school.	All students and staff	0 District Funded

## 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.

Buzzed entry has provided increase security measures to our site. Increased screen covering in our kindergarten yard.

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

No major differences.

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.

Window tint/coverings expected to be install this year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### 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
---------------------	-------------	-----------------------	-----------------------

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$239,089.96
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$166,394.00

Subtotal of additional federal funds included for this school: \$166,394.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$62,695.96
Parent-Teacher Association (PTA)	\$10,000.00

Subtotal of state or local funds included for this school: \$72,695.96

Total of federal, state, and/or local funds for this school: \$239,089.96

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	166,451.00	57.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	62,695.96
Parent-Teacher Association (PTA)	10,000.00
Title I	166,394.00

## Expenditures by Budget Reference

Budget Reference	Amount
	239,089.96

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	62,695.96
	Parent-Teacher Association (PTA)	10,000.00
	Title I	166,394.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	239,089.96
Goal 2	0.00
Goal 3	0.00

# 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
- 0 Secondary Students

Name of Members	Role
Juana Villa-Granados	Principal
Staci Daringer	Classroom Teacher
Guadalupe Langlois	Classroom Teacher
Kira Sanders	Classroom Teacher
Antonella Raigoza	Classroom Teacher
Sergio De La Rosa	Other School Staff
Zin Myint	Parent or Community Member
Brenda Diaz Pineda	Parent or Community Member
Shivani Patel	Parent or Community Member
Teri Veress	Parent or Community Member
Roberto Rodriguez-Andujar	Parent or Community Member
Ziernna Parrish	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



Other: Parent

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 November 20, 2025.

Attested:



Principal, Juana Villa-Granados on November 20, 2025



SSC Chairperson, Zienna Parrish on November 21, 2025

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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