



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Campus Canyon Preparatory Academy	56739406106439	November 17, 2025	August 5, 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 Campus Canyon Preparatory Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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 Campus Canyon Preparatory Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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.

Campus Canyon's Mission and Vision

Campus Canyon College Preparatory Academy (C3PA) is dedicated to providing a school community that develops student confidence, responsibility, and creativity as students achieve high levels of individualized learning. We cultivate student talents and interests in a challenging collaborative environment using 21st-century skills and the School-Wide Enrichment Model.

Campus Canyon is a magnet school in the Moorpark Unified School District, offering grades TK-8 as well as a preschool and Transitional Kindergarten program. As a recognized School of Distinction, a Magnet School of America, School-Wide C3 theme (Community, College, and Career) weaving central themes through grade-level standards. Campus Canyon received the California Distinguished School Award in 2020 and the federal Title 1 Academic Achievement Award. This federal award was given to Campus Canyon for demonstrating exceptional commitment to education and students as well as for producing continuous positive academic results.

At Campus Canyon Academy, we utilize the School-wide Enrichment Model for College, Career, and Community (C3) in our classrooms in support of high levels of academic achievement, critical thinking, and problem-solving. Through the implementation throughout each grade level, students will focus on our community, college, and careers for the future, we provide all students with meaningful, creative learning opportunities that allow them to develop their gifts, strengths, and talents within the core curriculum and accelerate their academic progress.

Educational Partner Involvement

How, when, and with whom did Campus Canyon Preparatory Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The partnership of school, family, and community members is integral to our campus. The mission of Campus Canyon's PTSA is to represent the members of our multicultural community who are committed to creating quality, engaging, and challenging learning environments for our students. The PTSA supports Campus Canyon's commitment to helping students discover their unique gifts and talents, playing a vital role in supporting curriculum-based programs, campus-wide assemblies, and social events. Through their fundraising efforts, the PTSA provides art for grades TK-8 each week.

ELAC-9/24/25, 12/5/25, 4/23/26

SSC-10/13/25, 11/17/25, 4/12/26—Future meetings will be held as needed to continue monitoring, updating, and evaluating the plan.

PTSA General and Board Meetings-8/21/25, 9/19/25, 10/14/25, 11/18/25, 12/9/25, 1/13/26, 2/10/26, 3/10/26, 4/14/26, 5/12/26, 6/19/26

CC LEADERSHIP-8/15/25, 9/4/25, 10/9/25, 11/6/25, 12/4/25, 1/8/26, 2/5/26, 3/5/26, 4/9/26, 5/7/26

STAFF MEETINGS-8/15/25, 9/5/25, 10/10/25, 11/7/25, 12/05/25, 1/09/26, 2/6/26, 3/06/26, 4/10/26, 5/08/26.

PRINCIPAL COFFEE CHATS-8/20/25, 11/14/25, 3/27/26.

Future meetings will be held on 5/18/2026 to gather input on progress toward the goals.

Opportunities for parents to be active participants in their child's education include multicultural celebrations, volunteering in support of programs and activities such as leading a cluster in the School-wide Enrichment Program, individual classroom support, the Latino Family Literacy Program, chaperoning field trips, participating in career presentations, Loteria Night, family evening learning events, and our annual Read Across America week. Parents also

serve on our School Site Council (SSC) and English Language Advisory Committee (ELAC), to provide valuable input and recommendations that help improve and strengthen our school community

Future meetings will be held below to gather input on progress toward the goals. For SSC, future meetings will be held on April 18, 2026, to continue to monitor, update, and evaluate the plan

English Learner Advisory Committee (ELAC): 9/29/25, 12/5/25, 4/23/26

This committee will meet on September 24, 2025. Parents were invited to attend by email, school Robocalls, personal phone calls, and postings on campus. These meetings discussed the Single Plan for Student Achievement (SPSA) in depth and received input from the parents in attendance that evening. The input was received on September 24, 2025, and a meeting was provided to the School Site Council (SSC) on April 13, 2026

School Site Council:

This committee meets on October 13, 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 calls, and postings on campus. This meeting discussed the SPSA in depth and received input from the parents in attendance. The second SSC meeting was held on November 17, 2025, when the SPSA and Safety Plan were up for approval.

Parent-Teacher Association General Membership:

The Parent Teacher Student Association (PTSA) General Association meets on every other third Tuesday of the month. Parents were invited to attend by email, personal phone calls, and postings on campus. These meetings discussed the SPSA in depth and received input from the parents in attendance each evening. The input was received on September 10, 2024, meeting was provided to the SSC on October 12, 2025.

Parent-Teacher Association Executive Board:

The PTA Executive Board meets on every other third Tuesday of each month. Parents were invited to attend by email, personal phone calls, and postings on campus. These meetings discussed the SPSA in-depth, parent involvement, and student services.

Faculty Leadership Team:

The Site Leadership Team meets on the first Thursday of each month at 3:00-4:00 p.m.

Faculty at Large:

The faculty meets on the first Friday of each month at 8:00-8:30 a.m.

August 2025

9th PTSA Meet and Greet at the park across the street from CC
13th Middle School Schedule passout 12:00-3:00 p.m.
14th District PD
15th Campus Canyon PD
18th BTSN TK/K 5:30-6:30 p.m.
19th Work in Classrooms-Elementary Class lists posted at 4:00 p.m.
20th First Day of School
Principal's Coffee Chat in the Library at 8:45 a.m.
29th Fire Drill #1

September 2025

4th CC Leadership Meeting in Susie's Office 3:00 p.m.
5th CC Staff Meeting in the Staff Lounge 8:00 a.m.
5th Back to School Picnic (Mandatory attendance) 5:00-8:00 p.m.
8th Back to School Night (Grades 1-3) 5:30-6:30 p.m.
10th Back to School Night (Grades 4-5) 5:30-6:30 p.m.
10th Cougar Assembly 8:30 a.m., the blacktop (Elementary school only)
11th Back to School Night (Middle School) 5:30-7:00 p.m.
12th Terrific Kids 10:00 a.m. in MPR.
17th PRIDE/SST Meeting #1 8:30-2:30 p.m. in Susie's Office
24th ELAC Meeting #1 at Flory 5:00-5:30 p.m./DELAC Meeting #2 5:30-6:00 p.m.
Middle School Cougar Assembly in MPR 8:15 a.m.
30th Fire Drill #2

October 2025

1st Friday Schedule (8:50-1:05)

2nd No School
3rd District In-Service
4th Victoria's Wedding! :)
Country Days Parade at 10:00 a.m.
8th Cougar Assembly 8:30 a.m. (Elementary school only)
9th CC Leadership Meeting 3:00 p.m. in Susie's Office
10th Staff Meeting in Staff Lounge 8:00 a.m.
13th Site Council Meeting (Virtual) 3:00-3:30 p.m.
14th PTSA Board Meeting in MPR (Child care provided) 3:00-4:00 p.m.
15th Middle School Cougar Assembly in MPR 8:15 a.m.
16th Earthquake Drill #1
27th Firedrill #3
31st Halloween Parade 8:30-9:30 a.m.

November 2025

5th Cougar Assembly 8:30 a.m. (Elementary school only)
6th CC Leadership Meeting 3:00 p.m. in Susie's Office
7th Staff Meeting in Staff Lounge 8:00 a.m.
11th No School-Veterans Day
12th PRIDE/SST #2 8:30-2:30
14th Principal's Coffee Chat 8:30 a.m. in Mrs. Rossiter's office
Shelter-in-place drill #1
17th Site Council #2 3:00 p.m.
19th Middle School Cougar Assembly in MPR 8:15 a.m.
20th Firedrill #4
24-28 Thanksgiving Break

December 2025

4th CC Leadership Meeting 3:00 p.m. in Susie's Office
5th Staff Meeting in Staff Lounge 8:00 a.m.
5th Loteria Night/ELAC#2 5:00-7:00p.m.
9th PTSA Board Meeting 3:00 p.m. in MPR
10th Cougar Assembly 8:30 a.m. (Elementary school only)
12th Terrific Kids 10:00 a.m. in MPR
15th Firedrill #5
19th 2nd Grade Theatre Arts Performance 10:00 a.m.
22-Jan 6 Winter Break

January 2026

7th Cougar Assembly 8:30 a.m. (Elementary school only)
8th CC Leadership Meeting 3:00 p.m. in Susie's Office
9th Staff Meeting in Staff Lounge 8:00 a.m.
13th PTSA Meeting 3:00 in MPR
Vision and Hearing Screening
14th Vision and Hearing Screening
Middle School Cougar Assembly in MPR 8:15 a.m.
23rd-Earthquake Drill #2
26th No School
27th-30th Kindness Week
28th Firedrill #6

February 2026

4th PRIDE/SST #3 8:30-2:30
5th CC Leadership Meeting 3:00 p.m. in Susie's Office
6th Staff Meeting in Staff Lounge 8:00 a.m.
Terrific Kids #3 10:00 a.m.
10th PTSA Meeting 3:00 p.m. in Susie's Office
11th Cougar Assembly 8:30 a.m. (Elementary school only)
13th 3rd Grade Theatre Arts Performance
19th Firedrill #7
25th Middle School Cougar Assembly in MPR 8:15 a.m.

March 2026

5th CC Leadership Meeting 3:00 p.m. in Susie's Office
6th CC Staff Meeting 8:00 a.m. in Staff Lounge
9th In-Service
10th PTSA Meeting 3:00 p.m. MPR
11th Cougar Assembly 8:30 a.m. (Elementary school only)
13th Firedrill #8
18th Middle School Cougar Assembly in MPR 8:15 a.m.
19th FUN RUN (Schedule to be determined)
20th Kindergarten 3 Piggy Opera 10:00 a.m. in MPR
23rd Lockdown Drill #1
25th Last PRIDE/SST #4 8:30-2:30 p.m.
27th Principal's Coffee Chat 9:00 a.m. in Mrs. Rossiter's office
30-April 3 Spring Break

April 2026

8th Cougar Assembly 8:30 a.m. (Elementary school only)
9th CC Leadership Meeting 3:00 p.m. in Susie's Office
Earthquake Drill #3
10th CC Staff Meeting 8:00 a.m. in Staff Lounge
13th Site Council #3 (Virtual) 3:00 p.m.
14th PTSA Meeting 3:00 p.m. in MPR.
15th Middle School Cougar Assembly in MPR 8:15 a.m.
17th ASB Movie Night (TBD)
20-24th Environment Week
21st Firedrill #9
23rd ELAC #3 9:00 a.m. in MPR
24th Terrific Kids 10:00 a.m. in MPR

May 2026

1st- Earthquake Drill #4
4th-8th Teacher Appreciation Week
5th Firedrill #10
6th Cougar Assembly 8:30 a.m. (Elementary school only)
7th CC Leadership Meeting 3:00 p.m. in Susie's Office (LAST)
8th CC Staff Meeting 8:00 a.m. in Staff Lounge
12th PTSA Meeting 3:00 p.m.
12th-21st CAASSP Testing (Elementary)
18th-22nd CAASSP Testing (Middle School)
25th-29th CAASSP Make-up testing

June 2026

2nd Last Fire Drill of the school year
3rd Last Middle School Assembly 8:15 MPR.
4th TK Performance 10:00 a.m. in the MPR
5th PTSA's Day of Fun!
8th 8th Grade Disneyland Field Trip
10th 8th Grade Promotion 3:15 p.m.
12th Last day of school

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.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Learner Progress-Orange

Campus Canyon Elementary – Comprehensive Needs Assessment (2024)

School Overview

School Name: Campus Canyon Elementary

Grades Served: P–8

Enrollment: 575

Socioeconomically Disadvantaged (SED): 33.6%

English Learners (EL): 14.4%

Foster Youth: 0.3%

1. Academic Performance

English Language Arts (ELA)

Performance Level: Green (Level 4 of 5)

Status: 24.7 points above standard

Change: Increased by 5.7 points

Equity Distribution:

1 student group in Orange

1 in Yellow

1 in Green

1 in Blue

Analysis:

ELA performance is strong overall, with growth. However, subgroup equity disparities (e.g., one group in Orange) indicate that not all student populations are benefitting equally. Targeted support for these groups is needed.

Mathematics

Performance Level: Green (Level 4 of 5)

Status: 0.2 points above standard

Change: Increased by 11.5 points

Equity Distribution:

1 group in Orange

3 in Yellow

1 in Blue

Analysis:

Overall math performance is solid but just above standard. The data reveal underlying achievement gaps among student groups, particularly those in Orange and Yellow. These groups need focused academic interventions and support.

English Learner Progress

Performance Level: Orange (Level 2 of 5)

Progress: 47.4% of EL students making progress

Change: Declined by 3.4%

Analysis:

This is a significant area of concern. Progress among English Learners is below state expectations and declining. Given that EL students make up 14.4% of the population, this is a priority need area. There are no long-term English learners in any color band, indicating data might be limited or cohort is small.

2. Academic Engagement

Chronic Absenteeism

Performance Level: Green (Level 4 of 5)

Rate: 9.9% chronically absent

Change: Decreased by 5.1%

Equity Distribution:

2 groups in Yellow

3 in Green

Analysis:

The school has successfully reduced chronic absenteeism overall. Continued attention to the two student groups in Yellow is warranted to ensure all students are regularly attending.

3. School Climate

Suspension Rate

Performance Level: Orange (Level 2 of 5)

Rate: 2.5% suspended at least one day

Change: Increased by 1.5%

Equity Distribution:

2 groups in Red

3 in Orange

Analysis:

This is a critical concern. Suspension rates are rising, and equity data show disproportionate disciplinary actions affecting vulnerable subgroups. Immediate climate, SEL, and restorative practices interventions are needed to reduce suspensions, especially among groups in Red.

4. Science (Informational Only)

Performance Color: Gray (no official level assigned)

Status: 7.8 points below standard

Change: Increased by 2.2 points

Analysis:

While not part of formal accountability, science results suggest below-standard performance. This warrants curriculum review and instructional support to ensure readiness for state testing benchmarks.

5. Key Findings and Identified Needs

Area Status Change Need

English Learner Progress Orange Declined Targeted language development support for ELs.

Suspension Rate Orange Increased School climate and discipline reform; SEL and equity training.

Math – Subgroups Mixed Increased Focus on subgroups in Orange and Yellow to close achievement gaps.

Science (Informational) Below Std Slight Gain Review curriculum/instruction in science; not currently accountable.

6. Root Cause Analysis

EL Progress: Limited access to differentiated ELD instruction or inconsistent progress monitoring.

Suspensions: Possible lack of culturally responsive practices and alternatives to discipline.

Math Gaps: Differentiation and support may not be reaching certain subgroups.

Science: May lack aligned resources, time, or training in NGSS standards.

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.

English Learners

Other Needs

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

Parent input, staff reflection, and additional training and resources have been implemented moving forward into the 2025-2026 school year to address the stated need above.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Campus Canyon Preparatory Academy. 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	0.55%	1.04%	1.83%	3	6	10
Asian	3.64%	4.70%	4.40%	20	27	24
Filipino	1.46%	1.57%	1.65%	8	9	9
Hispanic/Latino	54.1%	51.13%	51.01%	297	294	278
Pacific Islander	0.36%	0.35%	0.37%	2	2	2
White	36.43%	36.35%	35.60%	200	209	194
Two or More Races	3.46%	4.87%	5.14%	19	28	28
Not Reported	0%	%	%	0		
Total Enrollment				549	575	545

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			43
Kindergarten	87	50	47
Grade 1	66	65	49
Grade 2	70	69	68
Grade3	64	72	71
Grade 4	73	68	68
Grade 5	64	77	65
Grade 6	41	50	41
Grade 7	38	43	51
Grade 8	46	37	42
Total Enrollment	549	575	545

Conclusions based on this data:

1. Campus Canyon like all other schools in Moorpark Unified School District is experiencing declining enrollment, but enrollment has been fluctuating over time.

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	91	83	61	16.6%	14.4%	11.2%
Fluent English Proficient (FEP)	51	60	51	9.3%	10.4%	9.4%
Reclassified Fluent English Proficient (RFEP)	18	18	14	22.7%	26%	22.9%

Conclusions based on this data:

1. It is evident that Campus Canyon enrollment is fairly steady, the percentage of students who are classified as English Learners is also declining.
2. The number of students who are initially classified as Fluent English Proficient have remained fairly constant regardless of declining enrollment.
3. The number of reclassified students has declined although the percentage has remained steady.

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	65	69	70	63	69	68	63	69	68	96.9	100	97.1
Grade 4	74	70	67	74	70	66	74	70	66	100.0	100	98.5
Grade 5	63	75	65	61	75	65	61	75	65	96.8	100	100
Grade 6	43	53	42	43	53	41	43	53	41	100.0	100	97.6
Grade 7	37	44	54	37	44	53	37	44	53	100.0	100	98.1
Grade 8	45	36	41	45	35	41	45	35	41	100.0	97.2	100
All Grades	327	347	339	323	346	334	323	346	334	98.8	99.7	98.5

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	2443.	2457.	2459.	33.33	43.48	33.82	23.81	20.29	30.88	23.81	15.94	22.06	19.05	20.29	13.24
Grade 4	2505.	2508.	2506.	39.19	41.43	37.88	28.38	22.86	33.33	13.51	18.57	15.15	18.92	17.14	13.64
Grade 5	2545.	2548.	2543.	36.07	30.67	32.31	31.15	45.33	40.00	14.75	10.67	10.77	18.03	13.33	16.92
Grade 6	2552.	2523.	2522.	23.26	22.64	14.63	37.21	24.53	31.71	25.58	22.64	29.27	13.95	30.19	24.39
Grade 7	2532.	2582.	2557.	8.11	22.73	18.87	35.14	36.36	33.96	32.43	27.27	24.53	24.32	13.64	22.64
Grade 8	2571.	2550.	2597.	20.00	5.71	26.83	33.33	34.29	26.83	20.00	37.14	31.71	26.67	22.86	14.63
All Grades	N/A	N/A	N/A	29.10	30.64	28.74	30.65	30.35	33.23	20.43	19.94	20.96	19.81	19.08	17.07

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	19.05	21.74	20.59	58.73	63.77	64.71	22.22	14.49	14.71
Grade 4	29.73	35.71	22.73	56.76	57.14	71.21	13.51	7.14	6.06
Grade 5	22.95	28.00	27.69	65.57	69.33	64.62	11.48	2.67	7.69
Grade 6	32.56	18.87	9.76	51.16	56.60	68.29	16.28	24.53	21.95
Grade 7	5.41	20.45	22.64	70.27	70.45	58.49	24.32	9.09	18.87
Grade 8	24.44	14.29	26.83	55.56	65.71	58.54	20.00	20.00	14.63
All Grades	23.22	24.57	22.16	59.44	63.58	64.67	17.34	11.85	13.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.40	33.82	26.47	57.14	42.65	66.18	17.46	23.53	7.35
Grade 4	31.08	32.86	27.27	55.41	55.71	60.61	13.51	11.43	12.12
Grade 5	36.07	29.33	30.77	50.82	61.33	58.46	13.11	9.33	10.77
Grade 6	20.93	16.98	14.63	65.12	52.83	60.98	13.95	30.19	24.39
Grade 7	10.81	22.73	20.75	62.16	65.91	60.38	27.03	11.36	18.87
Grade 8	26.67	5.71	21.95	51.11	74.29	63.41	22.22	20.00	14.63
All Grades	26.63	25.80	24.55	56.35	57.10	61.68	17.03	17.10	13.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	15.94	5.88	77.78	68.12	83.82	11.11	15.94	10.29
Grade 4	16.22	20.00	15.15	77.03	61.43	75.76	6.76	18.57	9.09
Grade 5	14.75	22.67	18.46	78.69	72.00	75.38	6.56	5.33	6.15
Grade 6	9.30	15.09	19.51	83.72	71.70	70.73	6.98	13.21	9.76
Grade 7	16.22	15.91	11.32	72.97	77.27	77.36	10.81	6.82	11.32
Grade 8	15.56	8.57	24.39	75.56	80.00	68.29	8.89	11.43	7.32
All Grades	13.93	17.34	14.97	77.71	70.52	76.05	8.36	12.14	8.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.81	24.64	27.94	60.32	63.77	64.71	15.87	11.59	7.35
Grade 4	22.97	18.57	21.21	67.57	72.86	74.24	9.46	8.57	4.55
Grade 5	36.07	36.00	21.54	50.82	53.33	69.23	13.11	10.67	9.23
Grade 6	23.26	22.64	14.63	67.44	64.15	63.41	9.30	13.21	21.95
Grade 7	8.11	29.55	20.75	81.08	59.09	62.26	10.81	11.36	16.98
Grade 8	26.67	14.29	26.83	60.00	65.71	70.73	13.33	20.00	2.44
All Grades	24.46	25.14	22.46	63.47	63.01	67.66	12.07	11.85	9.88

Conclusions based on this data:

- English Language Arts (ELA)
Performance Level: Green (Level 4 of 5)

Status: 24.7 points above standard

Trend: Increased by 5.7 points

Equity:

 - 0 Red
 - 2 Orange
 - 1 Yellow
 - 1 Green
 - 1 Blue

Conclusion:
Students overall are performing well above the standard in ELA, and performance is improving. However, equity data shows two student groups are in the Orange range, indicating performance disparities that should be addressed through targeted support.

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	65	69	70	63	69	68	63	69	68	96.9	100	97.1
Grade 4	74	70	67	74	70	66	74	70	66	100.0	100	98.5
Grade 5	63	75	65	62	75	65	62	75	65	98.4	100	100
Grade 6	43	53	42	43	53	41	43	53	41	100.0	100	97.6
Grade 7	37	44	54	37	44	53	37	44	53	100.0	100	98.1
Grade 8	45	36	41	45	35	41	45	35	41	100.0	97.2	100
All Grades	327	347	339	324	346	334	324	346	334	99.1	99.7	98.5

* 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	2454.	2479.	2467.	31.75	46.38	30.88	31.75	21.74	39.71	19.05	18.84	11.76	17.46	13.04	17.65
Grade 4	2503.	2496.	2496.	17.57	17.14	25.76	44.59	47.14	30.30	28.38	20.00	36.36	9.46	15.71	7.58
Grade 5	2525.	2533.	2519.	25.81	29.33	24.62	22.58	28.00	29.23	32.26	25.33	21.54	19.35	17.33	24.62
Grade 6	2540.	2534.	2536.	23.26	28.30	21.95	25.58	15.09	17.07	25.58	28.30	36.59	25.58	28.30	24.39
Grade 7	2503.	2541.	2571.	8.11	22.73	28.30	10.81	27.27	20.75	32.43	13.64	28.30	48.65	36.36	22.64
Grade 8	2514.	2516.	2563.	13.33	11.43	19.51	15.56	8.57	29.27	20.00	34.29	19.51	51.11	45.71	31.71
Grade 11															
All Grades	N/A	N/A	N/A	20.99	27.46	25.75	27.47	26.59	28.74	26.23	22.83	25.15	25.31	23.12	20.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.27	52.17	44.12	38.10	39.13	44.12	20.63	8.70	11.76
Grade 4	28.38	27.14	28.79	56.76	51.43	53.03	14.86	21.43	18.18
Grade 5	33.87	32.00	24.62	48.39	50.67	49.23	17.74	17.33	26.15
Grade 6	13.95	28.30	26.83	60.47	41.51	46.34	25.58	30.19	26.83
Grade 7	10.81	22.73	26.42	45.95	38.64	47.17	43.24	38.64	26.42
Grade 8	15.56	17.14	17.07	37.78	31.43	58.54	46.67	51.43	24.39
Grade 11									
All Grades	26.23	31.79	29.04	48.15	43.64	49.40	25.62	24.57	21.56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.16	39.13	32.35	52.38	43.48	52.94	17.46	17.39	14.71
Grade 4	21.62	20.00	25.76	66.22	60.00	63.64	12.16	20.00	10.61
Grade 5	24.19	17.33	16.92	54.84	66.67	64.62	20.97	16.00	18.46
Grade 6	20.93	20.75	19.51	62.79	52.83	56.10	16.28	26.42	24.39
Grade 7	2.70	18.18	28.30	64.86	56.82	58.49	32.43	25.00	13.21
Grade 8	13.33	5.71	17.07	42.22	57.14	58.54	44.44	37.14	24.39
All Grades	20.37	21.68	23.95	57.41	56.36	59.28	22.22	21.97	16.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.16	40.58	29.41	53.97	47.83	52.94	15.87	11.59	17.65
Grade 4	24.32	32.86	28.79	63.51	57.14	60.61	12.16	10.00	10.61
Grade 5	24.19	20.00	16.92	58.06	66.67	66.15	17.74	13.33	16.92
Grade 6	16.28	18.87	24.39	62.79	60.38	63.41	20.93	20.75	12.20
Grade 7	10.81	18.18	24.53	56.76	56.82	58.49	32.43	25.00	16.98
Grade 8	11.11	5.71	24.39	66.67	71.43	48.78	22.22	22.86	26.83
All Grades	20.99	24.86	24.85	60.19	59.25	58.68	18.83	15.90	16.47

Conclusions based on this data:

- Overall Student Achievement Is Improving
All students are now performing just above the standard (+0.2 points) in mathematics.

This reflects a significant improvement of +11.5 points from the previous year and a strong recovery since 2022.

The performance level is in the Green band (Level 4 of 5), indicating that most students are meeting or nearly meeting grade-level expectations.

2. **English Learners Continue to Struggle Significantly**
English Learners (ELs) overall are performing at a Low level (Orange band, Level 2 of 5), with an average of 54.9 points below standard.

While scores for ELs slightly improved (+1.3 points), they remain far from meeting grade-level expectations.

3. **Breakdown:**
Current English Learners:

73.7 points below standard — a very large gap, though performance was maintained (+1.6).

Recently Reclassified English Learners:

44.2 points below standard and performance declined (-5.8 points).

Conclusion: ELs, especially current English learners, are struggling to access grade-level math content effectively. The decline in RFEP performance also suggests a lack of sustained support after reclassification.

3. English-Only Students Are Driving the Overall Improvement

English-only students are performing well above standard (+17.1 points) and showed a strong increase (+10.6 points).

This student group likely contributed the most to the overall school gains.

Conclusion: Instructional strategies are working well for English-only students, but are not translating to success for English Learners.

4. Persistent Equity Gaps Exist

The gap between English Only (+17.1) and Current English Learners (-73.7) is over 90 points.

This disparity indicates a systemic issue in serving linguistically diverse students equitably in mathematics instruction.

Final Summary

Campus Canyon is making strong overall gains in mathematics, reaching grade-level proficiency.

However, English Learners remain substantially behind, with both current and recently reclassified students underperforming.

Targeted and sustained support for English Learners is critical to ensure that progress is equitable and inclusive for all student groups.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1413.1	*	*	1426.7	*	*	1380.8	*	6	13	7
1	1447.8	*	*	1455.9	*	*	1439.4	*	*	14	5	4
2	*	1484.9	*	*	1483.9	*	*	1485.1	*	10	15	5
3	*	*	1497.0	*	*	1495.4	*	*	1498.0	9	9	14
4	1527.9	*	*	1541.4	*	*	1513.6	*	*	17	9	8
5	1518.9	*	*	1523.7	*	*	1513.8	*	*	12	8	4
6	*	*	*	*	*	*	*	*	*	*	9	4
7	*	*	*	*	*	*	*	*	*	6	*	7
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										76	71	54

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
K	*	7.69	*	*	38.46	*	*	30.77	*	*	23.08	*	*	13	*
1	0.00	*	*	50.00	*	*	35.71	*	*	14.29	*	*	14	*	*
2	*	6.67	*	*	60.00	*	*	33.33	*	*	0.00	*	*	15	*
3	*	*	0.00	*	*	71.43	*	*	28.57	*	*	0.00	*	*	14
4	23.53	*	*	41.18	*	*	29.41	*	*	5.88	*	*	17	*	*
5	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.47	18.31	14.81	43.42	47.89	66.67	34.21	26.76	18.52	7.89	7.04	0.00	76	71	54

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
K	*	30.77	*	*	15.38	*	*	30.77	*	*	23.08	*	*	13	*
1	7.14	*	*	57.14	*	*	28.57	*	*	7.14	*	*	14	*	*
2	*	20.00	*	*	53.33	*	*	26.67	*	*	0.00	*	*	15	*
3	*	*	28.57	*	*	57.14	*	*	14.29	*	*	0.00	*	*	14
4	41.18	*	*	47.06	*	*	11.76	*	*	0.00	*	*	17	*	*
5	41.67	*	*	41.67	*	*	8.33	*	*	8.33	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.32	39.44	40.74	53.95	39.44	50.00	14.47	14.08	9.26	5.26	7.04	0.00	76	71	54

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
K	11.76	7.69	*	23.53	15.38	*	58.82	53.85	*	5.88	23.08	*	17	13	*
1	7.69	*	*	30.77	*	*	7.69	*	*	53.85	*	*	13	*	*
2	0.00	13.33	*	41.18	33.33	*	41.18	40.00	*	17.65	13.33	*	17	15	*
3	0.00	*	0.00	15.00	*	50.00	45.00	*	35.71	40.00	*	14.29	20	*	14
4	17.65	*	*	35.29	*	*	47.06	*	*	0.00	*	*	17	*	*
5	26.32	*	*	26.32	*	*	42.11	*	*	5.26	*	*	19	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	7.04	3.70	26.32	32.39	44.44	43.42	45.07	40.74	19.74	15.49	11.11	76	71	54

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
K	*	23.08	*	*	61.54	*	*	15.38	*	*	13	*
1	35.71	*	*	57.14	*	*	7.14	*	*	14	*	*
2	*	20.00	*	*	73.33	*	*	6.67	*	*	15	*
3	*	*	7.14	*	*	85.71	*	*	7.14	*	*	14
4	29.41	*	*	58.82	*	*	11.76	*	*	17	*	*
5	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.37	32.39	24.07	69.74	57.75	70.37	7.89	9.86	5.56	76	71	54

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
K	*	23.08	*	*	30.77	*	*	46.15	*	*	13	*
1	7.14	*	*	78.57	*	*	14.29	*	*	14	*	*
2	*	20.00	*	*	80.00	*	*	0.00	*	*	15	*
3	*	*	57.14	*	*	42.86	*	*	0.00	*	*	14
4	64.71	*	*	35.29	*	*	0.00	*	*	17	*	*
5	83.33	*	*	8.33	*	*	8.33	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.05	42.25	55.56	46.05	47.89	44.44	7.89	9.86	0.00	76	71	54

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
K	*	7.69	*	*	69.23	*	*	23.08	*	*	13	*
1	14.29	*	*	50.00	*	*	35.71	*	*	14	*	*
2	*	0.00	*	*	86.67	*	*	13.33	*	*	15	*
3	*	*	0.00	*	*	78.57	*	*	21.43	*	*	14
4	5.88	*	*	64.71	*	*	29.41	*	*	17	*	*
5	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.47	5.63	11.11	55.26	70.42	66.67	30.26	23.94	22.22	76	71	54

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
K	*	7.69	*	*	69.23	*	*	23.08	*	*	13	*
1	0.00	*	*	85.71	*	*	14.29	*	*	14	*	*
2	*	20.00	*	*	80.00	*	*	0.00	*	*	15	*
3	*	*	7.14	*	*	85.71	*	*	7.14	*	*	14
4	23.53	*	*	70.59	*	*	5.88	*	*	17	*	*
5	16.67	*	*	75.00	*	*	8.33	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.11	14.08	11.11	69.74	80.28	83.33	13.16	5.63	5.56	76	71	54

Conclusions based on this data:

- 1. Less Than Half of English Learners Are Making Adequate Progress**
 Only 47.4% of current English Learners (ELs) are making progress toward English proficiency.
 This is a decline of 3.4% from the previous year.
 The school is at a Low performance level (Orange – Level 2 of 5).
 Number of Students Assessed: 57
 Conclusion: The majority of English Learners are not meeting expected growth in English proficiency, which limits their access to academic content across subjects, including math.
- 2. English Language Development Progress Is Declining**

Progress toward English proficiency decreased from the prior year, indicating a negative trend in language acquisition support.

This decline could be impacting performance in other content areas like mathematics, where vocabulary and comprehension are essential.

Conclusion: Current strategies for English Language Development (ELD) may be insufficient, inconsistent, or misaligned with student needs.

3. Support for Long-Term ELs May Be Lacking

Students who are not progressing or maintaining lower ELPI levels (such as 1, 2L, 2H, 3L, 3H) are at risk of becoming long-term English Learners (LTELs).

There is no evidence here of strong movement toward reclassification or sustained improvement in ELPI levels.

Conclusion: There is likely a need for more intensive or differentiated support to prevent students from remaining in the EL program for too many years without adequate progress.

Overall Conclusion

The school is not meeting expectations in supporting English Learners' language development.

With only 47.4% making progress, and a decline in performance, it is clear that current ELD instruction needs to be reevaluated and strengthened.

Since English proficiency directly impacts success in subjects like math and reading, targeted, research-based interventions are necessary to close both the language and academic achievement gaps.

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
545	35.2%	11.2%	0.2%

Total Number of Students enrolled in Campus Canyon Preparatory Academy.

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	61	11.2%
Foster Youth	1	0.2%
Homeless	5	0.9%
Socioeconomically Disadvantaged	192	35.2%
Students with Disabilities	67	12.3%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	10	1.8%
American Indian	0	0.0%
Asian	24	4.4%
Filipino	9	1.7%
Hispanic	278	51%
Two or More Races	28	5.1%
Pacific Islander	2	0.4%
White	194	35.6%

Conclusions based on this data:

1. Campus Canyon is experiencing declining enrollment which is also reducing the number of English Learners and Socioeconomically Disadvantaged students.

2. 1. Students Are Performing Well Above the Standard
All students are scoring 4.2 points above standard on the mathematics assessment and 25.6 points above standard for ELA. (Maintained 0.9)-Green on the Dashboard in both ELA and math.

This indicates that, on average, students are exceeding grade-level expectations in math and ELA.

The school's performance is in the Green performance level (Level 4 of 5).

2. Continued Improvement in Math Performance

Student performance increased by 4 points compared to the previous year.

This shows a positive upward trend, suggesting that current instructional strategies and interventions in mathematics are effective.

3. 3. Strong Overall Instructional Program
With 338 students assessed, this strong performance reflects consistent teaching quality and effective support across a large and diverse student body.

The increase suggests that school-wide math initiatives, curriculum, or interventions are having a measurable impact.

4. Equity Gaps Still Need Attention, but are greatly improving by 8%. 55.3% of our Multi-Lingual learners are making progress.

Final Conclusion

Campus Canyon is performing at a high level in mathematics and ELA overall, with clear progress made. Our ELPI indicates that EL students are making progress and have demonstrated an 8% increase in language acquisition.

School and Student Performance Data

Overall Performance

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.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Green

Mathematics



Green

English Learner Progress



Green

Conclusions based on this data:

1. Students Are Performing Well Above the Standard in both ELA and math. All students are scoring 24.7 points above standard on the mathematics assessment.
Green-ELA 25.6 points above standard and maintained growth of 0.9.
Green-Math 4.2 points above standard and increased growth by 4 points.

Green-ELPI 55.3% making progress and has increased by 8 points.

Green-Academic Engagement-8.5% chronically absent. Declined by 1.4%.

Green-Conditions and climate 2.2% suspension declined by 0.4%.

Green-Science 59.3 points increased by 2.7 points.

This indicates that, on average, students are exceeding grade-level expectations in math.

The school's overall performance is in ALL Green performance level (Level 4 of 5).

2. Continued Improvement in ELA and Math Performance.
Student performance increased by 5.7 points compared to the previous year.

This shows a positive upward trend, suggesting that current instructional strategies and interventions in ELA and mathematics are effective.

3. Strong Overall Instructional Program
With 338 students assessed, this strong performance reflects consistent teaching quality and effective support across a large and diverse student body.

The increase suggests that school-wide math initiatives, curriculum, or interventions are having a measurable impact.

Final Conclusion

Campus Canyon is performing at a high level in ELA and mathematics overall, with clear progress being made. However, to ensure success for all, the school should maintain this momentum while prioritizing support for student subgroups—especially English Learners—who remain far below the standard, but are making good progress towards standards.

School and Student Performance Data

Academic Performance English Language Arts

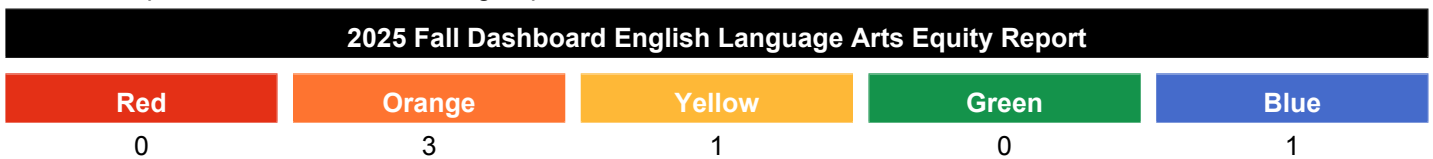
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>25.6 points above standard</p> <p>Maintained 0.9 points</p> <p>329 Students</p>	<p>English Learners</p> <p> Orange</p> <p>28.9 points below standard</p> <p>Maintained 2.9 points</p> <p>75 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>13.6 points below standard</p> <p>Maintained -2.8 points</p> <p>118 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>43.2 points below standard</p> <p>Maintained -2.1 points</p> <p>53 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>112.5 points above standard</p> <p>Increased 59.2 points</p> <p>12 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>1.1 points above standard</p> <p>Maintained 1.4 points</p> <p>172 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>53.1 points above standard</p> <p>Maintained 1.5 points</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>53.2 points above standard</p> <p>Maintained -2.1 points</p> <p>117 Students</p>

Conclusions based on this data:

- All Students Are Performing Above Standard in ELA
Performance Level: Green (Level 4 of 5 – High performance)

Average Score: 25.6 points above standard

Trend: Maintained 0.9

Number of Students: 329

Conclusion: Overall, students are meeting or exceeding grade-level standards in ELA, and performance is improving steadily.
- Significant Achievement Gaps Exist for English Learners and Socioeconomically Disadvantaged Students

English Learners:

Orange performance level

English Learners: 28.9 points below standard (Maintained, +2.9 points)
Students: 75

Socioeconomically Disadvantaged Students: 13.6 points below standard. (Maintained 2.8 points)
Students: 118

Students with Disabilities: 43.2 below standard. (Maintained -2.1 points)
Students: 53

Conclusion: These subgroups are not meeting grade-level expectations and show some growth. Targeted academic and language development supports are needed.

3. Significant Achievement Gaps exist for our Hispanic students: Yellow

White Students Are Performing at the Highest Levels: Blue performance level (Highest)

Hispanic and Socioeconomically Disadvantaged students fell into the yellow category for science. 54.1 science points for Hispanic students (56). Maintained 1 point and 49.9 science points for Socioeconomically Disadvantaged students (36.) Maintained -1.2 points.

Conclusion: Only a few student groups are performing at high levels (Green or Blue), while most remain in lower bands. Equity gaps are clear and persistent.

Overall Summary

Campus Canyon is performing strongly in ELA overall, but substantial gaps remain for English Learners, socioeconomically disadvantaged students, and students with disabilities.

Continued growth among higher-performing groups is positive, but focused intervention is needed to ensure all students succeed, especially those in Orange and Yellow performance levels.

School and Student Performance Data

Academic Performance Mathematics

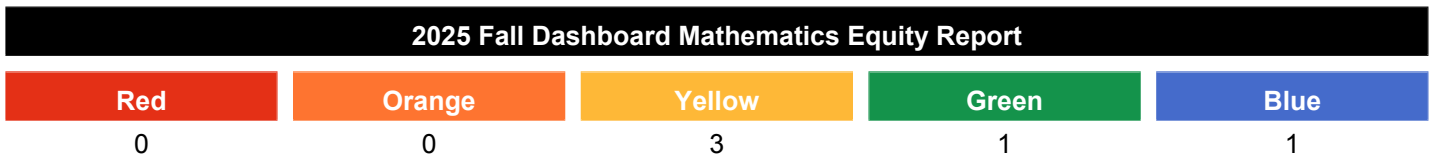
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.2 points above standard</p> <p>Increased 4 points</p> <p>329 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>37.8 points below standard</p> <p>Increased 17.1 points</p> <p>75 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>34.9 points below standard</p> <p>Increased 5 points</p> <p>118 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>52.9 points below standard</p> <p>Increased 20.8 points</p> <p>53 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>89 points above standard</p> <p>Increased 49.7 points</p> <p>12 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>23.1 points below standard</p> <p>Increased 6.3 points</p> <p>172 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>2.9 points above standard</p> <p>Declined 12.1 points</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>37.3 points above standard</p> <p>Maintained -1.3 points</p> <p>117 Students</p>

Conclusions based on this data:

- Overall Student Performance Is Slightly Above Standard and Improving All Students:

Green performance level

4.2 points above standard

Increased by 4 points

Number of Students: 338

Conclusion: The overall student body is meeting grade-level math standards with clear improvement from the previous year.
- English Learners Face Significant Challenges in Math

Orange performance level: 28.9 points below standard. Performance maintained (+2.9 points)

75 Students

Conclusion: English Learners are significantly behind grade-level expectations in math and are not making meaningful progress. Targeted support is urgently needed.

Socioeconomically Disadvantaged Students Are Below Standard but Showing Growth

Orange performance level: 13.6 points below standard. Maintained-2.8 points.

118 Students

Conclusion: While still below grade level, this group is making progress, suggesting that interventions are having some positive effect, but more support is necessary.

Students with Disabilities Are Far Below Standard but Improving

Orange performance level: 43.2 points below standard. Maintained -2.1 points

53 Students

Conclusion: Students with disabilities face the greatest challenges but are showing significant growth, highlighting the impact of focused interventions and specialized support.

3. Overall Summary

Campus Canyon is making good overall progress in mathematics, with students generally meeting or exceeding standards. We have seen good growth with all student groups; however, large achievement gaps persist, especially for English Learners, students with disabilities, socioeconomically disadvantaged students, and Hispanic students.

Continued focus on targeted support and equity-driven interventions is essential to ensure all student groups succeed in math and ELA.

School and Student Performance Data

Academic Performance Science

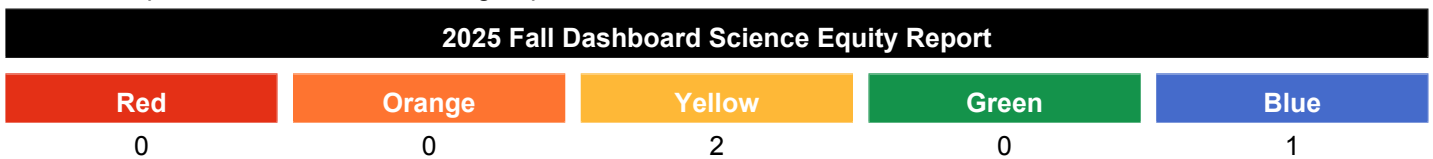
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This section provides number of student groups in each level.



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>All Students</p> <p>Green</p> <p>59.3 science points</p> <p>Increased 2.7 points</p> <p>106 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>52.9 science points</p> <p>Increased 8 points</p> <p>19 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>49.9 science points</p> <p>Maintained -1.2 points</p> <p>36 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>45.4 science points</p> <p>Maintained -0.9 points</p> <p>17 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>54.1 science points</p> <p>Maintained 1 points</p> <p>56 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>66.5 science points</p> <p>Increased 3.4 points</p> <p>35 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 55.3 making progress. Number Students: 47 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 7 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			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.9%	29.8%	0%	55.3%

Conclusions based on this data:

- 55.3% of current English Learners (ELs) are making progress or maintaining the highest English Language Proficiency Indicator (ELPI) level.
 Performance level: Green
 Number of EL students: 49
 Conclusion: Fewer than half of EL students are advancing in English proficiency, indicating a need for more effective language acquisition support.
- Nearly One-Third of ELs Are Struggling to Maintain or Are Declining
 14.9 % of ELs decreased by one ELPI level — showing regression in English proficiency.
 29.8% maintained lower ELPI levels (levels 1, 2L, 2H, 3L, or 3H), which indicates little or no progress for a significant portion of students.
- Very Few ELs Have Reached or Maintained Full Proficiency

Conclusion: Achieving and maintaining full English proficiency remains a rare outcome for students currently classified as ELs.

Data for Long-Term English Learners Is Limited

Number of Long-Term ELs: 2 students — no performance color reported due to small numbers.

Conclusion: While data is limited, Long-Term ELs often face additional barriers and may require targeted support.

Overall Summary

The progress of English Learners in the district/school is below expectations, with less than half showing positive movement in English language proficiency. Campus Canyon saw an 8% growth.

Strategies focusing on accelerating language acquisition and reclassification are critical to improving outcomes for this group.

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.

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Green <p>8.5% Chronically Absent</p> <p>Declined 1.4</p> <p>553 Students</p>	<p>English Learners</p>  Green <p>3.2% Chronically Absent</p> <p>Declined 4.8</p> <p>62 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p>  Green <p>9.9% Chronically Absent</p> <p>Declined 3.1</p> <p>202 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>11.6% Chronically Absent</p> <p>Increased 1.6</p> <p>86 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 3.7</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>9.1% Chronically Absent</p> <p>Declined 0.9</p> <p>285 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>3.4% Chronically Absent</p> <p>Declined 7.3</p> <p>29 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>8.8% Chronically Absent</p> <p>Declined 2.3</p> <p>194 Students</p>

Conclusions based on this data:

- Overall, Chronic Absenteeism is Low and Improving
8.5% of all students are chronically absent (absent 10% or more of instructional days).

Performance level: Green (Level 4 of 5 – High performance)

This rate has declined by 1.4 percentage points, indicating improved student attendance.

Number of students: 553

Conclusion: The overall student attendance is strong and has improved, which positively impacts student engagement and learning.
- English Learners Show Even Lower Absenteeism Rates with Improvement
8% of English Learners are chronically absent, also marked as Green.

Absenteeism declined by 3.7 percentage points for this group (87 students).

Conclusion: English Learners have relatively good attendance, and efforts to support their consistent school presence appear effective.
- Attendance Challenges Exist for Some Subgroups
Students with Disabilities: 11.6% chronically absent (Green); this group increased 1.6% (86 students).

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.

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

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

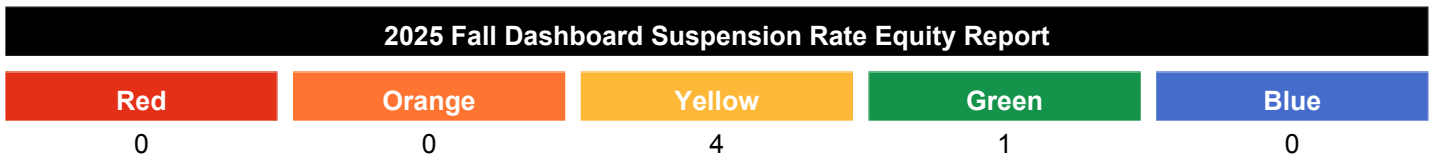
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>2.2% suspended at least one day</p> <p>Declined 0.4%</p> <p>556 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>3.2% suspended at least one day</p> <p>Declined 1.4%</p> <p>62 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>3.5% suspended at least one day</p> <p>Declined 2.3%</p> <p>202 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>2.3% suspended at least one day</p> <p>Declined 1.4%</p> <p>86 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>3.1% suspended at least one day</p> <p>Declined 0.5%</p> <p>287 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>29 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Yellow</p> <p>1.5% suspended at least one day</p> <p>Maintained 0.2%</p> <p>195 Students</p>

Conclusions based on this data:

- 2.2% of all students were suspended at least once during the school year.
Performance level: Green (Level 2 of 5 – Low performance)
The suspension rate has declined by 0.4 percentage points (545 students).
Conclusion: Suspension rates are lower due to programs and supports put in place to address unacceptable behaviors.
- Yellow: English Learners, Hispanic, Socioeconomically Disadvantaged, and white students all fell into the yellow category.
- Overall Summary: Efforts to focus on improving school climate, implementing restorative justice practices, and providing culturally responsive behavioral support to reduce suspensions and improve student outcomes have been effective.

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.

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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<p>English Language Arts California Assessment of Student Performance & Progress (CAASPP)</p>	<p>Year 2025 Overall Goal Setting Based on Data All Students Current Status: 24.7 points above standard (? 5.7 points)</p> <p>Performance Level: Green (High, Level 4 of 5)</p> <p>English Learners Current Status: 31.8 points below standard (? 2.9 points)</p> <p>Performance Level: Orange (Low, Level 2 of 5)</p> <p>Trend: Decline in performance</p> <p>Socioeconomically Disadvantaged (SED) Students Current Status: 10.8 points below standard (? 0.5 points)</p> <p>Performance Level: Orange (Low, Level 2 of 5)</p> <p>Trend: Slight improvement</p> <p>Student Group Current Distance from Standard 2026 Goal Performance Level Target All Students +24.7 +35.0 Maintain Green English Learners -31.8 -16.8 Move to Yellow SED Students -10.8 +5.0 Move to Green</p>	<p>Year: 2025-2026</p> <p>Year 2025 Overall Goal Setting Based on Data All Students Current Status: 29.7 points above standard</p> <p>Performance Level: Green (High, Level 4 of 5)</p> <p>Goal: By Spring 2026, increase the average ELA score for All Students to 35 points above standard (an increase of 10.3 points), maintaining a performance level of Green or higher.</p> <p>English Learners Current Status: 31.8 points below standard (? 2.9 points)</p> <p>Performance Level: Orange (Low, Level 2 of 5)</p> <p>Trend: Decline in performance</p> <p>Goal: By Spring 2026, decrease the ELA performance gap for English Learners by at least 15 points, moving from -31.8 to -16.8 points from standard, and shift the performance level from Orange to Yellow (Moderate, Level 3 of 5).</p> <p>Supporting Goal – Language Proficiency: Increase the percentage of English Learners making progress toward English proficiency from 47.4% to 60% by Spring 2026, as measured by the ELPAC.</p> <p>Socioeconomically Disadvantaged (SED) Students Current Status: 10.8 points below standard (? 0.5 points)</p> <p>Performance Level: Orange (Low, Level 2 of 5)</p> <p>Trend: Slight improvement</p> <p>Goal: By Spring 2026, improve the average ELA score for SED students to at least 5 points above standard (a 15.8-point gain), elevating the performance level from Orange to Green.</p>
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		<p>Student Group Current Distance from Standard 2026 Goal Performance Level Target All Students +24.7 +35.0 Maintain Green English Learners -31.8 -16.8 Move to Yellow SED Students -10.8 +5.0 Move to Green Data Source: CAASSP School Domain Report California Dashboard</p>
<p>Math California Assessment of Student Performance & Progress (CAASPP)</p>	<p>Year: 2025 All Students Current Status: +0.2 points above standard</p> <p>Growth: Increased 11.5 points from the previous year</p> <p>Performance Level: Green (Level 4 of 5 – High)</p> <p>English Learners Current Status: -54.9 points below standard</p> <p>Growth: Slight increase of 1.3 points</p> <p>Performance Level: Orange (Level 2 of 5 – Low)</p> <p>Student Group 2024 Score (Distance from Standard) 2026 Goal Performance Level Target All Students +0.2 +15.0 Maintain/Strengthen Green English Learners -54.9 -34.9 Move to Yellow (Level 3)</p> <p>All Students are showing strong recovery since 2022 and can be pushed into higher achievement with sustained support.</p> <p>English Learners continue to lag far behind, but showed a slight improvement. A focused effort is needed to close the 55-point gap.</p>	<p>Year: 2025-2025 All Students Current Status: +0.2 points above standard</p> <p>Growth: Increased 11.5 points from the previous year</p> <p>Performance Level: Green (Level 4 of 5 – High)</p> <p>Goal for All Students: By Spring 2026, increase the average mathematics score for All Students to 15 points above standard, maintaining a performance level of Green or higher, and continuing the positive growth trend.</p> <p>English Learners Current Status: -54.9 points below standard</p> <p>Growth: Slight increase of 1.3 points</p> <p>Performance Level: Orange (Level 2 of 5 – Low)</p> <p>Goal for English Learners: By Spring 2026, improve the average mathematics score for English Learners by at least 20 points, moving from -54.9 to -34.9 points below standard, and advance from Orange to Yellow performance level.</p> <p>Student Group 2024 Score (Distance from Standard) 2026 Goal Performance Level Target All Students +0.2 +15.0 Maintain/Strengthen Green English Learners -54.9 -34.9 Move to Yellow (Level 3)</p> <p>All Students are showing strong recovery since 2022 and can be pushed into higher achievement with sustained support.</p>

		<p>English Learners continue to lag far behind, but showed a slight improvement. A focused effort is needed to close the 55-point gap.</p> <p>Data Source: CAASSP School Domain Report and the California Dashboard</p>
<p>ELA Trimester 3 Report Card Data - Overall Reading Percentage Proficient or Higher</p>	<p>Year: 2024-25 Data Source: Tri 3 Report Cards</p> <p>All Students: 78%</p> <p>English Learners: 65%</p> <p>Low-Income Students: 64%</p> <p>Students with Disabilities: 57%</p> <p>R-FEP Students: 84%</p> <p>Hispanic Students: 72%</p> <p>White Students: 94%</p> <p>1st Grade: 85%</p> <p>2nd Grade: 77%</p> <p>3rd Grade: 77%</p> <p>4th Grade: 74%</p> <p>5th Grade: 78%</p> <p>6th Grade: 85%</p> <p>7th Grade: 71%</p> <p>8th Grade: 78%</p>	<p>Year: 2025-26</p> <p>All Students: 80%</p> <p>English Learners: 67%</p> <p>Low-Income Students: 66%</p> <p>Students with Disabilities: 59%</p> <p>R-FEP Students: 86%</p> <p>Hispanic Students: 74%</p> <p>White Students: 96%</p> <p>1st Grade: 87%</p> <p>2nd Grade: 79%</p> <p>3rd Grade: 79%</p> <p>4th Grade: 76%</p> <p>5th Grade: 80%</p> <p>6th Grade: 87%</p> <p>7th Grade: 73%</p> <p>8th Grade: 80%</p> <p>Data Source: Tri 3 Report Cards</p>
<p>Math Trimester 3 Report Card Data - Overall Math Percentage Proficient or Higher</p>	<p>Year: 2024-25</p> <p>Data Source: Tri 3 Report Cards</p> <p>All Students: 76%</p> <p>English Learners: 62%</p> <p>Low-Income Students: 66%</p> <p>Students with Disabilities: 68%</p> <p>R-FEP Students: 72%</p> <p>Hispanic Students: 66%</p> <p>White Students: 87%</p> <p>1st Grade: 78%</p> <p>2nd Grade: 74%</p> <p>3rd Grade: 76%</p> <p>4th Grade: 76%</p> <p>5th Grade: 79%</p> <p>6th Grade: 74%</p> <p>7th Grade: 66%</p> <p>8th Grade: 64%</p>	<p>Year: 2025-26</p> <p>All Students: 78%</p> <p>English Learners: 64%</p> <p>Low-Income Students: 68%</p> <p>Students with Disabilities: 70%</p> <p>R-FEP Students: 74%</p> <p>Hispanic Students: 68%</p> <p>White Students: 89%</p> <p>1st Grade: 80%</p> <p>2nd Grade: 76%</p> <p>3rd Grade: 78%</p> <p>4th Grade: 78%</p> <p>5th Grade: 81%</p> <p>6th Grade: 76%</p> <p>7th Grade: 68%</p> <p>8th Grade: 66%</p> <p>Data Source: Tri 3 Report Cards</p>
<p>English Language Students Making Progress Toward English Proficiency (ELPI)</p>	<p>Year: 2025 Data Source: 2024 ELPAC District Comparison Report</p> <p>All Students</p> <p>Current Growth: +5 points above typical growth</p> <p>Students in group: 258</p> <p>Status: Performing above typical growth</p>	<p>Year: 2025-2026</p> <p>All Students</p> <p>Current Growth: +5 points above typical growth</p> <p>Students in group: 258</p> <p>Status: Performing above typical growth</p> <p>ELA Growth Goal for All Students:</p>

	<p>ELA:</p> <p>English Learners Current Group Average: +1 point above typical growth</p> <p>Current ELs: -7 points below typical growth</p> <p>Reclassified ELs: +7 points above typical growth</p> <p>Students in group: 71 (20 Current ELs, 51 Reclassified ELs)</p> <p>Socioeconomically Disadvantaged (SED) Current Growth: +1 point above typical</p> <p>Students in group: 96</p> <p>Math ALL students Current Growth: 3 points below typical growth</p> <p>Students in group: 258</p> <p>Status: Slightly below typical growth</p> <p>Math ELs:</p> <p>English Learners Current Group Average: Not specified</p> <p>Current ELs: -11 points below typical growth</p> <p>Reclassified ELs: +1 point above typical growth</p> <p>Students in group: 71 (20 Current ELs, 51 Reclassified ELs)</p> <p>Math Goal: SED</p> <p>Socioeconomically Disadvantaged (SED) Current Growth: -9 points below typical growth</p> <p>Students in group: 96</p> <p>Growth Goal Summary Table Student Group ELA Growth (Now) ELA Goal (2026) Math Growth (Now) Math Goal (2026) All Students +5 +7 or higher -3 +2 or higher</p>	<p>By Spring 2026, maintain or improve growth to at least +7 points above typical, ensuring continued high growth for all students.</p> <p>English Learners Current Group Average: +1 point above typical growth</p> <p>Current ELs: -7 points below typical growth</p> <p>Reclassified ELs: +7 points above typical growth</p> <p>Students in group: 71 (20 Current ELs, 51 Reclassified ELs)</p> <p>ELA Growth Goal for English Learners: By Spring 2026, increase the average ELA growth for Current ELs to meet or exceed typical growth (0 points or better) and sustain +7 points or more for Reclassified ELs.</p> <p>Socioeconomically Disadvantaged (SED) Current Growth: +1 point above typical</p> <p>Students in group: 96</p> <p>ELA Growth Goal for SED Students: By Spring 2026, increase average ELA growth to +4 points above typical, helping close the achievement gap by accelerating growth.</p> <p>Growth Goals – Mathematics All Students Current Growth: 3 points below typical growth</p> <p>Students in group: 258</p> <p>Status: Slightly below typical growth</p> <p>Math Growth Goal for All Students: By Spring 2026, improve to at least +2 points above typical growth, reversing the current decline and achieving accelerated growth.</p> <p>English Learners Current Group Average: Not specified</p> <p>Current ELs: -11 points below typical growth</p>
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	<p>Current ELs $-7 = 0$ (Typical Growth) $-11 = -3$ Reclassified ELs $+7$ Sustain $+7$ or higher $+1 = +2$ Socioeconomically Disadv. $+1 = +4 -9 = -2$</p>	<p>Reclassified ELs: $+1$ point above typical growth</p> <p>Students in group: 71 (20 Current ELs, 51 Reclassified ELs)</p> <p>Math Growth Goal for English Learners:</p> <p>By Spring 2026, increase growth for Current ELs to 3 or better, reducing the gap from -11; sustain positive growth ($+2$ or more) for Reclassified ELs.</p> <p>Socioeconomically Disadvantaged (SED) Current Growth: -9 points below typical growth</p> <p>Students in group: 96</p> <p>Math Growth Goal for SED Students:</p> <p>By Spring 2026, reduce negative growth from 9 to 2 or better, aiming to meet or exceed typical growth by increasing acceleration opportunities.</p> <p>Growth Goal Summary Table Student Group ELA Growth (Now) ELA Goal (2026) Math Growth (Now) Math Goal (2026) All Students $+5$ $+7$ or higher -3 $+2$ or higher Current ELs $-7 = 0$ (Typical Growth) $-11 = -3$ Reclassified ELs $+7$ Sustain $+7$ or higher $+1 = +2$ Socioeconomically Disadv. $+1 = +4 -9 = -2$</p> <p>Data Source: 2025 ELPAC District Comparison Report and the California Dashboard making progress towards English Language Proficiency.</p>
<p>Reclassification Rate</p>	<p>Year: 2025 Data Source: 57.7% making progress towards English language proficiency</p>	<p>Year: 2025-26 Data Source: 60% making progress towards English language proficiency Data Source: Data Quest</p>
<p>Percentage of Students that Find Classes Challenging and Interesting</p>	<p>Year: 2024-2025 Data Source: Healthy Kids Survey Grades 4th, 5th, 6th, 7th, and 8th grades 98% Agree or Strongly Agree</p>	<p>Year: 2025-26 98% or more Agree or Strongly Agree Data Source: Healthy Kids Survey</p>

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	One additional part-time credential teacher to work individually with students 1-5 grades (Maria Conway)	At Risk Students	15000 LCFF - Supplemental
1.2	Student Academic Monitoring (LCAP 1.5) PRIDE team meets monthly to monitor progress of at risk students, come up with an intervention plan, and provide teachers with the necessary supports to help the student. We have selected research-based intervention programs to use at each level. First, Students are provided preventative interventions at the classroom level. Next, if students are not making the expected progress then targeted small group instruction is provided. Some students receive individualized instruction in reading on the computer program Moby Max. Students who have already mastered grade level standards are provided enrichment and opportunities to extend or accelerate learning.	At Risk Students	2000 LCFF - Supplemental
1.3	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.	English Learners and At Risk Students	0 Title III
1.4	Broad Course of Instruction / 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 school of distinction theme: C3	All Students	11,000 Lottery: Instructional Materials
1.5	Provide an At-Risk Youth Coordinator to monitor and support individual students at risk of failing, small group and family support.	At Risk Student	92783.82 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.

RTI small group targeted instruction, when implemented with fidelity, is an effective strategy to support struggling students in reading, writing, and math. The tiered approach allows for targeted, data-driven interventions that address specific learning gaps, preventing students from falling significantly behind their peers.?? Analysis of Campus Canyon's RtI Program. Campus Canyon's Response to Intervention (RtI) program demonstrates a strong, data-driven, and student-centered approach to academic and behavioral support. The school's commitment to early identification and tiered intervention has yielded measurable academic growth and increased engagement across all grade levels.

Program Strengths

1. Effective Tiered Support System

Campus Canyon has successfully implemented a multi-tiered support structure:

Tier 1: Strong universal instruction with differentiation.

Tier 2: Small group interventions targeting specific skill gaps.

Tier 3: Intensive, individualized support coordinated with specialists.

Weekly intervention blocks, data team meetings, and the use of progress monitoring tools (e.g., SPIRE, Read Naturally, DIBELS, classroom assessments) have helped tailor instruction to meet students' unique needs.

Teacher & Staff Feedback

"The RtI program gives us the tools and structure to intervene early and effectively. We've seen real improvement in student outcomes, especially for those who previously struggled." — Grade 3 Teacher

"The collaboration across grade levels and specialists ensures we're not missing anyone. RtI is now part of our school culture." — Instructional Coach

Teachers report:

Increased confidence in using formative data.

More instructional time devoted to foundational skills.

Improved coordination between general education and support staff.

Parent Feedback

"My child received small-group reading support through RtI this year and is now reading on grade level for the first time. The communication with the school has been fantastic." — Parent of a 2nd Grade Student

"As a parent, I feel reassured knowing that my child's progress is tracked so closely and that extra help is provided quickly." — Parent of a 6th Grader

Parents appreciate:

Clear updates and communication from teachers.

Early intervention before issues become long-term challenges.

The school's proactive approach to academic and emotional well-being.

Student Feedback

"I used to feel nervous in math, but now I go to a small group that helps me understand it better. I like learning this way!" — 4th Grade Student

"They don't make me feel bad for needing help. It's like everyone gets the help they need." — 5th Grade Student

Students say:

They feel supported and encouraged.

Small-group learning environments help them feel safe to take risks.

They are more confident in their academic abilities.

Program Impact

ELA & Math growth scores reflect upward trends, especially among targeted subgroups.

Fewer Tier 3 referrals as Tier 2 interventions become more effective.

Improved classroom climate and academic confidence school-wide.

Recommendations for Continuous Improvement

Expand Tier 2 resources for upper grades, particularly in writing.

Continue professional development on data analysis and progress monitoring.

Engage parents more deeply through regular workshops on academic strategies at home.

Conclusion

Campus Canyon's RtI program stands as a model of collaboration, early intervention, and equity in access to learning support. With strong buy-in from all stakeholders—teachers, parents, staff, and students—the school is building a culture where every student has the opportunity to grow and succeed. Continued refinement and investment will only strengthen the positive outcomes already in motion.

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

RTI can still be effective when properly implemented. Schools that maintain a focus on data-driven decisions, train staff on evidence-based interventions, and ensure fidelity of implementation tend to see better results. However, discrepancies between intended implementation and budgeted expenditures, especially in staffing, materials, and professional development, can impact the overall effectiveness of RTI interventions for reading, writing, and math in grades 1st through 5th. Goal to improve baseline data from last school year by 3% for elementary and Middle School ELA and Math CAASSP test scores.

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.

Additional groupings according to student needs will be created throughout the year during FLEX period (30 minutes of targeted intervention/enrichment 4 days a week) to support student growth and learning during the school day.

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.

Campus-Wide Belonging and Safety Plan (2024–2026)

Goal Statement: By Spring 2026, increase the percentage of students and families reporting that school is a safe, supportive, and inclusive environment with strong adult-student connections and a sense of belonging, particularly for English Learners, Low-Income students, and Foster Youth, as measured by school climate surveys (e.g., CA Healthy Kids Survey or site-level feedback tools).

Key Focus Areas

Culturally Responsive Relationships

Build stronger connections between staff and students, especially those from underserved populations.

Ensure staff training on cultural competence, implicit bias, and trauma-informed practices.

Student Belonging & Voice

Elevate student voice and leadership, particularly for ELs, Low-Income, and Foster Youth.

Promote peer leadership, cross-age mentoring, and inclusive extracurricular activities.

Family Engagement & Trust-Building

Strengthen relationships with families through inclusive and accessible communication and partnerships.

Safe & Inclusive School Climate

Ensure physical, emotional, and psychological safety across campus.

Monitoring & Feedback

Use data tools and input to measure progress and guide adjustments.

Expected Outcomes by 2026

Metric Current (Estimate) Target (Spring 2026)

% of students reporting feeling safe 70% 85%

% of EL, Low-Income, and Foster Youth reporting they have a trusted adult 60% 90%

% of families attending engagement events 50% 75%

% of students in targeted groups involved in clubs or school activities 40% 70%

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: 2024-2025 Data Source: 94.22% elementary 94.23% middle school	Year: 2025-26 Data Source: CA School Dashboard
Percentage of Students Suspended or Expelled One or More Times	Year: 2024-25 Data Source: Q-SIS 0% Suspended 0% Expelled	Year: 2025-26 Data Source: Q-SIS 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 98% Agree or Strongly Agree	Year: 2025-26 Data Source: Parent Survey 100% of Greater Agree or Strongly Agree
Percentage of Students that Feel Well Informed about Their Grades and Progress	Year: 2024-25 Data Source: Student Survey 100% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 100% of Greater Agree or Strongly Agree
Percentage of Parents that Feel Listened to and Welcomed when Calling or Visiting School	Year: 2024-25 Data Source: Parent Survey 96% Agree or Strongly Agree	Year: 2025-26 Data Source: Parent Survey 98% of Greater Agree or Strongly Agree
Percentage of Students that Feel Listened to and Welcomed at School	Year: 2024-25 Data Source: Student Survey 90% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 93%% of Greater agree or Strongly Agree
Percentage of Students that Feel Connected to their School and Teachers	Year: 2024-25 Data Source: Student Survey 96% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 98% of Greater Agree or Strongly Agree

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	Increase opportunities especially for English Learners, Low-Income students, and Students with Disabilities to participate in ACT, clubs and intramurals (LCAP 2.2).	All Students	3500 LCFF
2.2	Building Positive Relationships (LCAP 2.3) Staff will teach, reinforce, and practice behavioral expectations to reduce disciplinary actions. All new teachers will be trained in CHAMPS.	All Students	0 District Funded
2.3	Parent and Family Engagement (LCAP 2.4) Offer informal (Principal Chats) and formal opportunities for parent and family engagement.	All Students	165 LCFF - Supplemental
2.4	Provide district Foster Youth Liaison and Homeless Liaison (LCAP 2.6) to support student needs.	Foster Youth and Homeless Students	0 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.5	Comprehensive Approach to Health and Wellness (LCAP 2.7) Second Step as a Tier 1 social-emotional learning program for elementary, Character Counts for middle school, and Keeth Mathney's Curriculum for 6th grade.	All Students	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.

The overall implementation of the action plan was successful. Strategies and activities were executed effectively, leading to improved test scores and a strengthened sense of connection among students, parents, teachers, and staff. Parent involvement and attendance at school events increased, contributing to a more engaged and supportive school community.

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

There were no significant deviations from the intended implementation or budgeted expenditures. All strategies and activities were implemented as planned, and resources were allocated accordingly to support the achievement of the goal.

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

As a result of this analysis, no major changes will be made to the goal itself. However, minor adjustments may be made to refine specific strategies based on stakeholder feedback to further enhance student engagement and family involvement. These changes, if any, will be documented in the updated strategy sections of the SPSA under Goal 1.

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.

Maintain 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 98% Agree or Strongly Agree	Year: 2025-26 Data Source: Parent Survey 98% or more Agree or Strongly Agree
Percentage of Students Reporting that They Feel Safe at School	Year: 2024-25 Data Source: Student Survey 100% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 98% or more Agree or Strongly Agree
Percentage of Parents Reporting that School is Clean and Inviting	Year: 2024-25 Data Source: Parent Survey 99% Agree or Strongly Agree	Year: 2025-26 Data Source: Parent Survey 98% or more of the parents surveyed agreed or strongly agreed
Percentage of Students Reporting that School is Clean and Inviting	Year: 2024-25 Data Source: Student Survey 100% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey 98% or more Agree or Strongly Agree

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 ensure that teachers are appropriately assigned, to the greatest extent possible.	All Students	0 District Funded
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

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The continued implementation of these strategies effectively maintains a school environment where students and families feel safe, supported, and engaged. Schools that remain committed to SEL, PBIS, strong relationships, inclusive practices, and robust family communication are well-positioned to maintain a positive and conducive atmosphere for learning.

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

No changes to implementation of school plan.

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.

At this time, no changes necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$124,448.82
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 III	\$0.00

Subtotal of additional federal funds included for this school: \$0.00

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	\$92,783.82
LCFF	\$3,500.00
LCFF - Supplemental	\$17,165.00
Lottery: Instructional Materials	\$11,000.00

Subtotal of state or local funds included for this school: \$124,448.82

Total of federal, state, and/or local funds for this school: \$124,448.82

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
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Expenditures by Funding Source

Funding Source	Amount
District Funded	92,783.82
LCFF	3,500.00
LCFF - Supplemental	17,165.00
Lottery: Instructional Materials	11,000.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	92,783.82

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	92,783.82
	LCFF	3,500.00
	LCFF - Supplemental	17,165.00
	Lottery: Instructional Materials	11,000.00
	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	120,783.82
Goal 2	3,665.00
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
- 4 Other School Staff
- 8 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Susie Rossiter	Principal
Allyson Day	Classroom Teacher
Anita Riveria	Classroom Teacher
Pam Fisher	Classroom Teacher
Rosanna Salgado	Other School Staff
Alex Lemus	Other School Staff
Margarita Vancini	Other School Staff
Jakeline Cortez	Other School Staff
Daisy Amezcua	Parent or Community Member
Deepa Mothey	Parent or Community Member
Geneen Garcia	Parent or Community Member
Kelly Haney	Parent or Community Member
Kia Frazier-Hill	Parent or Community Member
Mark Muyinda	Parent or Community Member
Tsunagirirai Muyinda	Parent or Community Member
Renee Say	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: Site Council/PTSA

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 11/18/2025.

Attested:



Principal, Susie Rossiter on 11/18/2025



SSC Chairperson, Anita Rivera on 11/18/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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