



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cambria Grammar School	40-75465-6042972	September 10, 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 Cambria Grammar School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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

- Schoolwide Program
- Additional Targeted Support and Improvement

## Educational Partner Involvement

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

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

#### Educational Partner Engagement for the SPSA

Coast Unified School District has a well-established process for securing meaningful engagement from educational partners. Because Coast Unified operates with a shared School Site Council (SSC) across all three schools, the engagement process applies to Cambria Grammar School, Santa Lucia Middle School, and Coast Union High School. The SPSA goals for each site are intentionally aligned with the CUSD LCAP goals, and therefore partner engagement is designed to address both SPSA and LCAP input.

The district consulted with teachers, administrators, other school personnel, certificated and classified bargaining unit members, parents, students, the District English Learner Advisory Committee (DELAC), PTA, SSC, and Special Education Local Plan Area (SELPA) staff prior to adopting the School Plan for Student Achievement (SPSA).

#### Comprehensive Needs Survey

The 2024–25 school year began with a districtwide Comprehensive Needs Survey distributed to every family, with nearly a 100% return rate. This survey provided valuable input about family needs both inside and outside of school, including priorities related to academic support, after-school programming, counseling, transportation, and parent engagement. The survey results directly informed the development of SPSA and LCAP goals and actions, ensuring that family voice guided the planning process from the outset.

#### School Site Council Meetings

The Shared School Site Council met on October 9, 2024; January 15, 2025; and May 14, 2025. Membership included administrators, certificated staff, classified staff, student representatives, and parents, including parents of students with disabilities. Meetings included review of site SPSA and district LCAP goals, actions, and services. Parents, staff, and students provided input through surveys and structured discussions.

#### DELAC and ELAC Engagement

The District English Learner Advisory Committee and site ELACs met on October 22, 2024; January 28, 2025; and April 15, 2025. Administrators, the Family Advocate, and parents of English Learners participated, with students contributing input at some meetings. Participants reviewed SPSA and LCAP goals, engaged in discussion, and completed needs assessment surveys.

#### Additional Parent Engagement

PTA at Cambria Grammar School meet monthly throughout the year. Principal provide reports on data, special activities, new curricula and assessments, and collaborates with the group on needs and upcoming events.

LCAP Educational Partner/Public Forum (May 2025) and midyear site-level presentations (March–April 2025) provided additional opportunities for parents, staff, and community members to review progress and suggest revisions.

Immigration Information Forum (February 4, 2025) engaged over 80 parents and community members, many representing unduplicated pupil count families. Families advocated strongly for Champions, counseling, transportation, parent training, and continued access to the Family Advocate and translator services.

#### Educational Partner and Agency Engagement

Meetings with Jessica Thomas, Program Coordinator, Education Support Services, SLOCOE occurred throughout the year to address services for homeless and foster youth. Priorities raised included transportation and childcare at no cost for foster and homeless students.

CUSD/SELPA/SLOCOE Collaboration (April, 2025) brought together district and county representatives to discuss LCAP and SPSA services supporting students with disabilities and unduplicated youth.

CUSD Cabinet and Principal Meetings included review of Dashboard data, professional development needs, staffing, curriculum, and programs related to SPSA and LCAP goals.

Classified and Certificated Bargaining Units (CSEA and CTA) provided ongoing feedback during monthly staff meetings. Priorities identified included consistent and coherent professional development in ELD and math, additional supervision, and SEL counseling.

#### Board Engagement

The Board of Trustees received regular presentations on NWEA and student performance data, midyear SPSA/LCAP updates, and the public hearing on the 2025 LCAP. The student board member actively participated in these discussions, ensuring student voice was included in SPSA/LCAP development.

#### Use of Input

This comprehensive engagement process—including the initial family survey, SSC, DELAC/ELAC, PTA, public forums, bargaining units, and interagency collaboration—directly informed the development, monitoring, and revision of SPSA goals, actions, and services at all three schools. Because SPSA and LCAP goals are intentionally aligned, partner input is applied consistently across both plans, ensuring coherence, transparency, and responsiveness to the needs of all Coast Unified students and families.

## Resource Inequities

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

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

The 2024-25 California Dashboard data reveals a clear hierarchy of academic performance in English Language Arts (ELA), Math, and Chronic Absenteeism that highlights systemic inequities among student groups.

#### English Learner (EL) Performance Gap:

A significant decline in performance is evident between the “All Students” group (Orange) and the English Learner (EL) subgroup (Red). This disparity indicates that EL students are not experiencing the same level of academic success as their peers. ELs are the only subgroup currently performing in the Red category—the lowest designation on the California School Dashboard—signaling both low status and potential declines in achievement.

#### Distance from Standard:

Overall, the “All Students” group is performing 48.7 points below the ELA standard and has declined by 9.4 points. However, Current English Learners are performing substantially lower, scoring approximately 90 points below standard—nearly double the distance from standard compared to the schoolwide average. In contrast, Reclassified English Learners demonstrate significantly stronger performance, underscoring a pronounced gap between students who have achieved language reclassification and those who have not. The EL subgroup’s Red status positions them as the student population furthest from meeting state standards. This designation indicates an urgent need for targeted intervention, as it reflects both very low achievement and limited progress relative to other groups.

#### Mathematics Performance for English Learners:

Similar inequities are observed in mathematics achievement. English Learners are performing 77.7 points below standard, compared to 42.8 points below standard for the overall student population. This pattern reinforces concerns that English Learners face systemic challenges across content areas, not solely in ELA.

**Additional Equity Concerns – Chronic Absenteeism:**

Further inequities are evident in the Chronic Absenteeism indicator. Hispanic students and Socioeconomically Disadvantaged students are both rated in the Red category, while all other student groups are rated Orange. This disparity suggests that attendance barriers disproportionately impact these populations and may be contributing to lower academic performance.

For the 2025–26 school year, the district will maintain a strong focus on integrated language strategies that support all students. Throughout the year, all teachers will participate in monthly professional development and ongoing coaching on how to develop and implement language-embedded objectives, sentence frames, and academic discourse strategies.

In addition, Cambria Grammar Schools has reviewed its ELD program and implemented the following improvements:

1. Schedules have been restructured so that Designated ELD (Language Lab) is included in the schoolwide master schedule.
2. English Learners now receive daily instruction aligned to their ELPAC proficiency levels.
3. Curriculum and instructional programs are consistent across the school and targeted to student needs and ELPAC levels.
4. Parents and students receive increased information about the ELPAC assessment and reclassification criteria.
5. Every student is recognized and celebrated for their ELPAC performance and growth.

## 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.

The California Dashboard information for 2025 (the most recent information) presents a thorough picture of many elements of Coast Unified School District (CUSD). The CA Dashboard uses a color scale to measure performance on state indicators from low to high (red, orange, yellow, green, blue) with blue being the most positive outcome. The performance indicator uses student data and growth measures to determine the colors indicated for each indicator. It is important to note that with our district being small, there are many areas where school sites or specific student groups receive NO PERFORMANCE COLOR or rating due to the sample size being too small.

What are the state indicators? State indicators are based on data collected consistently across the state from LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. The state indicators are:

- \* Academic - English language arts/literacy assessments
- \* Academic - Mathematics assessments
- \* English Learner Progress
- \* Chronic Absenteeism
- \* Graduation Rate
- \* Suspension Rate
- \* College/Career

As a whole district (CUSD), here is how we performed on the indicators:

- \* Academic - English language arts/literacy assessments - ORANGE
- \* Academic - Mathematics assessments - ORANGE

- \* English Learner Progress - BLUE
- \* Chronic Absenteeism - YELLOW
- \* Graduation Rate - BLUE
- \* Suspension Rate - ORANGE (Actions in the LCAP address this)
- \* College/Career - GREEN

As a school, Cambria Grammar School (CGS), here is how we performed on the indicators:

- \* Academic - English language arts/literacy assessments - ORANGE (Actions in the SPSA Address this)
- \* Academic - Mathematics assessments - ORANGE
- \* English Learner Progress - RED
- \* Chronic Absenteeism - RED
- \*\* Chronic Absenteeism in 2025 - RED (Actions in the SPSA continue to address this) - RED for Hispanic, Socioeconomically Disadvantaged, ORANGE for English Learners and Students with Disabilities; Green for Homeless (Actions in the LCAP address this)
- \* Suspension Rate - BLUE

Some interesting elements regarding CUSD's performance indicates there are equity elements regarding student performance we address through goals and actions in this SPSA. For example, for Academic - English language arts/literacy assessments, these student groups are RED: English Learners, Homeless and Students with Disabilities. ORANGE: Hispanic, Long Term English Learners, and Socioeconomically Disadvantaged Students. White students in CUSD performed in the GREEN range. The disparity for math was similar but not so disparate: RED: Students with disabilities; ORANGE: English Learners, Hispanic, Homeless, Socioeconomically disadvantaged students, and Long term English Learners; YELLOW: White students. CGS has similar disparities, but our student groups are so small that the CA Dashboard does not have student data for all demographic groups for comparison. For example, white students do not have a CA Dashboard indicator for ELA nor Math performance.

While there has been work done on promoting language skills for CGS students. During the 25-26 SPSA we targeted resources and specific actions to better address the learning needs for all students in ELA and Math, especially since both were at the ORANGE level according to the 2024 CA Dashboard. We are also aligning our reading practices to the Science of Reading and we are currently piloting iReady reading which addresses Science of Reading practices.

An area for which specific Actions in this SPSA continue to be written is Chronic Absenteeism. Fortunately, actions and activities put in place in 2023-2024 and 2024-25 have already led to huge improvements in attendance. As of March, 2025, the chronic absenteeism rate for K-8 was less than 12% for CUSD which is far better than the 23.4% chronic absenteeism rate for 2022-23. The Chronic Absenteeism increased 5% for CGS, according to the California Dashboard. District actions that have contributed to this improvement (that will continue) are proactive and specific parent communication about the importance of attendance at Back to School Night, Parent Conferences, PTA, SSC, LCAP Forums, and DELAC. Parent communication through attendance letters and Parentsquare is done regularly and promptly when we notice attendance issues starting.

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.

CGS had the following subgroups in the following areas: Red: Hispanic and Socioeconomically Disadvantaged; ORANGE: English Learners, Students with Disabilities, and White. Only the Homeless group were in the GREEN.

## Other Needs

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

Our local assessments, iReady, identify a lot of the same academic needs and inequities indicated by the state assessments and dashboard data. Our district wide parent needs survey that was delivered through online registration in August, 2024 and during ELAC / DELAC meetings indicated that social/emotional counseling is one of the highest priorities for families. After school tutoring / homework help in ELA and Math was also a top priority. Parents are also very supportive of parent education so they can better support at home. An additional element that families are wanting is enrichment opportunities for students. Additionally, families indicate there is a need for something like a teen center for older students because there is not a lot offered within our community after school for families. CGS has Champions which serves almost half of the CGS students for after school elements. Champions was indicated on the Needs Survey as something that is really working and that the families absolutely want to continue.



# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.48%	0.50%	%	1	1	
African American	0%	%	%	0		
Asian	0%	%	%	0		
Filipino	0.48%	0.50%	0.99%	1	1	2
Hispanic/Latino	69.57%	74.13%	77.72%	144	149	157
Pacific Islander	0%	%	%	0		
White	24.64%	21.39%	18.81%	51	43	38
Two or More Races	4.83%	3.48%	2.48%	10	7	5
Not Reported	0%	%	%	0		
<b>Total Enrollment</b>				207	201	202

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten	16	14	25
Kindergarten	33	29	27
Grade 1	26	35	31
Grade 2	39	26	34
Grade3	36	34	25
Grade 4	25	34	30
Grade 5	38	29	32
<b>Total Enrollment</b>	213	201	204

#### Conclusions based on this data:

1. The majority of students enrolled at CGS are Hispanic/Latino and continues to increase every year.
2. The school and district has a very diverse student population which continues to decrease every year.
3. We are a small school district with significant variance of number of students grade to grade.



# 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	115	113	105	55.6%	56.2%	52.0%
Fluent English Proficient (FEP)	4	2	15	4.8%	2%	7.4%
Reclassified Fluent English Proficient (RFEP)	6	11	9		5.5%	8.5%

### Conclusions based on this data:

1. English Learner Progress or students receiving RFEP criteria increased slightly.

# 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	36	34	26	34	32	26	34	32	26	94.4	94.1	100
Grade 4	25	34	31	24	34	30	24	34	30	96.0	100	96.8
Grade 5	37	28	32	36	26	32	36	26	32	97.3	92.9	100
All Grades	98	96	89	94	92	88	94	92	88	95.9	95.8	98.9

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	2372.	2393.	2402.	2.94	12.50	19.23	17.65	18.75	11.54	35.29	34.38	30.77	44.12	34.38	38.46
Grade 4	2462.	2394.	2419.	25.00	5.88	13.33	25.00	11.76	16.67	12.50	14.71	16.67	37.50	67.65	53.33
Grade 5	2497.	2513.	2442.	19.44	30.77	9.38	22.22	19.23	15.63	27.78	23.08	21.88	30.56	26.92	53.13
All Grades	N/A	N/A	N/A	14.89	15.22	13.64	21.28	16.30	14.77	26.60	23.91	22.73	37.23	44.57	48.86

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	5.88	3.13	*	61.76	62.50	*	32.35	34.38	*
Grade 4	*	5.88	6.67	*	55.88	63.33	*	38.24	30.00
Grade 5	19.44	*	12.50	58.33	*	50.00	22.22	*	37.50
All Grades	13.83	8.70	7.95	58.51	60.87	54.55	27.66	30.43	37.50

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	0.00	6.25	*	73.53	68.75	*	26.47	25.00	*
Grade 4	*	2.94	3.33	*	52.94	60.00	*	44.12	36.67
Grade 5	19.44	*	6.25	75.00	*	53.13	5.56	*	40.63
All Grades	12.77	9.78	7.95	68.09	60.87	59.09	19.15	29.35	32.95

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	2.94	6.25	*	67.65	75.00	*	29.41	18.75	*
Grade 4	*	0.00	13.33	*	64.71	73.33	*	35.29	13.33
Grade 5	16.67	*	6.25	63.89	*	59.38	19.44	*	34.38
All Grades	9.57	5.43	10.23	68.09	66.30	69.32	22.34	28.26	20.45

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	0.00	6.25	*	67.65	59.38	*	32.35	34.38	*
Grade 4	*	2.94	16.67	*	64.71	46.67	*	32.35	36.67
Grade 5	8.33	*	9.38	80.56	*	59.38	11.11	*	31.25
All Grades	8.51	6.52	12.50	71.28	65.22	57.95	20.21	28.26	29.55

**Conclusions based on this data:**

- There is a concerning upward trend in the percentage of students failing to meet standards. The "All Grades" data shows that the percentage of students in the "Standard Not Met" category has increased steadily each year, rising from 37.23% in 22-23 to 48.86% in 24-25. This suggests that nearly half of the total student population is currently not meeting the required benchmarks.
- Grade 3 Improvement: This grade saw a consistent increase in its Mean Scale Score (from 2372.7 to 2402.1) and a significant jump in students who "Exceeded Standard" (from 2.94% to 19.23%).  
  
Grade 5 Decline: Conversely, Grade 5 experienced a sharp decline in the 24-25 school year. Their "Exceeded Standard" percentage plummeted from 30.77% to 9.38%, while the "Standard Not Met" category nearly doubled from 26.92% to 53.13%.
- Overall proficiency—the combined total of students who "Met" or "Exceeded" standards—is on a downward trend for the total population.  
  
In 22-23, approximately 36.17% of students were proficient.  
By 24-25, that number dropped to 28.41%.  
  
This indicates that while some specific pockets (like Grade 3) are showing growth, the school or district-wide performance is struggling to maintain previous levels of proficiency.

# 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	36	34	26	35	32	26	35	32	26	97.2	94.1	100
Grade 4	25	34	31	24	34	30	24	34	30	96.0	100	96.8
Grade 5	37	28	32	37	27	32	37	27	32	100.0	96.4	100
All Grades	98	96	89	96	93	88	96	93	88	98.0	96.9	98.9

\* 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	2382.	2415.	2415.	2.86	3.13	11.54	20.00	34.38	15.38	28.57	34.38	46.15	48.57	28.13	26.92
Grade 4	2462.	2429.	2463.	8.33	2.94	6.67	29.17	23.53	33.33	41.67	35.29	40.00	20.83	38.24	20.00
Grade 5	2508.	2492.	2447.	21.62	18.52	3.13	16.22	18.52	18.75	37.84	22.22	25.00	24.32	40.74	53.13
Grade 11															
All Grades	N/A	N/A	N/A	11.46	7.53	6.82	20.83	25.81	22.73	35.42	31.18	36.36	32.29	35.48	34.09

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	2.86	15.63	*	57.14	53.13	*	40.00	31.25	*
Grade 4	*	11.76	13.33	*	44.12	53.33	*	44.12	33.33
Grade 5	21.62	*	6.25	56.76	*	43.75	21.62	*	50.00
Grade 11									
All Grades	12.50	15.05	13.64	56.25	45.16	46.59	31.25	39.78	39.77

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	5.71	6.25	*	54.29	53.13	*	40.00	40.63	*
Grade 4	*	2.94	6.67	*	55.88	76.67	*	41.18	16.67
Grade 5	18.92	*	3.13	62.16	*	43.75	18.92	*	53.13
All Grades	12.50	8.60	5.68	56.25	51.61	64.77	31.25	39.78	29.55

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	2.86	9.38	*	65.71	68.75	*	31.43	21.88	*
Grade 4	*	8.82	13.33	*	55.88	66.67	*	35.29	20.00
Grade 5	10.81	*	0.00	70.27	*	53.13	18.92	*	46.88
All Grades	7.29	8.60	7.95	66.67	64.52	63.64	26.04	26.88	28.41

**Conclusions based on this data:**

- Grade 3 demonstrated a strong positive trend in reaching the highest performance levels. Exceeding Standards: The percentage of 3rd-grade students who "Exceeded Standard" rose significantly from 2.86% in 2022-23 to 11.54% in 2024-25
- Grade 5 Performance Decline: Grade 5 experienced a significant drop in math proficiency, with the "Standard Not Met" category increasing to 53.13% in 2024-25, the highest across all grades and years shown.
- Weakness in Concepts & Procedures: Across all grades, the percentage of students at or near standard in "Concepts & Procedures" fell to its lowest point of 46.59% in the 2024-25 school year.

# 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](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1409.9	1406.9	1400.3	1436.8	1424.8	1407.6	1347.3	1364.9	1383.1	27	23	18
<b>1</b>	1417.7	1427.9	1421.4	1442.7	1430.5	1430.8	1392.0	1424.8	1411.4	15	21	17
<b>2</b>	1407.5	1472.1	1474.4	1424.8	1475.7	1478.2	1389.6	1468.2	1470.0	17	14	21
<b>3</b>	1478.2	1483.8	1477.2	1473.5	1479.9	1482.1	1482.5	1487.1	1471.9	23	16	14
<b>4</b>	1524.1	1502.0	1502.2	1518.4	1505.8	1505.3	1529.4	1497.7	1498.6	12	21	14
<b>5</b>	1529.6	1536.4	1528.6	1509.9	1542.1	1536.2	1549.1	1529.8	1520.3	21	12	21
<b>All Grades</b>										115	107	105

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	0.00	8.70	5.56	33.33	34.78	27.78	62.96	34.78	38.89	3.70	21.74	27.78	27	23	18
<b>1</b>	0.00	0.00	5.88	13.33	47.62	17.65	66.67	33.33	47.06	20.00	19.05	29.41	15	21	17
<b>2</b>	0.00	0.00	4.76	5.88	42.86	57.14	52.94	57.14	23.81	41.18	0.00	14.29	17	14	21
<b>3</b>	8.70	6.25	0.00	21.74	50.00	7.14	60.87	18.75	92.86	8.70	25.00	0.00	23	16	14
<b>4</b>	16.67	4.76	14.29	58.33	47.62	50.00	25.00	47.62	14.29	0.00	0.00	21.43	12	21	14
<b>5</b>	19.05	41.67	19.05	52.38	41.67	52.38	19.05	8.33	28.57	9.52	8.33	0.00	21	12	21
<b>All Grades</b>	6.96	8.41	8.57	30.43	43.93	37.14	49.57	34.58	39.05	13.04	13.08	15.24	115	107	105

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	0.00	13.04	0.00	59.26	43.48	33.33	37.04	30.43	33.33	3.70	13.04	33.33	27	23	18
<b>1</b>	13.33	9.52	23.53	20.00	47.62	0.00	53.33	23.81	58.82	13.33	19.05	17.65	15	21	17
<b>2</b>	5.88	28.57	28.57	47.06	21.43	38.10	23.53	50.00	23.81	23.53	0.00	9.52	17	14	21
<b>3</b>	13.04	31.25	14.29	34.78	31.25	57.14	43.48	12.50	28.57	8.70	25.00	0.00	23	16	14
<b>4</b>	50.00	28.57	50.00	41.67	47.62	21.43	8.33	23.81	21.43	0.00	0.00	7.14	12	21	14
<b>5</b>	28.57	66.67	57.14	57.14	25.00	28.57	9.52	0.00	14.29	4.76	8.33	0.00	21	12	21
<b>All Grades</b>	15.65	26.17	29.52	45.22	38.32	29.52	30.43	24.30	29.52	8.70	11.21	11.43	115	107	105

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	0.00	8.70	11.11	10.00	0.00	11.11	65.00	60.87	61.11	25.00	30.43	16.67	20	23	18
<b>1</b>	3.57	0.00	5.88	21.43	23.81	5.88	10.71	38.10	41.18	64.29	38.10	47.06	28	21	17
<b>2</b>	5.56	0.00	0.00	33.33	35.71	42.86	38.89	42.86	42.86	22.22	21.43	14.29	18	14	21
<b>3</b>	0.00	0.00	0.00	15.38	18.75	0.00	61.54	56.25	92.86	23.08	25.00	7.14	26	16	14
<b>4</b>	3.70	4.76	0.00	25.93	9.52	14.29	37.04	52.38	50.00	33.33	33.33	35.71	27	21	14
<b>5</b>	12.00	0.00	9.52	20.00	41.67	9.52	48.00	50.00	57.14	20.00	8.33	23.81	25	12	21
<b>All Grades</b>	4.35	2.80	4.76	12.17	18.69	15.24	46.09	50.47	56.19	37.39	28.04	23.81	115	107	105

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	14.81	13.04	22.22	77.78	69.57	66.67	7.41	17.39	11.11	27	23	18
<b>1</b>	26.67	33.33	23.53	66.67	47.62	58.82	6.67	19.05	17.65	15	21	17
<b>2</b>	5.88	7.14	19.05	70.59	92.86	66.67	23.53	0.00	14.29	17	14	21
<b>3</b>	8.70	18.75	7.14	73.91	62.50	85.71	17.39	18.75	7.14	23	16	14
<b>4</b>	50.00	38.10	50.00	50.00	52.38	50.00	0.00	9.52	0.00	12	21	14
<b>5</b>	23.81	41.67	19.05	61.90	50.00	76.19	14.29	8.33	4.76	21	12	21
<b>All Grades</b>	19.13	25.23	22.86	68.70	61.68	67.62	12.17	13.08	9.52	115	107	105

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	7.41	8.70	0.00	88.89	78.26	66.67	3.70	13.04	33.33	27	23	18
<b>1</b>	0.00	4.76	0.00	86.67	80.95	64.71	13.33	14.29	35.29	15	21	17
<b>2</b>	11.76	28.57	33.33	58.82	71.43	52.38	29.41	0.00	14.29	17	14	21
<b>3</b>	21.74	50.00	35.71	69.57	25.00	64.29	8.70	25.00	0.00	23	16	14
<b>4</b>	58.33	42.86	50.00	41.67	57.14	21.43	0.00	0.00	28.57	12	21	14
<b>5</b>	52.38	91.67	80.95	42.86	0.00	19.05	4.76	8.33	0.00	21	12	21
<b>All Grades</b>	23.48	32.71	34.29	66.96	57.01	47.62	9.57	10.28	18.10	115	107	105

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	3.70	4.35	5.56	92.59	73.91	72.22	3.70	21.74	22.22	27	23	18
<b>1</b>	13.33	4.76	5.88	40.00	47.62	11.76	46.67	47.62	82.35	15	21	17
<b>2</b>	11.76	0.00	9.52	41.18	78.57	61.90	47.06	21.43	28.57	17	14	21
<b>3</b>	0.00	0.00	0.00	34.78	56.25	42.86	65.22	43.75	57.14	23	16	14
<b>4</b>	0.00	0.00	0.00	75.00	42.86	57.14	25.00	57.14	42.86	12	21	14
<b>5</b>	23.81	0.00	9.52	61.90	66.67	61.90	14.29	33.33	28.57	21	12	21
<b>All Grades</b>	8.70	1.87	5.71	59.13	59.81	52.38	32.17	38.32	41.90	115	107	105

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>		13.04	44.44		43.48	44.44		43.48	11.11	0	23	18
<b>1</b>		9.52	5.88		71.43	70.59		19.05	23.53	0	21	17
<b>2</b>		7.14	14.29		92.86	71.43		0.00	14.29	0	14	21
<b>3</b>	17.39	25.00	0.00	73.91	62.50	100.00	8.70	12.50	0.00	23	16	14
<b>4</b>	58.33	14.29	14.29	41.67	85.71	71.43	0.00	0.00	14.29	12	21	14
<b>5</b>	42.86	16.67	4.76	47.62	75.00	90.48	9.52	8.33	4.76	21	12	21
<b>All Grades</b>	35.71	14.02	14.29	57.14	70.09	74.29	7.14	15.89	11.43	56	107	105

**Conclusions based on this data:**

1. Listening Is a Relative Strength, While Writing Is a Significant Area of Need:  
Among the four language domains, Listening consistently shows the highest concentration of students at the Well Developed and Somewhat/Moderately Developed levels, indicating stronger receptive language skills. In contrast, Writing has the lowest percentages of students reaching higher proficiency levels, highlighting expressive language—particularly academic writing—as a critical instructional gap that requires targeted intervention.

2. **Limited Progression Toward Reclassification Signals Long-Term Language Barriers:**  
The low proportion of students attaining higher overall EL PAC performance levels suggests that many English Learners may struggle to progress toward reclassification. This pattern points to potential misalignment between ELD instruction and the linguistic demands of academic content, emphasizing the need to strengthen integrated and designated ELD practices to accelerate language acquisition and close proficiency gaps.
3. **Overall English Language Proficiency Remains Low Across Grade Levels:**  
Across all grades, the majority of English Learners are performing at the Beginning or Somewhat/Moderately Developed levels, with relatively small percentages reaching Well Developed. This indicates that most students have not yet achieved full English proficiency, suggesting a continued need for systematic, sustained language development supports across all grade spans.

# 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
202	86.6%	52%	0.0%
Total Number of Students enrolled in Cambria Grammar School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	105	52%
Foster Youth	0	0.0%
Homeless	42	20.8%
Socioeconomically Disadvantaged	175	86.6%
Students with Disabilities	33	16.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	2	1%
Hispanic	157	77.7%
Two or More Races	5	2.5%
Pacific Islander	0	0.0%
White	38	18.8%

### Conclusions based on this data:

- Coast Unified School District has a very high unduplicated student count. Over 86% of students are considered socioeconomically disadvantaged and over 20% are considered homeless. These numbers are actually increasing

(in 2024, 83% are considered socioeconomically disadvantaged and 20% considered Homeless). This indicates that there are increasing risk factors for our students as recent years have been progressing.

2. In 22-23, the district had 70% SED. We now, in 24-25 have 87% SED. This is a huge growth in this area. Supporting families that are SED is a priority.
3. Our students with disabilities continues to increase - 16.3%.

# 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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2025 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Chronic Absenteeism



Red

#### Conditions & Climate

##### Suspension Rate



Blue

##### Mathematics



Orange

##### English Learner Progress



Red

#### Conclusions based on this data:

1. Low Suspension Rate continues to be a highlight at CGS.
2. Chronic Absenteeism is RED for CGS.

# School and Student Performance Data

## Academic Performance English Language Arts

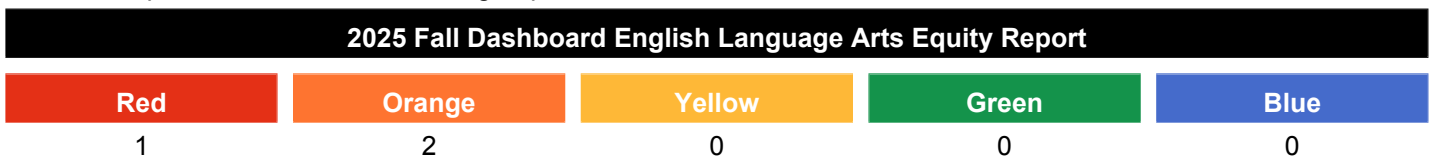
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>48.7 points below standard</p> <p>Declined 9.4 points</p> <p>88 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>77.6 points below standard</p> <p>Declined 10.8 points</p> <p>60 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>90.3 points below standard</p> <p>Declined 11.2 points</p> <p>23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>55.5 points below standard</p> <p>Declined 4.7 points</p> <p>78 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>71.5 points below standard</p> <p>Declined 12.2 points</p> <p>17 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>61.7 points below standard</p> <p>Declined 10.1 points</p> <p>71 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>12.8 points above standard</p> <p>Increased 17.3 points</p> <p>16 Students</p>

**Conclusions based on this data:**

1. Overall ELA performance is below grade-level standards for most student groups, with All Students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students performing significantly below standard and showing declines from the previous year.
2. English Learners represent a key area of concern, as they are in the Red performance level, substantially below standard, and experienced a notable decline in performance, indicating a need for targeted and intensified language and literacy supports.
3. Performance trends show limited areas of strength and improvement, with White students performing above standard and increasing from the prior year, while many other subgroups either declined or lacked sufficient enrollment for performance color assignment, limiting comprehensive subgroup analysis.

# School and Student Performance Data

## Academic Performance Mathematics

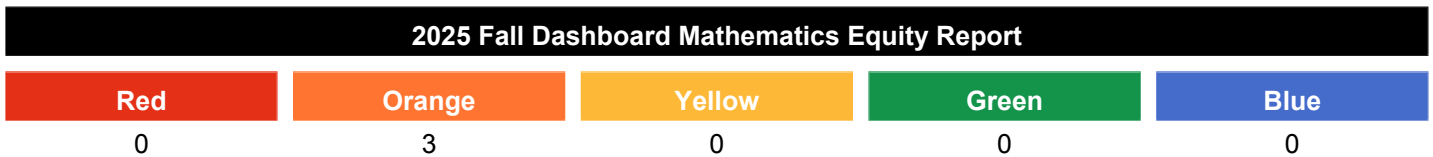
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>42.8 points below standard</p> <p>Declined 5.1 points</p> <p>88 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>63.8 points below standard</p> <p>Declined 10.4 points</p> <p>60 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>57 points below standard</p> <p>Declined 11.1 points</p> <p>23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>47.3 points below standard</p> <p>Declined 3.2 points</p> <p>78 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>70.1 points below standard</p> <p>Increased 9.3 points</p> <p>17 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>54.6 points below standard</p> <p>Declined 8.6 points</p> <p>71 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>6.9 points above standard</p> <p>Increased 18.7 points</p> <p>16 Students</p>

**Conclusions based on this data:**

- Overall mathematics performance is below grade-level standards, with All Students and several key subgroups (English Learners, Hispanic students, and Socioeconomically Disadvantaged students) performing in the Orange range and showing declines from the previous year.
- English Learners continue to face significant challenges in mathematics, remaining well below standard and experiencing a notable decline, indicating a need for targeted math instruction that integrates language supports.
- Performance disparities persist across student groups, with White students performing above standard and showing improvement, while many other subgroups either declined or lacked sufficient enrollment for a performance designation, limiting broader subgroup analysis.

# School and Student Performance Data

## Academic Performance Science

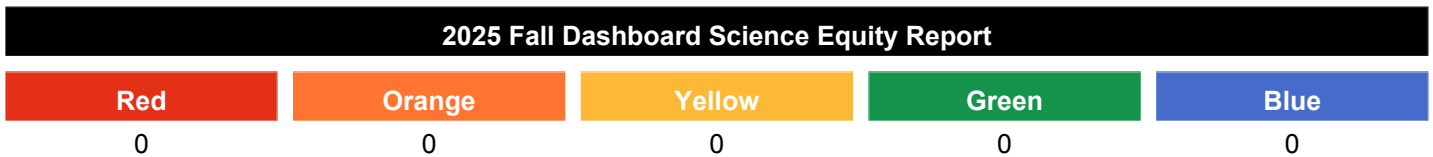
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>43.3 science points</p> <p>Declined 9.3 points</p> <p>32 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>40.4 science points</p> <p>Declined 6.3 points</p> <p>28 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>39.7 science points</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>43.3 science points</p> <p>Declined 4.8 points</p> <p>32 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p><b>African American</b></p>  <p>No Performance Color 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 41.6 science points Declined 8.3 points 29 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>

**Conclusions based on this data:**

1. The science performance for the "All Students" group is currently at 43.3 science points.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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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	
<b>English Learner Progress</b>  Red 33.3 making progress. Number Students: 84 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
21.4%	45.2%	0%	33.3%

**Conclusions based on this data:**

1. A concerning 21.4% of English Learner students decreased at least one ELPI level during this reporting period.
2. Only 33.3% of ELs demonstrated progress toward English language proficiency.



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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> <tr> <td>                       Red                      13.6% Chronically Absent                      Increased 5                      213 Students                 </td> </tr> </table>	All Students	 Red 13.6% Chronically Absent Increased 5 213 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> <tr> <td>                       Orange                      11% Chronically Absent                      Increased 1                      109 Students                 </td> </tr> </table>	English Learners	 Orange 11% Chronically Absent Increased 1 109 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Long-Term English Learners</th> </tr> <tr> <td style="height: 100px;">                     (Empty cell)                 </td> </tr> </table>	Long-Term English Learners	(Empty cell)
All Students								
 Red 13.6% Chronically Absent Increased 5 213 Students								
English Learners								
 Orange 11% Chronically Absent Increased 1 109 Students								
Long-Term English Learners								
(Empty cell)								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> <tr> <td>                       Green                      7% Chronically Absent                      Declined 1.7                      43 Students                 </td> </tr> </table>	Homeless	 Green 7% Chronically Absent Declined 1.7 43 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> <tr> <td>                       Red                      14.4% Chronically Absent                      Increased 6                      188 Students                 </td> </tr> </table>	Socioeconomically Disadvantaged	 Red 14.4% Chronically Absent Increased 6 188 Students
Foster Youth								
 No Performance Color 0 Students								
Homeless								
 Green 7% Chronically Absent Declined 1.7 43 Students								
Socioeconomically Disadvantaged								
 Red 14.4% Chronically Absent Increased 6 188 Students								

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>10.3% Chronically Absent</p> <p>Increased 4.7</p> <p>39 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>13.9% Chronically Absent</p> <p>Increased 4.9</p> <p>165 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>10% Chronically Absent</p> <p>Increased 3.2</p> <p>40 Students</p>

**Conclusions based on this data:**

1. The school is currently in the "Red" performance category for Chronic Absenteeism. This rating is driven by a 13.6% chronic absenteeism rate among the 213 students in the "All Students" group, an increase of 5% over the previous reporting period.
2. High-Risk Groups: The Socioeconomically Disadvantaged (14.4%) and Hispanic (13.9%) subgroups are both in the "Red" category and showed significant increases in absenteeism.
3. the Homeless student population is in the "Green" category, with a lower chronic absenteeism rate of 7%, which actually declined by 1.7%.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

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.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

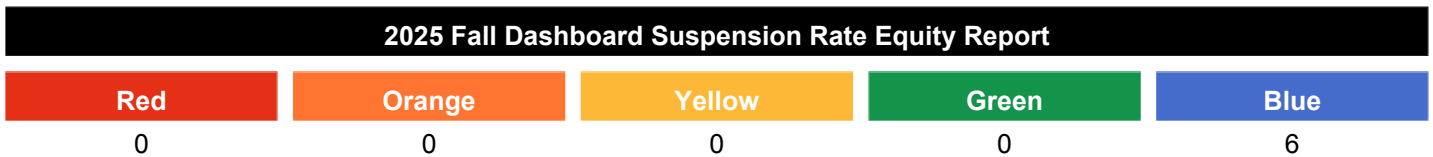
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.5%</p> <p>216 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.8%</p> <p>109 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.2%</p> <p>44 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.6%</p> <p>191 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>39 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.6%</p> <p>165 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>43 Students</p>

**Conclusions based on this data:**

1. The school maintains an exemplary record regarding school climate and student discipline, with all qualifying groups achieving a "Blue" performance rating, the highest possible level.
2. The suspension rate for "All Students" is 0%, reflecting a 0.5% decline.
3. Despite being a small school where minor changes in student numbers significantly impact data, the overall suspension volume remains non-excessive.

# 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.

#### **To expand students' communication and critical thinking in literacy**

By June 2026, 60% English Learners in grades K-5 will progress at least one ELPI level and 50% will maintain ELPI levels on the ELPAC assessment.

By June, 2026, 10% students will 'meet or exceed standards on the CAASPP in English Language Arts fro 28% to 38%, and and all students will increase the percentage reading at or above grade level (i-Ready Green) from 21% to 45%, primarily by moving students out of the "One Grade Level Below" placement

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

LCAP goal to which this school goal is aligned.

To expand students' communication and critical thinking in literacy

### 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.

As a school, Cambria Grammar School (CGS), here is how we performed on the indicators:

\* Academic - English language arts/literacy assessments -ORANGE all students but RED for English Learners at CGS (Actions in the SPSA address this)

\* English Learner Progress - RED

All students performed 48.7 points below the ELA standard, with ELs performing significantly lower at 77.6 points below standard.

The CGS staff is working with student data intensely. They are not only looking at overall performance scores, they are doing deep dives into demographic group performance on the CAASPP and individual domain performance on the ELPAC. Assessments are being done to identify individual ELA skills that need specific strategies to address. Those strategies are then put in place to address the individual student needs.

The performance discrepancies in ELA between English Learner students and English Only students is significant at CGS, throughout the district, and throughout the state. For CGS, English Learners was the only student group to be ORANGE for ELA achievement. The district focus for the 24-25 and 25-26 school years is professional development on ELD strategies, language acquisition instruction, and vocabulary acquisition. Additionally, CGS is investing time and money on training and curriculum for phonics instruction, newcomer curriculum, Math pilot materials and related training, and vocabulary acquisition strategies. This will not only address the needs of English Learners, this addresses the leaning needs for all students.

Educational partner feedback (surveys and forums) indicate that the staff, parents, and community support specific training for staff on EL strategies and language acquisition.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Performance (ELA)	<p>CAASPP ELA Meets/Exceeds Data for 24-25</p> <p>ALL 28.412%  SED 26.92%  not SED %  EL 6.12%  EO 12.8%  SWD 18.75%  Homeless 17.39%  White 50%  Hispanic 29.94%  IFEP, RFEP, EO 56.04%  RFEP 63.63%  (2025 data)</p> <p>PRELIM DATA for 2025 CAASPP -  ALL Students CGS:  28.4% Meets / Exceeds ELA</p>	<p>CAASPP ELA Meets/Exceeds Data for 24-25</p> <p>ALL 38%  SED 36%  not SED 58%  EL 25%  EO 50%  SWD 25%  Homeless 29%  White 45%  Hispanic 36%  IFEP, RFEP, EO 55%  RFEP 58%  (2025 data)</p>
CA State Dashboard English Language Arts Performance	<p>All CGS students (average) 48.7 points below standard  Students with Disabilities (SWD): 71.5 points below standard  Socioeconomically Disadvantaged (SED): 50.8 points below standard  English Learners (EL): 77.6 points below standard  Homeless: 90.3 points below standard  English Only: 12.8 points below standard  Hispanic: 61.7</p> <p>(2025 Data from CA Dashboard)</p>	<p>All CGS students (average) 30 points below standard  Students with Disabilities (SWD): 60 points below standard  Socioeconomically Disadvantaged (SED): 40 points below standard  English Learners (EL): 60 points below standard  Homeless: 80 points below standard  English only: 5 points above standard  Hispanic: 50.0</p> <p>(2026 Data from CA Dashboard)</p>
ELPI Rates (English Learner Progress Indicator)	CGS: Red (2024)	CGS: GREEN or BLUE (2025 and 2026)
NWEA / iReady Performance (ELA)	<p>2025 iReady reading achievement:  Fall 21%  Winter reading achievement:  37%</p>	<p>iReady Growth 45% from Winter to spring,  (25-26 Data from iReady)</p>
EL Reclassification Rate	3% of CGS ELs reclassified (RFEP) (2024-25)	<p>6% of CGS ELs reclassify (RFEP) (2025-26)  9% of CGS ELs reclassify (RFEP) (2026-27)</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	Professional Development and Training - Professional Development and training with a focus on English Language Development,		5,000.00 Unrestricted

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Integrated/Designated ELD instruction, and supporting LTELs. This includes training on Language Embedded Objectives, Phonics Instruction, Sentence Stems, Academic Discourse, Early Childhood Education and Language Acquisition, and ELD integrated and designated strategies. There will also be staff training and collaboration time with Magnetic Foundations (k-2), Heggerty Phonemic Awareness, Carousel of Ideas (Newcomer Curriculum), and UFLI (University of Florida Learning Institute) materials.</p>		<p>5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Funds</p>
<p><b>1.2</b></p>	<p>Implements a school-wide ELD master schedule with 30-40 minutes of designated ELD instruction daily. Train teacher providing Designated instruction with English 3D in grades 4-5 Differentiated ELD instruction by ELD levels / domains. Provide additional support for newcomers. Language for Learning curriculum for newcomers and Tk/K English Learners Wonders EL. English 3D for levels 3-4 in grades 4-5 Continued schoolwide data analysis including ELPAC score analysis of domain achievement and what areas to focus on to promote higher RFEP status levels ELPAC Goal setting for all ELPI students.</p> <p>Supports for English Learners - After looking at the red and orange indicators on the dashboard at both the LEA and site levels, the LEA completed a needs assessment to examine the root causes of low performance in English learner progress on the ELPI at Cambria Grammar School, specifically, to address the following Red on the 2024 Dashboard: Cambria Grammar- ELPI*</p> <p>In addition to all teachers providing integrated ELD to English Learners, designated ELD will be taught and supported by the following teachers: 1.5 FTE ELD/ELA support teachers at CGS and two bilingual aides to support all EL across TK-5</p> <p>Bilingual Support Staff: 1 Bilingual Kindergarten Aide and 2 Bilingual Gen ED Aides at CGS</p> <p>The CGS library and library staff support our English Learners and LTELs. This includes purchasing bilingual and native language literature and resources. CGS will provide authentic texts written in the native languages of ELLs: Authentic texts are important because they're usually related to the country and culture of the ELL—not just translated into the native language of the ELL but written with the heart of a native speaker. This resources also promote the inclusion and development of the native language.</p>		<p>131,962.00 General Fund 1000-1999: Certificated Personnel Salaries</p> <p>43,995.32 General Fund 3000-3999: Employee Benefits</p> <p>96,535.80 General Fund 2000-2999: Classified Personnel Salaries</p> <p>69,520.59 General Fund 3000-3999: Employee Benefits</p> <p>8,500.83 General Fund 4000-4999: Books And Supplies Bilingual Libraries/Renaissance Place/Thinking Maps/World of Wonders</p> <p>37,708.30 General Fund 2000-2999: Classified Personnel Salaries</p> <p>22,276.30 General Fund 3000-3999: Employee Benefits</p> <p>1,008.33 General Fund</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Research based programs and curriculum to support ELD and to expand students' communication and critical thinking in literacy are purchased and implemented throughout the district. These programs and services include: English 3D, Renaissance Place, Carousel of Ideas, UFLI, Heggerty, Language of Learning (McGraw Hill), Wonders, and Wonders/World of Wonders provide accessible tools, structure for language acquisition, rating materials, and comprehension quizzes that are leveled for emerging readers and those in need of bilingual support. We plan to add Language of Learning, Carousel of Ideas, and Heggerty as support curriculum for early reading instruction that provides EL and Newcomer needs and supports. Adding Heggerty, Carousel of Ideas, and Language of Learning specifically assists the district's LTEL population by proactively addressing reading and literacy needs in the early grades, promoting reclassification early to prevent LTEL status.</p> <p>Adjusting Rtl Model and Language Lab Times, materials, and Delivery Model: This benefits all learners, especially students needing assistance with language development. This is differentiated instruction, so all student needs can be met with this model.</p> <p>Pilot a Science of Reading Foundational programs (iReady Magnetic) and the newly adopted Dyslexia screener (Amira) to identify learning disabilities early in students' academic path.</p> <p>Continue ELA After School Homework work using student's iReady MyPath lessons Coordinate after school iReady MyPath lessons with after school Champions program</p> <p>Students create academic goals before and after every iReady reading diagnostic.</p>		5800: Professional/Consulting Services And Operating Expenditures Librarian Oversight through SLOCOE
1.3	<p>Special Education Staff, Curriculum, and Training - CUSD is enhancing instruction for students with learning disabilities (SWD) by maintaining 2.75 FTE RSP teacher and additional SPED instructional aide staff at CGS to address ELA and other needs for students with disabilities. SPED staff receive training throughout the year to address the language and school needs of SWD. Additionally, CGS is using Sondag and Sandy curricula, which offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.</p>		<p>57,351.94 General Fund 1000-1999: Certificated Personnel Salaries</p> <p>15,416.20 General Fund 3000-3999: Employee Benefits</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Students with disabilities underperform other student groups on ELA assessments including the CAASPP. Only 18% of CUSD Students With Disabilities Meet or Exceed Standards. We have a goal to get this number to at least 25% meets or exceeds standards within three years. Metrics to monitor this action are: CAASPP, NWEA, and other ELA assessment scores for SWD as well as chronic absenteeism and suspension rates for SWD.		
1.7			

## 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 2

### Title and Description of School Goal

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

**To accelerate students' academic outcomes in mathematics. Maximize the number of students scoring proficient or above on the CAASPP in mathematics.**

By June 2026, 39% of students in grades 3-5 will score at meets or exceeds standards on the CAASPP Mathematics assessment.

By June 2026 100% students will meet their typical growth goals and at least 60% will meet their stretch growth goals.

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

LCAP goal to which this school goal is aligned.

To accelerate students' academic outcomes in mathematics

### Identified Need

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

Overall mathematics performance is below grade-level standards, with All Students and several key subgroups (English Learners, Hispanic students, and Socioeconomically Disadvantaged students) performing in the Orange range and showing declines from the previous year.

As a school, Cambria Grammar School (CGS), here is how we performed on the indicators based on the 2024 CA Dashboard:

\* Academic - Mathematics - ORANGE (ALL STUDENTS)

\* Academic - Math and ELA - ORANGE (English Learners, Hispanic, and Socioeconomically Disadvantaged Students)

Performance disparities persist across student groups, with White students performing above standard and showing improvement, while many other subgroups either declined or lacked sufficient enrollment for a performance designation, limiting broader subgroup analysis.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Performance - Mathematics	CAASPP MATH Meets/Exceeds Standards CGS 24-25: ALL 29.55% EL 16.33% EO 50% SWD 25% SED: 28.2 Homeless 21.74% White 45.83% Hispanic 25% IFEP, RFEP, EO 46.15% RFEP 45.45%  PRELIM 2024-25 data 29.5% Meets / Exceeds Standards (ALL CGS)	CAASPP MATH Meets/Exceeds Standards CGS 25-26: ALL 40% EL 23% EO 60% SWD 35% Homeless 31% White 60% Hispanic 35% IFEP, RFEP, EO 56% RFEP 55%
iReady Performance - Mathematics	2024 - 25 iReady Achievement % Fall to Winter CGS Median Growth: 33% CGS Achievement: 33% Tier 1: 33% Tier 2: 56% Tier 3: 11% Annual Typical Growth: 45% Annual Stretch Growth: 6%  CGS Achievement: 41% (24-25)	iReady CGS Growth: 60% (25-26) CGS Achievement: 45% (25-26) Tier 1: 45% Tier 2: 50% Tier 3: 5%
CA State dashboard - Mathematics Performance	All CGS students (average) 42.8 points below standard Students with Disabilities (SWD): 70.1 points below standard Socioeconomically Disadvantaged (SED): 47.3 points below standard English Learners (EL): 63.8 points below standard Homeless: 57 points below standard White: 6.9 points below standard Hispanic: 54.6 points below standard (2024 Data from CA Dashboard)	All CGS students (average) 32 points below standard Students with Disabilities (SWD): 60 points below standard Socioeconomically Disadvantaged (SED): 35 points below standard English Learners (EL): 53 points below standard Homeless: 45 points below standard White: 0 points above standard Hispanic: 44 points below standard (2025 Data from CA Dashboard)

## 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	Professional Development in Math for Staff: PD and training with a focus on new adopted mathematics curriculum (iReady) and instruction at all grades. The staff PD will include best teaching practices, academic discourse, data analysis and next steps of iReady, CAASPP, and Interim Assessment results.		1,433.33 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Professional Development - Educator Effectiveness Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Math Intervention and Support: CGS provides math intervention and support. Support is provided during the school day and before / after school. Intervention and support is provided during regular instruction, as pullouts with a qualified intervention teacher / support staff, offered as a section of math support, or provided during school homeroom or advisory periods.		41,905.00 General Fund 1000-1999: Certificated Personnel Salaries  14,189.50 General Fund 3000-3999: Employee Benefits
2.3	Math Curriculum and Materials: Math Curriculum that is aligned with the 2023 CA Mathematics Framework as well as the CA Common Core Standards for Mathematics will be purchased and used. This includes a new math curriculum (i Ready) for CGS as well as digital support elements for math foundational skills beyond what the adopted curricula addresses.		3,155.20 General Fund 4000-4999: Books And Supplies
2.6			

## 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 3

### Title and Description of School Goal

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

#### To advance students' college and career readiness

Goal

By June 2026, improve students' sense of belonging as shown by a 10% increase in Healthy Kids Survey School Connectedness scores, 3% rise in attendance, and a minimum of 10% growth in academic performance through school-wide inclusive practices and engagement initiatives.

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

LCAP goal to which this school goal is aligned.

To advance students' college and career readiness

### 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.

With our district mission and vision focused on creating young adults ready for the ever changing world, providing CUSD students with a wide variety of experiences in the arts, sciences, and technologies is necessary. CUSD CAASPP and NWEA/iReady tests show that our unduplicated students perform lower than non-SED, non-Homeless, and EO students in math, ELA, and science, so it especially important these college and career offerings are accessible to our SED, EL, Homeless, and foster youth. Making sure all our students have access to a broad experience at school that promotes college and career readiness is essential. Interventions and support are essential to address the discrepancy we see in achievement data. These college and career offerings promote communication, problem solving, presentation skills, artistic talents, and academic language production. Also, we hope to continue our success with reducing our chronic absenteeism rate that we saw during the 24-25 school year by keeping transportation and after school care in place as well as maintaining school offerings that are engaging and rigorous promoting students' wanting to come to school.

### 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
Chronic Absenteeism as measured by the California Dashboard California Healthy Kids Survey	CGS All: 13.6% SWD: 10.3% EL: 11% SED: 14.4% White: 10% Hispanic: 13.9% Homeless: 7% (2025 data from CA Dashboard)  2024-25 Healthy Kids Survey Results School Connectedness: 72% Academic Motivation: 72% school Boredom: 56% Social and Emotional Support: 88% Anti Bullying Climate: 71%	CGS All: 10% SWD: 7% EL: 9% SED: 11% White: 7% Hispanic: 10% Homeless: 4% (2026 data from CA Dashboard When Published)  2025-26 Healthy Kids Survey Outcomes School Connectedness: 82% Academic Motivation: 82% school Boredom: 66% Social and Emotional Support: 98% Anti Bullying Climate: 81%
CAST Grade 5 Meets or Exceeds Standards Results	Grade 5: 32.33% (2025 Data)	Grade 5: 42% (2026 data)
PFT (Physical Fitness Test) %	5th Grade 5/5 Criteria: 44% 5th Grade Mile Criteria: 53% 5th Grade Push Up Criteria: 64% (2024-25 PFT Results - Internally collected)	5th Grade 5/5 Criteria: 70% 5th Grade Mile Criteria: 73% 5th Grade Push Up Criteria: 74% (2025-26 PFT Results - Internally collected)
% Students Regularly Participating in a Fine Arts Program	100% TK-5 (2024-25)	100% TK-5 (2025-26)
Parent involvement in programs designed to support unduplicated students (SED, homeless and foster youth, and EL) and SWD - PIQE, Parent Trainings, DELAC, Forums	ELAC/DELAC meetings - 50 parents Parent teacher-conferences - 90% Awards assemblies - 90% (2025-26) data from internal data collection and sign in sheets from Parent trainings / programs)	

## 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	Staffing and Supplies for College and Career Specific Offerings: CGS: One Cool Earth (2 days), Children's Creative Project (Art and Music choral and ukulele TK-5), clay and ceramics (enhanced from last year), STEAM lab (instruction and materials), computers (2 sessions weekly K-3), attendance challenges/competitions and rewards.  Other Strategies to include: Overnight Science Camp - 4 nights for 4th and 5th Grade Camp Keep Clubs: Coding	All	39,952.00 General Fund 5000-5999: Services And Other Operating Expenditures One Cool Earth, Children's Creative Project

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Full implementation Check in Check out for attendance and behavior</p> <p>Full Implementation of SEL program</p> <p>Continue to broaden relationship with PTA and other community partners</p>		
<p><b>3.2</b></p>	<p>Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career ready: This includes Summer Tutoring sessions, and Interventions and offered to target students at risk of not being at grade level. This support includes providing students academic support through additional hours for credentialed and classified staff.</p> <p>Social / emotional counseling is offered to students at CGS 3 days a week. Counselor adds lessons delivered whole group to classes. Counselor partners with bilingual staff to offer counseling in Spanish. Culturally and socially relevant tools are purchased.</p> <p>Social Emotional training for staff members on PBIS, Restorative Practices, Social emotional curriculum.</p> <p>School-wide celebrations for academic, behavior, and attendance goals met every trimester.</p>	<p>All</p>	<p>7,350.00 General Fund 1000-1999: Certificated Personnel Salaries Homework Club</p> <p>1,678.74 General Fund 3000-3999: Employee Benefits Homework Club</p> <p>4,707.75 General Fund 2000-2999: Classified Personnel Salaries Spanish for Kids, Coding</p> <p>1,741.40 General Fund 3000-3999: Employee Benefits Spanish for Kids, Coding</p> <p>11,666.67 General Fund 5800: Professional/Consulting Services And Operating Expenditures The LINK</p>
<p><b>3.3</b></p>	<p>ASES After School Care: ASES (Champions) after school care includes homework support, enrichment opportunities (college and career offerings during Champions including music (piano, ukulele), science, technology, and art), athletics, arts, and science curriculum). This action addresses the red California Dashboard indicator for chronic absenteeism.</p>	<p>All. Priority enrollment for Homeless, Socioeconomically Disadvantaged, and English Learner Students</p>	<p>170,000.00 After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures Champions</p>
<p><b>3.4</b></p>	<p>Transportation: After looking at the red indicators on the dashboard at both the LEA and site levels, the LEA completed a needs assessment to examine the root causes of Chronic Absenteeism in the district. It was determined that providing home to school transportation at no cost to our EL, SED, Homeless and Foster Youth is essential to promote better attendance. Specifically, this action addresses the following Dashboard Elements: Chronic Absenteeism</p>	<p>All. Priority for Homeless, Socioeconomically Disadvantaged, and English Learner Students</p>	<p>18,518.07 General Fund 2000-2999: Classified Personnel Salaries</p> <p>11,013.83 General Fund 2000-2999: Classified Personnel Salaries</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.5	Technology: CUSD provides to it's students 1:1 devices grades K - 12. Chromebooks with Touchscreens will be replaced in one or to grade levels.	All	52,680.00 General Fund 4000-4999: Books And Supplies
3.6	District Translator: CUSD has a District Translator to promote the communication with and success of our students and families who speak Spanish as their native language.	English Learners	7,198.68 General Fund 2000-2999: Classified Personnel Salaries  5,439.06 General Fund 3000-3999: Employee Benefits
3.7	Parent Training and Involvement that promotes college and career readiness: Parent trainings (like Parent Institute for Quality Education) and parent involvement opportunities at school are offered throughout the year to maximize the home school connection, promote academic achievement, and improve attendance rates. Improved family and community connections to resources, parenting training including PIQE, Behavioral Strategies at home session, and mental health services through a school partnership with the Link (through Danilda Reyes, our family advocate), Transitions Mental Health, and SLO Behavioral Health. Materials translated into Spanish	All. Priority for Homeless, Socioeconomically Disadvantaged, English Learner Students, and Students with Disabilities	4,270.00 Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures PIQE

## 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 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	\$886,174.84
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$170,000.00
Extended Learning Opportunity	\$4,270.00
General Fund	\$705,471.51
Unrestricted	\$6,433.33

Subtotal of state or local funds included for this school: \$886,174.84

Total of federal, state, and/or local funds for this school: \$886,174.84

# 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
After School and Education Safety (ASES)	170,000.00
Extended Learning Opportunity	4,270.00
General Fund	705,471.51
Unrestricted	6,433.33

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	238,568.94
2000-2999: Classified Personnel Salaries	175,682.43
3000-3999: Employee Benefits	174,257.11
4000-4999: Books And Supplies	64,336.03
5000-5999: Services And Other Operating Expenditures	214,222.00
5800: Professional/Consulting Services And Operating Expenditures	19,108.33

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	170,000.00
5000-5999: Services And Other Operating Expenditures	Extended Learning Opportunity	4,270.00
1000-1999: Certificated Personnel Salaries	General Fund	238,568.94
2000-2999: Classified Personnel Salaries	General Fund	175,682.43
3000-3999: Employee Benefits	General Fund	174,257.11
4000-4999: Books And Supplies	General Fund	64,336.03
5000-5999: Services And Other Operating Expenditures	General Fund	39,952.00

5800: Professional/Consulting Services And Operating Expenditures	General Fund	12,675.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	6,433.33

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	489,275.61
Goal 2	60,683.03
Goal 3	336,216.20

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Celia Moses	Principal
Alisha Enns	Parent or Community Member
Sunny Bivin	Classroom Teacher
Alondra Bustillos	Parent or Community Member
Laura Orellano	Parent or Community Member
Erica Lovegren	Classroom Teacher
Whit Donaldson	Classroom Teacher
	Other School Staff
	Parent or Community Member
	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/10/25.

Attested:



Principal, Celia Moses on 1/6/26

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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