School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beechwood Elementary School	30-66506-6028013	April 2, 2025	May 13, 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 Beechwood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Comprehensive Needs Assessment: Conducting an in-depth analysis of student performance data, stakeholder input, and equity gaps to inform decision-making and prioritize resources.
> Goal Alignment: Ensuring ESSA goals and LCAP priorities are interconnected, emphasizing student achievement, closing opportunity gaps, and fostering school climate improvements.
> Integration of Programs: Coordinating funding sources (Title I, II, III, IV, and LCFF) to support cohesive strategies for instruction, intervention, and professional development.
> Targeted Interventions: Implementing evidence-based programs and progress monitoring systems to address the diverse needs of all students, including English Learners, students with disabilities, and socioeconomically disadvantaged populations.
> Stakeholder Engagement: Actively involving families, staff, and community members in the planning process to ensure the plan reflects shared priorities.
> Ongoing Evaluation: Establishing a continuous cycle of monitoring and evaluating outcomes to adjust plans and maintain compliance with ESSA and LCAP requirements.

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.

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Stakeholder Engagement: Actively involving families, staff, and community members in the planning process to ensure the plan reflects shared priorities.

Ongoing Evaluation: Establishing a continuous cycle of monitoring and evaluating outcomes to adjust plans and maintain compliance with ESSA and LCAP requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School engaged in a collaborative and data-driven process for the SPSA (School Plan for Student Achievement) development, annual review, and update. This involved:

How:

Analyzing school-wide and subgroup data to identify areas of strength and improvement.

Aligning goals with the Local Control and Accountability Plan (LCAP) and ESSA requirements.

Gathering stakeholder feedback through surveys, focus groups, and meetings.

When:

August-September: Stakeholder consultation and initial data review for the SPSA.

October-November: Drafting of goals, strategies, and resource allocations.

December-January: Sharing the draft SPSA for feedback and approval.

February-May: Progress monitoring and mid-year adjustments.

June-July: Conducting the Annual Review and setting priorities for the next cycle.

With Whom:

School Site Council (SSC): Primary body for approval and feedback on SPSA goals, budgets, and plans.

English Learner Advisory Committee (ELAC): Ensured alignment of strategies with the needs of English Learners.

Staff Members: Teachers and support staff contributed insights during professional learning community (PLC) meetings and staff development days.

Parents and Families: Provided input via schoolwide surveys, parent workshops, and community forums.

Students: Gathered student perspectives through surveys and focus groups.

District Personnel: Consulted for technical assistance and alignment with districtwide priorities and compliance requirements.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

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

N/A

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.

Special Education was in the "Orange" performance category.

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

N/A

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
American Indian	0.2%	0.2%	0.46%	2	2	4
African American	1.43%	1.19%	0.80%	14	11	7
Asian	34.73%	37.68%	42.78%	340	347	373
Filipino	3.98%	3.47%	3.56%	39	32	31
Hispanic/Latino	31.97%	29.32%	24.66%	313	270	215
Pacific Islander	0%	0.11%	0.11%	0	1	1
White	20.02%	20.30%	20.07%	196	187	175
Two or More Races	7.66%	7.71%	7.57%	75	71	66
Not Reported	0%	%	%	0		
			Total Enrollment	979	921	872

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	22-23	**23-24**	**24-25**
Transitional Kindergarten			24
Kindergarten	107	73	
Grade 1	121	97	
Grade 2	108	109	
Grade3	103	103	
Grade 4	99	102	
Grade 5	114	100	
Grade 6	97	106	
Grade 7	123	89	
Grade 8	107	113	
Total Enrollment	979	921	

Conclusions based on this data:

1.   Based on the enrollment data, we see that there is a rise in our Asian population.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
English Learners	113	103	85	11.5%	11.2%	9.7%
Fluent English Proficient (FEP)	114	133	130	11.6%	14.4%	14.9%

Conclusions based on this data:

1. We have a rise in our English Learners enrolled at our school.

2. We are reclassifying more EL students.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Overall Participation for All 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
Grade 3	108	92	95	105	89	95	105	89	95	97.2	96.7	100
Grade 4	104	99	99	103	97	97	103	97	97	99.0	98	98
Grade 5	115	87	101	110	86	99	109	86	99	95.7	98.9	98
Grade 6	98	95	96	97	94	94	97	94	94	99.0	98.9	97.9
Grade 7	127	93	119	126	89	115	126	89	115	99.2	95.7	96.6
Grade 8	115	115	85	115	108	83	115	108	83	100.0	93.9	97.6
All Grades	667	581	595	656	563	583	655	563	583	98.4	96.9	98

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Overall Achievement for All 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
Grade 3	2480.	2474.	2486.	48.57	47.19	51.58	21.90	15.73	22.11	17.14	22.47	18.95	12.38	14.61	7.37
Grade 4	2508.	2532.	2552.	40.78	57.73	58.76	27.18	21.65	23.71	14.56	11.34	8.25	17.48	9.28	9.28
Grade 5	2572.	2617.	2607.	50.46	68.60	65.66	28.44	22.09	22.22	11.93	6.98	9.09	9.17	2.33	3.03
Grade 6	2581.	2600.	2644.	43.30	50.00	64.89	26.80	27.66	30.85	17.53	17.02	3.19	12.37	5.32	1.06
Grade 7	2606.	2621.	2619.	35.71	43.82	38.26	38.10	31.46	34.78	15.87	12.36	19.13	10.32	12.36	7.83
Grade 8	2620.	2628.	2639.	31.30	34.26	40.96	40.00	44.44	34.94	19.13	14.81	15.66	9.57	6.48	8.43
All Grades	N/A	N/A	N/A	41.37	49.73	53.17	30.84	27.71	28.13	16.03	14.21	12.52	11.76	8.35	6.17

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	29.52	30.34	36.84	60.00	56.18	55.79	10.48	13.48	7.37
Grade 4	28.16	38.14	38.14	64.08	54.64	54.64	7.77	7.22	7.22
Grade 5	35.78	50.00	43.43	61.47	46.51	50.51	2.75	3.49	6.06
Grade 6	29.90	35.11	44.68	60.82	53.19	50.00	9.28	11.70	5.32
Grade 7	32.54	41.57	37.39	58.73	52.81	54.78	8.73	5.62	7.83
Grade 8	28.70	35.19	44.58	57.39	54.63	48.19	13.91	10.19	7.23
All Grades	30.84	38.19	40.65	60.31	53.11	52.49	8.85	8.70	6.86

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	47.62	32.58	38.95	36.19	53.93	55.79	16.19	13.48	5.26
Grade 4	25.24	40.21	56.70	60.19	51.55	34.02	14.56	8.25	9.28
Grade 5	41.28	68.60	59.60	51.38	27.91	38.38	7.34	3.49	2.02
Grade 6	39.18	47.87	61.70	46.39	43.62	36.17	14.43	8.51	2.13
Grade 7	41.27	55.06	44.35	50.79	34.83	46.96	7.94	10.11	8.70
Grade 8	32.17	40.74	43.37	57.39	50.00	45.78	10.43	9.26	10.84
All Grades	37.86	47.07	50.77	50.53	44.05	42.88	11.60	8.88	6.35

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	25.71	21.35	24.21	65.71	71.91	65.26	8.57	6.74	10.53
Grade 4	22.33	26.80	24.74	68.93	69.07	68.04	8.74	4.12	7.22
Grade 5	17.43	29.07	30.30	75.23	68.60	65.66	7.34	2.33	4.04
Grade 6	15.46	19.15	30.85	78.35	75.53	67.02	6.19	5.32	2.13
Grade 7	25.40	21.35	15.65	66.67	74.16	76.52	7.94	4.49	7.83
Grade 8	28.70	25.00	27.71	64.35	68.52	63.86	6.96	6.48	8.43
All Grades	22.75	23.80	25.21	69.62	71.23	68.10	7.63	4.97	6.69

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	33.33	26.97	23.16	57.14	62.92	69.47	9.52	10.11	7.37
Grade 4	20.39	23.71	37.11	67.96	71.13	52.58	11.65	5.15	10.31
Grade 5	41.28	45.35	42.42	52.29	53.49	50.51	6.42	1.16	7.07
Grade 6	39.18	37.23	47.87	51.55	59.57	48.94	9.28	3.19	3.19
Grade 7	30.95	46.07	35.65	61.90	46.07	59.13	7.14	7.87	5.22
Grade 8	35.65	41.67	39.76	54.78	50.93	51.81	9.57	7.41	8.43
All Grades	33.44	36.77	37.56	57.71	57.37	55.57	8.85	5.86	6.86

Conclusions based on this data:

1.

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.

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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	108	92	95	104	89	95	104	89	95	96.3	96.7	100
Grade 4	104	99	99	103	97	97	103	97	97	99.0	98	98
Grade 5	115	87	101	110	86	98	110	86	98	95.7	98.9	97
Grade 6	98	95	96	97	94	94	97	94	94	99.0	98.9	97.9
Grade 7	127	93	119	125	89	114	125	89	114	98.4	95.7	95.8
Grade 8	115	115	85	115	108	83	115	108	83	100.0	93.9	97.6
All Grades	667	581	595	654	563	581	654	563	581	98.1	96.9	97.6

* 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	2495.	2500.	2501.	52.88	55.06	56.84	21.15	22.47	23.16	15.38	14.61	10.53	10.58	7.87	9.47
Grade 4	2524.	2553.	2558.	42.72	54.64	62.89	30.10	25.77	17.53	14.56	17.53	14.43	12.62	2.06	5.15
Grade 5	2550.	2586.	2599.	39.09	54.65	66.33	20.00	22.09	17.35	25.45	19.77	13.27	15.45	3.49	3.06
Grade 6	2597.	2614.	2655.	48.45	54.26	73.40	25.77	23.40	17.02	16.49	18.09	7.45	9.28	4.26	2.13
Grade 7	2600.	2610.	2621.	44.00	47.19	48.25	23.20	23.60	20.18	16.80	14.61	18.42	16.00	14.61	13.16
Grade 8	2614.	2626.	2622.	35.65	44.44	40.96	22.61	23.15	20.48	22.61	17.59	22.89	19.13	14.81	15.66
Grade 11															
All Grades	N/A	N/A	N/A	43.58	51.51	58.18	23.70	23.45	19.28	18.65	17.05	14.46	14.07	7.99	8.09

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	52.88	60.67	60.00	36.54	30.34	29.47	10.58	8.99	10.53
Grade 4	52.43	61.86	64.95	32.04	36.08	28.87	15.53	2.06	6.19
Grade 5	41.82	51.16	61.22	43.64	41.86	35.71	14.55	6.98	3.06
Grade 6	49.48	58.51	71.28	39.18	36.17	25.53	11.34	5.32	3.19
Grade 7	48.80	51.69	49.12	32.80	34.83	38.60	18.40	13.48	12.28
Grade 8	40.00	50.00	40.96	45.22	38.89	44.58	14.78	11.11	14.46
Grade 11									
All Grades	47.40	55.60	58.00	38.23	36.41	33.73	14.37	7.99	8.26

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	50.96	49.44	52.63	38.46	42.70	38.95	10.58	7.87	8.42
Grade 4	32.04	43.30	51.55	50.49	48.45	40.21	17.48	8.25	8.25
Grade 5	32.73	45.35	50.00	52.73	47.67	41.84	14.55	6.98	8.16
Grade 6	40.21	42.55	62.77	46.39	47.87	35.11	13.40	9.57	2.13
Grade 7	39.20	40.45	44.74	48.00	44.94	42.98	12.80	14.61	12.28
Grade 8	36.52	33.33	33.73	40.00	53.70	51.81	23.48	12.96	14.46
All Grades	38.53	42.10	49.40	46.02	47.78	41.65	15.44	10.12	8.95

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	50.96	55.06	48.42	43.27	37.08	48.42	5.77	7.87	3.16
Grade 4	45.63	52.58	58.76	44.66	42.27	36.08	9.71	5.15	5.15
Grade 5	28.18	44.19	40.82	59.09	51.16	55.10	12.73	4.65	4.08
Grade 6	38.14	50.00	53.19	50.52	44.68	46.81	11.34	5.32	0.00
Grade 7	33.60	42.70	30.70	50.40	51.69	60.53	16.00	5.62	8.77
Grade 8	27.83	33.33	33.73	59.13	59.26	53.01	13.04	7.41	13.25
All Grades	37.00	46.00	44.06	51.38	47.96	50.26	11.62	6.04	5.68

Conclusions based on this data:

1.

School and Student Performance Data

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

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

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1441.7	1430.6	1446.8	1431.1	1430.3	1454.0	1466.4	1431.6	1429.4	22	15	12
1	1452.0	*	*	1454.9	*	*	1448.8	*	*	18	10	9
2	1429.2	1500.8	1474.1	1417.5	1498.2	1480.2	1440.5	1502.9	1467.6	12	14	11
3	1504.4	1494.6	1520.3	1502.3	1497.0	1534.3	1506.1	1491.7	1505.7	19	13	12
4	1524.9	1531.1	*	1528.7	1536.5	*	1520.7	1525.1	*	14	12	10
5	*	*	*	*	*	*	*	*	*	8	8	7
6	*	*	*	*	*	*	*	*	*	*	6	*
7	*	*	*	*	*	*	*	*	*	8	*	5
8	*	*	*	*	*	*	*	*	*	9	*	*
All Grades										112	82	70

	Overall Language Percentage of Students at Each Performance Level for All Students
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.82	26.67	16.67	9.09	26.67	58.33	45.45	40.00	25.00	13.64	6.67	0.00	22	15	12
1	5.56	*	*	50.00	*	*	33.33	*	*	11.11	*	*	18	*	*
2	0.00	21.43	9.09	41.67	35.71	45.45	33.33	42.86	45.45	25.00	0.00	0.00	12	14	11
3	31.58	30.77	41.67	26.32	15.38	41.67	36.84	38.46	16.67	5.26	15.38	0.00	19	13	12
4	28.57	33.33	*	42.86	41.67	*	21.43	16.67	*	7.14	8.33	*	14	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.62	28.05	27.14	36.94	36.59	45.71	30.63	26.83	21.43	10.81	8.54	5.71	111	82	70

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	13.33	16.67	27.27	33.33	58.33	40.91	46.67	25.00	13.64	6.67	0.00	22	15	12
1	11.11	*	*	44.44	*	*	44.44	*	*	0.00	*	*	18	*	*
2	16.67	42.86	9.09	33.33	42.86	63.64	25.00	14.29	27.27	25.00	0.00	0.00	12	14	11
3	26.32	38.46	58.33	57.89	30.77	33.33	10.53	15.38	8.33	5.26	15.38	0.00	19	13	12
4	64.29	58.33	*	21.43	16.67	*	7.14	16.67	*	7.14	8.33	*	14	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.73	40.24	38.57	37.84	30.49	42.86	24.32	21.95	12.86	8.11	7.32	5.71	111	82	70

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	41.67	26.67	25.00	25.00	20.00	25.00	33.33	53.33	50.00	0.00	0.00	0.00	12	15	12
1	38.46	*	*	46.15	*	*	7.69	*	*	7.69	*	*	13	*	*
2	*	21.43	0.00	*	28.57	27.27	*	42.86	72.73	*	7.14	0.00	*	14	11
3	*	7.69	8.33	*	30.77	50.00	*	30.77	33.33	*	30.77	8.33	*	13	12
4	*	16.67	*	*	33.33	*	*	33.33	*	*	16.67	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.41	14.63	11.43	26.13	35.37	35.71	37.84	36.59	47.14	21.62	13.41	5.71	111	82	70

<table>
<tr><td colspan="13" align="center">Listening Domain
Percentage of Students by Domain Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Well Developed</td><td colspan="3">Somewhat/Moderately</td><td colspan="3">Beginning</td><td colspan="3">Total Number of Students</td></tr>
<tr><td>22-23</td><td>23-24</td><td>24-25</td><td>22-23</td><td>23-24</td><td>24-25</td><td>22-23</td><td>23-24</td><td>24-25</td><td>22-23</td><td>23-24</td><td>24-25</td></tr>
<tr><td>K</td><td>18.18</td><td>13.33</td><td>25.00</td><td>72.73</td><td>80.00</td><td>75.00</td><td>9.09</td><td>6.67</td><td>0.00</td><td>22</td><td>15</td><td>12</td></tr>
<tr><td>1</td><td>33.33</td><td>*</td><td>*</td><td>66.67</td><td>*</td><td>*</td><td>0.00</td><td>*</td><td>*</td><td>18</td><td>*</td><td>*</td></tr>
<tr><td>2</td><td>8.33</td><td>50.00</td><td>27.27</td><td>66.67</td><td>50.00</td><td>63.64</td><td>25.00</td><td>0.00</td><td>9.09</td><td>12</td><td>14</td><td>11</td></tr>
<tr><td>3</td><td>31.58</td><td>46.15</td><td>50.00</td><td>52.63</td><td>30.77</td><td>50.00</td><td>15.79</td><td>23.08</td><td>0.00</td><td>19</td><td>13</td><td>12</td></tr>
<tr><td>4</td><td>42.86</td><td>50.00</td><td>*</td><td>50.00</td><td>50.00</td><td>*</td><td>7.14</td><td>0.00</td><td>*</td><td>14</td><td>12</td><td>*</td></tr>
<tr><td>5</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>6</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>7</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>8</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>All Grades</td><td>28.83</td><td>36.59</td><td>41.43</td><td>57.66</td><td>57.32</td><td>51.43</td><td>13.51</td><td>6.10</td><td>7.14</td><td>111</td><td>82</td><td>70</td></tr>
</table>

<table>
<tr><td colspan="13" align="center">Speaking Domain
Percentage of Students by Domain Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Well Developed</td><td colspan="3">Somewhat/Moderately</td><td colspan="3">Beginning</td><td colspan="3">Total Number of Students</td></tr>
<tr><td>22-23</td><td>23-24</td><td>24-25</td><td>22-23</td><td>23-24</td><td>24-25</td><td>22-23</td><td>23-24</td><td>24-25</td><td>22-23</td><td>23-24</td><td>24-25</td></tr>
<tr><td>K</td><td>18.18</td><td>13.33</td><td>16.67</td><td>59.09</td><td>60.00</td><td>75.00</td><td>22.73</td><td>26.67</td><td>8.33</td><td>22</td><td>15</td><td>12</td></tr>
<tr><td>1</td><td>11.11</td><td>*</td><td>*</td><td>55.56</td><td>*</td><td>*</td><td>33.33</td><td>*</td><td>*</td><td>18</td><td>*</td><td>*</td></tr>
<tr><td>2</td><td>33.33</td><td>14.29</td><td>18.18</td><td>41.67</td><td>85.71</td><td>81.82</td><td>25.00</td><td>0.00</td><td>0.00</td><td>12</td><td>14</td><td>11</td></tr>
<tr><td>3</td><td>36.84</td><td>38.46</td><td>66.67</td><td>57.89</td><td>46.15</td><td>33.33</td><td>5.26</td><td>15.38</td><td>0.00</td><td>19</td><td>13</td><td>12</td></tr>
<tr><td>4</td><td>57.14</td><td>66.67</td><td>*</td><td>35.71</td><td>25.00</td><td>*</td><td>7.14</td><td>8.33</td><td>*</td><td>14</td><td>12</td><td>*</td></tr>
<tr><td>5</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>6</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>7</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
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<tr><td>All Grades</td><td>41.44</td><td>37.80</td><td>44.29</td><td>42.34</td><td>47.56</td><td>50.00</td><td>16.22</td><td>14.63</td><td>5.71</td><td>111</td><td>82</td><td>70</td></tr>
</table>

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	27.27	13.33	16.67	59.09	80.00	83.33	13.64	6.67	0.00	22	15	12
1	16.67	*	*	61.11	*	*	22.22	*	*	18	*	*
2	0.00	7.14	0.00	66.67	78.57	72.73	33.33	14.29	27.27	12	14	11
3	26.32	7.69	0.00	42.11	38.46	75.00	31.58	53.85	25.00	19	13	12
4	14.29	8.33	*	50.00	66.67	*	35.71	25.00	*	14	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.82	17.07	12.86	53.15	60.98	68.57	27.03	21.95	18.57	111	82	70

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	59.09	66.67	66.67	22.73	26.67	33.33	18.18	6.67	0.00	22	15	12
1	5.56	*	*	83.33	*	*	11.11	*	*	18	*	*
2	25.00	28.57	27.27	58.33	64.29	72.73	16.67	7.14	0.00	12	14	11
3	26.32	0.00	16.67	68.42	84.62	83.33	5.26	15.38	0.00	19	13	12
4	28.57	25.00	*	57.14	66.67	*	14.29	8.33	*	14	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.13	25.61	30.00	63.06	64.63	64.29	10.81	9.76	5.71	111	82	70

Conclusions based on this data:

1.

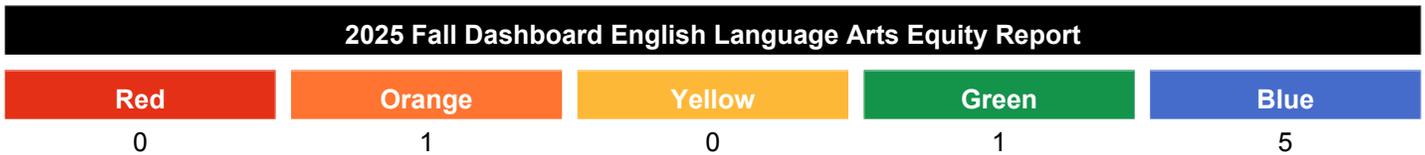# School and Student Performance Data

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**
872	**28.1%**	**9.7%**	**0.2%**
Total Number of Students enrolled in Beechwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	85	9.7%
Foster Youth	2	0.2%
Homeless	0	0.0%
Socioeconomically Disadvantaged	245	28.1%
Students with Disabilities	67	7.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.8%
American Indian	4	0.5%
Asian	373	42.8%
Filipino	31	3.6%
Hispanic	215	24.7%
Two or More Races	66	7.6%
Pacific Islander	1	0.1%
White	175	20.1%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
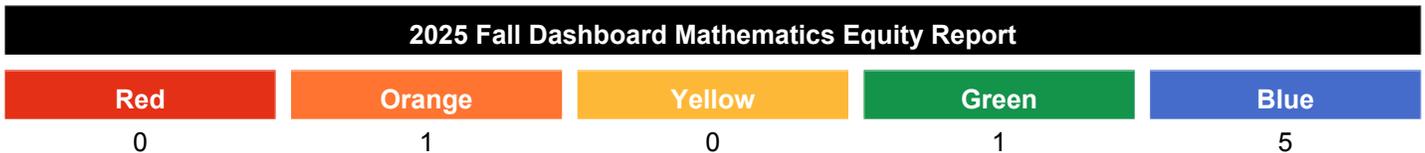## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	5

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

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
83.5 points above standard	52.3 points above standard	Fewer than 11 students - No Data for Privacy
Increased 10.4 points	Maintained 1.6 points	
574 Students	92 Students	8 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	0 Students	51.2 points above standard
		Increased 13.7 points
2 Students		174 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
55.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 8.6 points	5 Students	2 Students
41 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
111.8 points above standard	74.1 points above standard	43.3 points above standard
Increased 4.9 points	Increased 4.2 points	Maintained 0.1 points
239 Students	23 Students	155 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
78 points above standard	0 Students	85.4 points above standard
Increased 39.3 points		Increased 20 points
43 Students		107 Students

Conclusions based on this data:

1. With 80% of students meeting or exceeding standards in overall ELA achievement, this is commensurate with similar schools in our district and leaves much room for growth. Our continued area for improvement will be the area of writing.

2. In regards to the sub-categories, all scores were within the same range with reading being a relative weakness at 90% at, near, or above the standard. Writing was 92%, Listening 93%, and Research/Inquiry was at 94%.

3. Middle School proficiency rates are high. Interventions for 7th and 8th grade will continue to address the needs of those below the standard.

School and Student Performance Data
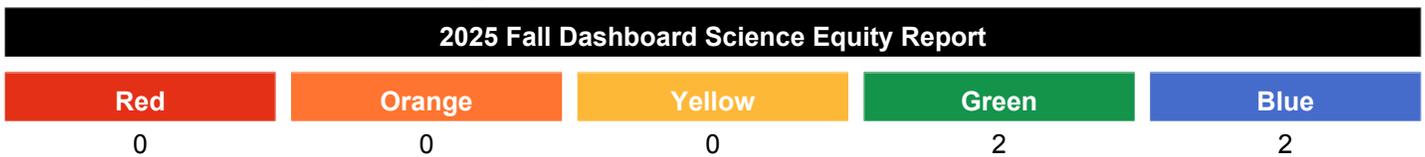
Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	5

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

All Students	**English Learners**	**Long-Term English Learners**
Blue	Blue	No Performance Color
69.1 points above standard	49 points above standard	Fewer than 11 students - No Data for Privacy
Increased 9.2 points	Maintained 2 points	8 Students
573 Students	92 Students	

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	0 Students	41.7 points above standard
2 Students		Increased 18.6 points
		173 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
62.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 7.1 points	5 Students	2 Students
41 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
109.4 points above standard	41.5 points above standard	14.1 points above standard
Increased 7.9 points	Increased 9.6 points	Declined 4.8 points
239 Students	23 Students	154 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
65.7 points above standard	0 Students	68.8 points above standard
Increased 27 points		Increased 14.3 points
43 Students		107 Students

Conclusions based on this data:

1. Problem Solving and Data Analysis went up considerable to 91% Concepts and procedures remained at 85% of students at, near, or above standards.

2. Communicating Reasoning was at 89%.In comparison to ELA achievement, math was a weaker area with 71% meeting or exceeding standards as compared to 80% in ELA.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	2

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		
All Students	**English Learners**	**Long-Term English Learners**
Blue	No Performance Color	No Performance Color
69.1 science points	63.2 science points	Fewer than 11 students - No Data for Privacy
Maintained 0.7 points	Maintained 0.3 points	
176 Students	26 Students	2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	0 Students	63.1 science points
		Increased 4.1 points
1 Student		55 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0 Students
7 Students	1 Student	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
74.1 science points	Fewer than 11 students - No Data for Privacy	64.2 science points
Maintained -0.1 points	8 Students	Increased 2.3 points
68 Students		54 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	0 Students	68.3 science points
10 Students		Maintained 0 points
		35 Students

Conclusions based on this data:

1.

School and Student Performance Data

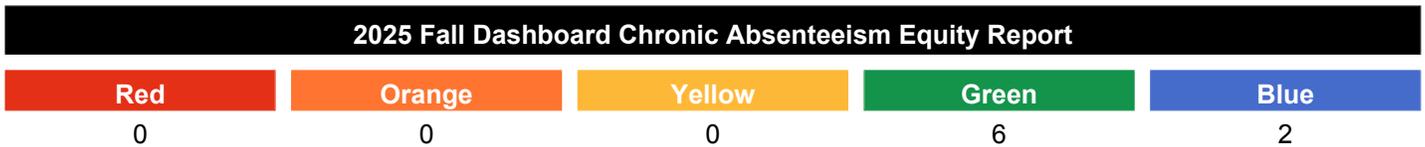## Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
63 making progress.	making progress.
Number Students: 54 Students	Number Students: 6 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
11.1%	25.9%	0%	63%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
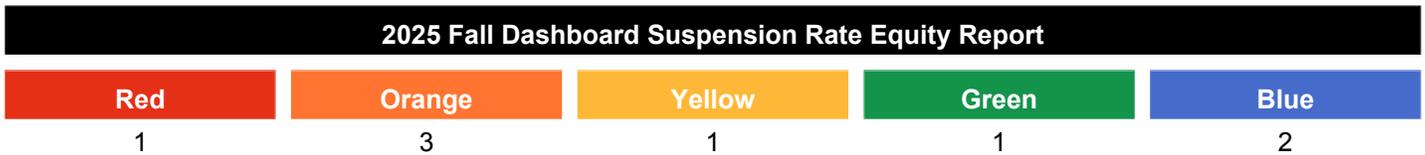## Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	6	2

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		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Green	No Performance Color
4.5% Chronically Absent	7.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 4.1	Declined 6	
886 Students	89 Students	8 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	0 Students	8.8% Chronically Absent
		Declined 8.6
2 Students		261 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
5.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 6.5	8 Students	4 Students
88 Students		

Asian	Filipino	Hispanic
Green	Green	Green
3.2% Chronically Absent	3.2% Chronically Absent	9.4% Chronically Absent
Declined 0.5	Maintained 0.2	Declined 7.9
376 Students	31 Students	223 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
1.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	2.3% Chronically Absent
Declined 2.6	1 Student	Declined 5.2
66 Students		177 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	1	2

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

All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
1.1% suspended at least one day	2.2% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.1%	Increased 2.2%	
896 Students	90 Students	9 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.2% suspended at least one day
		Increased 2.2%
2 Students	2 Students	269 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
3.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 3.4%	9 Students	4 Students
89 Students		

Asian	Filipino	Hispanic
Green	Blue	Red
0.3% suspended at least one day	0% suspended at least one day	3.1% suspended at least one day
Increased 0.3%	Maintained 0%	Increased 3.1%
378 Students	31 Students	229 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.6% suspended at least one day
Maintained 0%	1 Student	Increased 0.6%
67 Students		177 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement
Beechwood School will increase the English Language Arts DFS by 3 points from 73 to 76 as measured by the current dashboard for Smarter Balanced Assessment Consortium (SBAC) CAASPP assessment.

In addition, our English Learners will increase their DFS by 6 points, double the goal of students overall.

By Spring 2025, the percentage of students in grades K- 2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results

Beechwood School will increase the Math DFS by 3 points from 59.9 to 61.9 as measured by the current dashboard for Smarter Balanced Assessment Consortium (SBAC) CAASPP assessment.

By Spring 2025, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from the district diagnostic one results.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP 1: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

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

Based on the California Dashboard Preliminary results, our SPED students were -46.9 for ELA DFS and -55.1 for Math DFS, which places them in the orange band. SPED students will increase DFS by 3 points. They will continue to receive RSP instruction and will receive instruction from the Sonday System, differentiated instruction based on goals and appropriate individualized and small group instruction.

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
iReady Data	D2 Data	Increase by 10%
SBAC	Dashboard Data	DFS increase by 3
K-1 Assessments	Benchmark Data	Increase by 10%

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	Teachers are given release time for Common Core, Math, Readers/Writers Workshop, Phonics instruction and International Baccalaureate Middle Years Program planning.	All students	13670 LCFF - Base 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			sub release time 39232 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.2	Materials and supplies to support ELA and Math goals	All students	44506 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 40000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies
1.3	Instructional aides for support of emergent reading, Response to Intervention (RtI), and Physical Education	All students	28908 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aide Pay-Kinder None Specified None Specified
1.4	PE teacher to support PLC time for all grade levels	All students	25000 LCFF - Base 1000-1999: Certificated Personnel Salaries PE teacher pay 25000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.5	Support for English Language Learners	All students	2000 LCFF - Base 2000-2999: Classified Personnel Salaries Extra aide support
1.6	Printing Services	All students	12000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Printing Services
1.7	Teachers will implement State Adopted Common Core Curriculum Standards. Each Departmental PLC Team will collaborate to review standards and curriculum, clarify when needed,and make sure all content within the curriculum are being taught and	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	that 100% of students demonstrate mastery on identified Guaranteed and Visible Standards.		
1.8	"Best First Teach" will be ensured utilizing Marzano Strategies	All students	
1.9	Common Assessments will be generated and reviewed to drive instruction.	All students	
1.10	Support for the 4Cs of Common Core (Communication, Critical Thinking, Collaboration and Creativity) will be supported through our Visual Innovation Program.	All students	
1.11	Push-in and Pull-out RSP support is offered to assist students in meeting IEP goals in ELA.	Kindergarten-8th Grade students	
1.12	Intensive small group interventions are offered during the school day for grades Kindergarten-8th.	Kindergarten-8th Grade students	
1.13	In addition, teachers will participate in a series of virtual Collegial Observation visits to classrooms across campus to enhance a broader understanding of our school-wide programs.	All students	
1.14	The following will be utilized for planning, implementation, communication, and collaboration to support students learning: Fall Parent Conferences Spring Parent Conferences Student Leadership Council School Site Council ELAC PTSA Student Agendas Black Board Connect Black Board Connect for Teachers Illuminate I-Ready	All students	
1.15	Conferences	All students	2000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference Registration

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.

Technology and Digital Literacy
All Beechwood students and staff will have access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences so that each student completes a minimum of two age-appropriate technology projects that demonstrates creativity, communication, critical thinking, and collaboration.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP 2: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

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.

Beechwood continues to focus on meeting the growing demands of technology and ensuring our students are prepared for college and career-readiness by providing opportunities to access engaging instructional resources, such as coding, robotics, eSports, and Project Lead the Way.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide in-class teacher professional development through the use of the TOSA. Topics may include sketchnoting, green screen, Google Apps for Ed, and other presentation apps that allow students to create content and share learning.	All students	
2.2	Four staff members will attend the Annual CUE conference and share new learnings with the staff. (Funded by Foundation)		7819 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
2.3	Enhance the STEM lab by purchasing equipment, training, and software to support Project Lead the Way. (Funded by Foundation)		
2.4	Implement the iReady Assessments and IXL program. These programs will help in determining accurate reading and math levels and to ensure that students are practicing their foundational skills		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	needed to meet proficiency. (Funded by Foundation)		
2.5	Focus professional development time on the integration of sound pedagogy with modern instructional technologies.		
2.6	Engage students with the real world data, tools and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems.		
2.7	Support expanded community and international involvement in learning, both face-to-face and online.		
2.8	Encourage coding, robotics and eSports for all applicable grade levels.		
2.9	Support innovative instructional methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills. Encourage all teachers to attain Google certification.		

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.

> **Safe and Secure Environment**
> Beechwood will provide a welcoming, safe and secure environment for all members of our school community and implement the school wide Positive Behavior Interventions and Support (PBIS) system. Beechwood School will begin implementation of High Reliability Schools Level 2.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP 3: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social, and emotional health and well-being of all staff and students.

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

> The Beechwood staff will continue to meet monthly to discuss and review data in order to best allocate resources and supervision to best ensure a safe and secure environment campus-wide. Support staff will be trained appropriately and periodically to support this need.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Foster a school environment where students and staff are safe and feel supported at school by supporting student to student and student to teacher relationships		
3.2	Implement Positive Behavior Interventions and Support (PBIS) program at Beechwood and meet monthly to review data, assess progress, and plan next steps for school wide PBIS implementation		
3.3	Create and administer a school climate survey to students, staff and parents		
3.4	Create a vision and guide for digital citizenship certification and present the plan to the staff (Common Sense Media Digital Citizenship Certification)		
3.5	Design and facilitate a Digital Parents' Night to engage the parent community in learning about how technology enhances student learning and the importance of digital citizenship		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.6	Support excellence in attendance and participation in all school activities. Host Saturday Schools for attendance recovery credit.		
3.7	Provide resources required for a positive classroom environment such as assemblies, concerts, classroom competitions, and celebrations of success.		
3.8	Promote a safe and clean school campus culture by ensuring that grounds are clean, orderly and well maintained.		
3.9	Create a detailed emergency plan where all staff members understand their roles in the event of a serious emergency and hold regular drills to support emergency preparedness. Create a detailed Safe School Plan and Safe School Action Plan.		
3.10	Host Red Ribbon Week and Career Day to encourage students to live healthy lives and work towards goals.		
3.12	Intramural Sports Program	All Students	4800 LCFF - Base 1000-1999: Certificated Personnel Salaries Intramural Sports

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.

Parent Engagement Beechwood will support excellent communication among all members of our school community and within our District and the City of Fullerton.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP 4: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

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.

Access and communication is supported through a variety of methods, including PTSA meetings, Foundation meetings, Coffee with the Principal, weekly emails, the school website, social media, and phone calls.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Office Clerical Support	All Students	13000 LCFF - Base 2000-2999: Classified Personnel Salaries Additional Clerical Support Pay
4.2	Classified Support	All Students	2000 LCFF - Base 2000-2999: Classified Personnel Salaries Classified Support Extra Hour Pay
4.3	Support School to Home Communication Establish a positive rapport and clear lines of communication prior to the start of the school year by disseminating information to families describing school programs, policies, and procedures.	All Students	2000 LCFF - Base 5700-5799: Transfers Of Direct Costs Printing Costs

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	The school will communicate via phone, e-mail, and newsletter to inform all families of current events, celebrate successes, and support academic excellence. Personal phone calls, emails and face to face meetings will ensure that important information is conveyed directly.		
4.4	Support Positive Communication Among Staff Positive communication skills will be promoted among all staff through use of a variety of communication tools: e-mail, phone calls, and staff lounge whiteboard.		
4.5	Support Communication Among Students And Staff Teachers will communicate learning goals and expectations to students clearly and coherently. Teachers will promote positive communication and celebrate student success. Office Staff and Administration will be available to students to support as needed throughout the school day. Staff to student communication will be made through a variety of communication tools such as email, phone, face to face, and announcements.		
4.6	Support Communication Among Students Promote positive student communication through one to one conversations, classroom discussions,		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and horizontal and vertical articulation between teachers. Students will understand the importance of positive communication through social media and demonstrate an understanding of digital citizenship. Students will demonstrate proficiency in oral and written communication skills. Support for students in need will be available through the Response to Intervention (RtI) program by teachers, the RtI coaches, school counselor, school psychologist, school Mental Health Associate and school administration.		
4.7	Support Communication Between School And District Clear and timely communication between Beechwood School and and the District will be accomplished through effective use of e-mail, text message, and direct contact. District information will be effectively conveyed to members of school staff and community as is pertinent.		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$261,935.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF - Base	$120,976.00
LCFF - Supplemental	$140,959.00

Subtotal of state or local funds included for this school: $261,935.00

Total of federal, state, and/or local funds for this school: $261,935.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	120,976.00
LCFF - Supplemental	140,959.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	107,702.00
2000-2999: Classified Personnel Salaries	45,908.00
4000-4999: Books And Supplies	84,506.00
5000-5999: Services And Other Operating Expenditures	21,819.00
5700-5799: Transfers Of Direct Costs	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	43,470.00
2000-2999: Classified Personnel Salaries	LCFF - Base	17,000.00
4000-4999: Books And Supplies	LCFF - Base	44,506.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	14,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Base	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	64,232.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28,908.00
4000-4999: Books And Supplies	LCFF - Supplemental	40,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,819.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	232,316.00
Goal 2	7,819.00
Goal 3	4,800.00
Goal 4	17,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hannah Lim	Principal
Sandra Elizondo	Other School Staff
Connie Park	Other School Staff
Janette Bustamante	Classroom Teacher
Carin Leavitt	Classroom Teacher
Jamie McDonnell	Classroom Teacher
Devon Moore	Parent or Community Member
Jessica Ramos	Parent or Community Member
Justin Ocello	Parent or Community Member
Megan Newell	Parent or Community Member
Beth Kwon	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
[signature: Hannah L.]	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 04.02.2025.

Attested:

[signature]	Principal, Hannah Lim on 04.02.2025
[signature]	SSC Chairperson, Jessica Ramos on 04.02.2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

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

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

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

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

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

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

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

    Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023