



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Scandia Elementary School	48-70565-6068290	January 20, 2026	TBA

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

Schoolwide Program

The Schoolwide Plan focuses on strengthening schoolwide systems of support for both instruction and social-emotional/behavioral development. Using data to guide decision-making, the school prioritizes consistent instructional practices, targeted academic supports, and a multi-tiered system of supports (MTSS) to address student needs. The plan emphasizes early intervention, staff collaboration, and aligned social-emotional and behavioral supports to promote positive school climate and improved outcomes for all students.

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

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Plan Description

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

This plan is being used by Scandia Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Schoolwide Plan focuses on strengthening schoolwide systems of support for both instruction and social-emotional/behavioral development. Using data to guide decision-making, the school prioritizes consistent instructional practices, targeted academic supports, and a multi-tiered system of supports (MTSS) to address student needs. The plan emphasizes early intervention, staff collaboration, and aligned social-emotional and behavioral supports to promote positive school climate and improved outcomes for all students.

Our SPSA goals were developed through a collaborative process that included school leadership, staff, and advisory groups representing multiple stakeholder perspectives, including students and parents/guardians. Through this process, the team disaggregated and analyzed a range of academic and non-academic data, including indicators related to discipline, school climate, and culture.

Multiple data sources were reviewed to inform goal development, including assessment results, progress monitoring data, student performance indicators, stakeholder feedback, and local data related to student behavior and engagement.

Based on this analysis, goals and action items were developed to strengthen schoolwide systems and practices for all students, with particular attention to student subgroups previously identified through ATSI, specifically Students of Two or More Races and Students with Disabilities. Prior to the School Site Council's review and approval of this plan, the school was notified that it was no longer identified for ATSI status. Despite the removal of the ATSI designation, discussions among the School Site Council reflect a continued commitment to intentionally monitor student subgroup data and respond proactively to identified needs.

Educational Partner Involvement

How, when, and with whom did Scandia 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 Site Council
PTO
Students
School Staff
Leadership Team
District LCAP Surveys - Parent/Student/Staff
Student LCAP Focus Groups - Grades 2-5
PBIS Feedback and Input Survey - Parent//Staff
Student Data - Attendance, Discipline, Academic, District, and Statewide Testing

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.

As a result of parent, student, and staff surveys, no resource inequities were identified. All students and student groups have access to the same during and after school resources and activities, such as Anchored for Life, WIN, Military Family Life Counselor, Student Leadership, art, and PE.

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.

There are no state indicators in which this site is in the red overall. The following student groups performed in the red or orange category on the CA Dashboard. These groups will be a focus for our improvement efforts.

CAASPP ELA Primary Focuses include the following subgroups:

Hispanic (orange)
Socioeconomically Disadvantaged (orange)
Students with Disabilities (red)

CAASPP Math Primary Focuses include the following subgroups:

Hispanic (orange)
Students with Disabilities (orange)

Chronic Absenteeism Primary Focuses include the following subgroups:

Hispanic (red)
Socioeconomically Disadvantaged (red)
Students with Disabilities (orange)
White (red)

Suspension Primary Focuses include the following subgroups:

Hispanic (orange)
Socioeconomically Disadvantaged (orange)
Two or More Races (orange)
White (orange)

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.

There is no state indicator for which the performance for any student group was two or more performance levels below the “all student” performance.

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 Scandia 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%	%	%	0		
African American	11.04%	15.25%	14.12%	53	68	61
Asian	1.04%	1.79%	1.85%	5	8	8
Filipino	4.79%	4.04%	3.47%	23	18	15
Hispanic/Latino	26.46%	28.25%	33.33%	127	126	144
Pacific Islander	0.83%	0.45%	1.16%	4	2	5
White	38.13%	34.30%	31.94%	183	153	138
Two or More Races	15.21%	14.57%	13.43%	73	65	58
Not Reported	2.5%	1.35%	0.69%	12	6	3
Total Enrollment				480	446	432

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			3
Kindergarten	70	50	72
Grade 1	79	67	50
Grade 2	73	68	61
Grade3	70	74	65
Grade 4	70	62	57
Grade 5	57	67	63
Grade 6	61	56	61
Total Enrollment	480	446	432

Conclusions based on this data:

1. Enrollment has declined the past three years. The campus is located on an active military base. Enrollment fluctuations occur frequently and are expected due to the frequent transition of military families with or without children. A further decline in enrollment will be expected following the 25-26 school year due to the addition of a TK classroom and the movement of all 6th grade classes to the middle school.

2. Notable fluctuations occurred in some student subgroup enrollment areas: The enrollment of Pacific Islanders doubled in 24-25. The percentage of white students declined by over 6% since 22-23 while the percentage of Hispanic/Latino students increased by nearly 7% since then.
3. The number of incoming Kindergarten students went from 50 in 23-24 to 72 in 24-25, triggering the addition of a third Kindergarten classroom from the previous year.

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	14	9	16	2.9%	2.0%	3.7%
Fluent English Proficient (FEP)	14	21	25	2.9%	4.7%	5.8%

Conclusions based on this data:

1. Scandia Elementary School overall has a small number of English Learners.
2. FEP data has steadily increased each year over the past three school years; in fact it has doubled from 22-23 to 24-25.
3. RFEP data is not available. This may be because n = (student group number) does not meet the minimum level to be reported as set by CDE.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	69	66	76	67	66	75	67	66	75	97.1	100	98.7
Grade 4	68	62	56	67	61	55	67	61	55	98.5	98.4	98.2
Grade 5	56	66	61	53	64	61	53	64	61	94.6	97	100
Grade 6	62	53	56	62	53	55	62	53	55	100.0	100	98.2
All Grades	255	247	249	249	244	246	249	244	246	97.6	98.8	98.8

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	2389.	2390.	2399.	8.96	6.06	12.00	17.91	33.33	16.00	35.82	31.82	38.67	37.31	28.79	33.33
Grade 4	2452.	2478.	2458.	17.91	27.87	20.00	25.37	29.51	25.45	22.39	24.59	23.64	34.33	18.03	30.91
Grade 5	2526.	2513.	2519.	30.19	23.44	29.51	33.96	28.13	27.87	16.98	29.69	21.31	18.87	18.75	21.31
Grade 6	2523.	2551.	2525.	9.68	24.53	9.09	37.10	43.40	38.18	35.48	11.32	34.55	17.74	20.75	18.18
All Grades	N/A	N/A	N/A	16.06	20.08	17.48	28.11	33.20	26.02	28.11	25.00	30.08	27.71	21.72	26.42

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	8.96	9.09	13.33	67.16	68.18	61.33	23.88	22.73	25.33
Grade 4	16.42	18.03	16.36	65.67	72.13	63.64	17.91	9.84	20.00
Grade 5	22.64	20.31	22.95	67.92	67.19	65.57	9.43	12.50	11.48
Grade 6	12.90	16.98	12.73	64.52	66.04	61.82	22.58	16.98	25.45
All Grades	14.86	15.98	16.26	66.27	68.44	63.01	18.88	15.57	20.73

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	4.48	6.06	2.67	53.73	62.12	60.00	41.79	31.82	37.33
Grade 4	10.45	14.75	12.73	55.22	63.93	56.36	34.33	21.31	30.91
Grade 5	28.30	21.88	9.84	50.94	42.19	72.13	20.75	35.94	18.03
Grade 6	9.68	15.09	18.18	62.90	60.38	52.73	27.42	24.53	29.09
All Grades	12.45	14.34	10.16	55.82	56.97	60.57	31.73	28.69	29.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.94	6.06	9.33	65.67	81.82	78.67	22.39	12.12	12.00
Grade 4	11.94	6.56	12.73	76.12	85.25	67.27	11.94	8.20	20.00
Grade 5	13.21	20.31	19.67	77.36	71.88	67.21	9.43	7.81	13.11
Grade 6	9.68	16.98	16.36	85.48	79.25	74.55	4.84	3.77	9.09
All Grades	11.65	12.30	14.23	75.90	79.51	72.36	12.45	8.20	13.41

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	4.48	9.09	8.00	74.63	66.67	73.33	20.90	24.24	18.67
Grade 4	10.45	8.20	12.73	73.13	78.69	74.55	16.42	13.11	12.73
Grade 5	26.42	18.75	26.23	60.38	70.31	57.38	13.21	10.94	16.39
Grade 6	11.29	24.53	18.18	77.42	66.04	69.09	11.29	9.43	12.73
All Grades	12.45	14.75	15.85	71.89	70.49	68.70	15.66	14.75	15.45

Conclusions based on this data:

1. Significant changes are seen throughout ELA data from 23-24 to 24-25, with an appx. 10% decline in students meeting or exceeding the standards. The following data by student cohort suggests enrollment may have played a role in these shifts. For example, in reading, the Gr 4 % Below Standard group in 22-23 scores is at 17.91%, then

in 23-24 it decreases to 12.5%, and then more than doubles in 24-25 to 25.45%. Patterns like this are observed in all areas of ELA.

2. A relative school-wide strength is Listening and Research/Inquiry. Approximately 30% of the tested 24-25 student population are below the standard in writing and 21% in reading. With writing showing the greatest gap, there is potential for supporting this across content areas.
3. Half of students are overall are not meeting standards which reflects potential for growth in core instruction and targeted interventions.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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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.

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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	69	66	76	67	66	75	67	66	75	97.1	100	98.7
Grade 4	68	62	56	64	60	55	64	60	55	94.1	96.8	98.2
Grade 5	56	66	61	53	64	61	53	64	61	94.6	97	100
Grade 6	62	53	56	62	53	55	62	53	55	100.0	100	98.2
All Grades	255	247	249	246	243	246	246	243	246	96.5	98.4	98.8

* 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	2405.	2398.	2416.	7.46	9.09	9.33	29.85	19.70	29.33	29.85	28.79	37.33	32.84	42.42	24.00
Grade 4	2467.	2471.	2457.	15.63	11.67	14.55	29.69	41.67	23.64	31.25	23.33	36.36	23.44	23.33	25.45
Grade 5	2490.	2482.	2484.	13.21	14.06	14.75	22.64	20.31	22.95	32.08	23.44	29.51	32.08	42.19	32.79
Grade 6	2533.	2542.	2540.	20.97	26.42	25.45	24.19	18.87	20.00	30.65	33.96	27.27	24.19	20.75	27.27
Grade 11															
All Grades	N/A	N/A	N/A	14.23	14.81	15.45	26.83	25.10	24.39	30.89	27.16	32.93	28.05	32.92	27.24

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	16.42	16.67	14.67	53.73	40.91	60.00	29.85	42.42	25.33
Grade 4	21.88	21.67	21.82	50.00	56.67	45.45	28.13	21.67	32.73
Grade 5	7.55	15.63	18.03	58.49	40.63	40.98	33.96	43.75	40.98
Grade 6	25.81	24.53	21.82	51.61	47.17	49.09	22.58	28.30	29.09
Grade 11									
All Grades	18.29	19.34	18.70	53.25	46.09	49.59	28.46	34.57	31.71

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	11.94	1.52	12.00	52.24	65.15	58.67	35.82	33.33	29.33
Grade 4	20.31	13.33	10.91	50.00	55.00	61.82	29.69	31.67	27.27
Grade 5	9.43	14.06	16.39	69.81	62.50	55.74	20.75	23.44	27.87
Grade 6	19.35	22.64	20.00	53.23	58.49	49.09	27.42	18.87	30.91
All Grades	15.45	12.35	14.63	55.69	60.49	56.50	28.86	27.16	28.86

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	10.45	12.12	16.00	64.18	62.12	64.00	25.37	25.76	20.00
Grade 4	14.06	11.67	12.73	65.63	68.33	60.00	20.31	20.00	27.27
Grade 5	11.32	9.38	8.20	66.04	65.63	68.85	22.64	25.00	22.95
Grade 6	11.29	24.53	25.45	66.13	56.60	54.55	22.58	18.87	20.00
All Grades	11.79	13.99	15.45	65.45	63.37	62.20	22.76	22.63	22.36

Conclusions based on this data:

1. In 24-25, the percentage of students exceeding or meeting the math standards remained stable. An appx 5 % increase was seen in the percentage of students performing at standard not met to standard nearly met from the prior year.
2. Communicating reasoning is a relative area of strength with 22.36% of students below the standard. Significant percentages of students are at or near the standard, showing this as an instructional leverage point to tighten core instruction, ensure appropriate practice and engagement opportunities in the classroom.
3. Much like ELA, looking at cohort data indicates some significant variance in the data and leads to the question about the impact of enrollment on this data. Cohort data can vary from a few percent up to nearly twenty percent.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page 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	*	*	*	*	*	*	*	*	*	4	*	5
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	4		4
3	*	*		*	*		*	*		*	4	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades										14	10	13

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	21.43	*	46.15	64.29	*	30.77	7.14	*	23.08	7.14	*	0.00	14	*	13

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*		*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	28.57	*	53.85	35.71	*	38.46	28.57	*	7.69	7.14	*	0.00	14	*	13

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*		*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	21.43	*	23.08	50.00	*	38.46	21.43	*	23.08	7.14	*	15.38	14	*	13

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	14.29	*	53.85	85.71	*	46.15	0.00	*	0.00	14	*	13

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	28.57	*	58.33	64.29	*	41.67	7.14	*	0.00	14	*	12

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	42.86	*	23.08	50.00	*	61.54	7.14	*	15.38	14	*	13

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	35.71	*	33.33	64.29	*	58.33	0.00	*	8.33	14	*	12

Conclusions based on this data:

1. Data is not available from the 23-24 school year to analyze, and the available data cannot be viewed by grade level due to the sample size.

2. There are no students who performed Level 1 overall, but in some domains, there are individuals scoring at a Level 1 in the reading and writing domains. Therefore, ELD and strong first instruction is essential to support these students.

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.

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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
432	51.9%	3.7%	0.0%
Total Number of Students enrolled in Scandia 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	16	3.7%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	224	51.9%
Students with Disabilities	70	16.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	61	14.1%
American Indian	0	0.0%
Asian	8	1.9%
Filipino	15	3.5%
Hispanic	144	33.3%
Two or More Races	58	13.4%
Pacific Islander	5	1.2%
White	138	31.9%

Conclusions based on this data:

1. Scandia has over 50% of students are classified as Socioeconomically Disadvantaged. This indicates a need for additional resources, programs, and supports to ensure robust and equitable access to education for all students.

2. At Scandia, 16.2% of students have disabilities, which is a significant proportion. This highlights the need for robust special education services and accommodations to support student success.
3. Scandia has a racially and ethnically diverse student body, with no single group representing a majority. Significant subgroups, based on enrollment numbers at Scandia (5% or more), include Students with Disabilities, African American, Hispanic, Two or More Races, and White. Scandia continues to have no homeless or foster youth students. This data does not show that nearly 100% of Scandia students are military impacted, and the site is located on an active Air Force Base.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Orange	Suspension Rate Orange
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Mathematics performance has improved from the previous year, moving from orange to green, indicating positive progress and a strong foundation for continued growth
2. Chronic absenteeism and English Language Arts performance declined from green to orange between 23-24 and 24-25, highlighting areas that require targeted attention and intervention.

3. Suspension rates decreased from 23-24 to 24-25, moving into the orange level, indicating an area that requires ongoing attention and monitoring.

School and Student Performance Data

Academic Performance English Language Arts

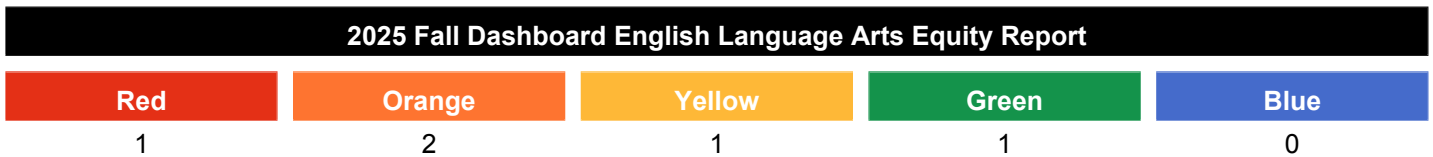
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>8.1 points below standard</p> <p>Declined 5.2 points</p> <p>222 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>12.8 points below standard</p> <p>Maintained -0.8 points</p> <p>111 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>74.2 points below standard</p> <p>Declined 11.1 points</p> <p>42 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>35 points below standard</p> <p>Declined 7.4 points</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>11.3 points below standard</p> <p>Declined 14.7 points</p> <p>72 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>5.8 points above standard</p> <p>Increased 14.5 points</p> <p>32 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Yellow</p> <p>2.8 points below standard</p> <p>Declined 5.4 points</p> <p>74 Students</p>

Conclusions based on this data:

1. During the 24-25 school year, SED students, the largest subgroup at Scandia, maintained a score of -0.8 points in English Language Arts as measured by statewide assessments. Declines were observed among Students with Disabilities (-11.1 points), African American students (-7.4 points), and White students (-5.5 points), highlighting the need for targeted support and interventions to address the varying needs of these subgroups.
2. During the 24-25 school year, students identifying as Two or More Races increased by 14.5 points in English Language Arts as measured by statewide assessments, indicating a positive trend for this subgroup and highlighting the potential impact of targeted instructional strategies.
3. During the 24-25 school year, all students declined by 5.2 points in English Language Arts as measured by statewide assessments, indicating an area that requires focused attention and targeted support.

School and Student Performance Data

Academic Performance Mathematics

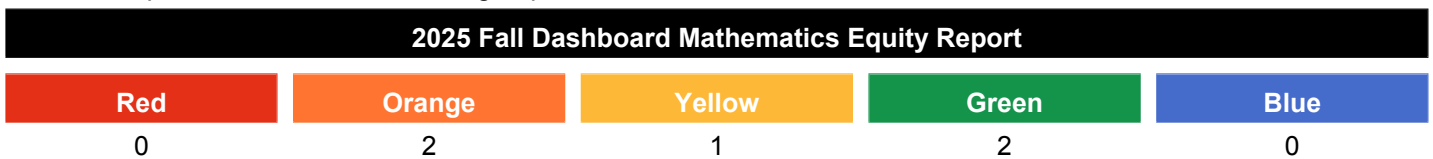
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>22.7 points below standard</p> <p>Increased 3 points</p> <p>222 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>24.9 points below standard</p> <p>Increased 6.7 points</p> <p>111 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>82.8 points below standard</p> <p>Maintained -2.1 points</p> <p>42 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>58.6 points below standard</p> <p>Declined 12.4 points</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>30.1 points below standard</p> <p>Maintained -1.9 points</p> <p>72 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>7.4 points below standard</p> <p>Declined 4.3 points</p> <p>32 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>10 points below standard</p> <p>Increased 19.6 points</p> <p>74 Students</p>

Conclusions based on this data:

1. During the 23-24 school year, all students increased by 3 points in Mathematics as measured by statewide assessments, indicating possible effectiveness of the instructional strategies implemented during that year.
2. During the 24-25 school year, SED students increased by 11 points and White students by 10 points as measured by statewide assessments, indicating positive growth for these subgroups and suggesting the possible effectiveness of instructional support
3. During the 24-25 school year, the following subgroups experienced declines on statewide assessments: African American students (-12.4 points) and students identifying as Two or More Races (-4.3 points), highlighting areas that may benefit from targeted support and interventions.

School and Student Performance Data

Academic Performance Science

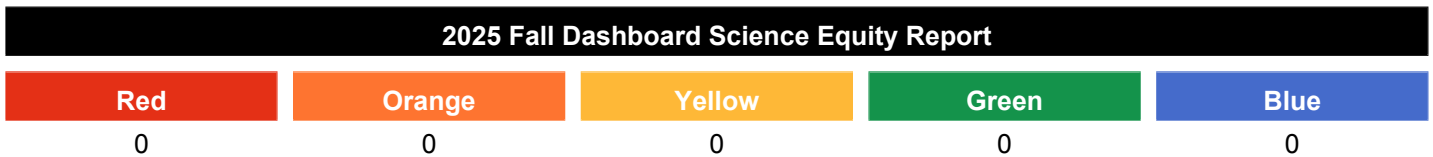
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>62.8 science points</p> <p>Increased 7.9 points</p> <p>57 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>65.4 science points</p> <p>Increased 13.9 points</p> <p>29 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>66.1 science points</p> <p>Increased 16.8 points</p> <p>21 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>67.3 science points</p> <p>Increased 9.2 points</p> <p>18 Students</p>

Conclusions based on this data:

1. Science currently demonstrates an overall performance level of Blue for all students, reflecting an increase of 7.9 points from the previous year as measured by statewide assessments in 2024–25, indicating possible effective instructional practices contributing to this growth.
2. Increases were noted in the 24-25 school year on statewide assessments for the following student subgroups: Socioeconomically Disadvantaged (+13.9 points), Hispanic (+16.8 points), and White (+9.2 points), suggesting possible effective instructional practices supporting growth for these students.

School and Student Performance Data

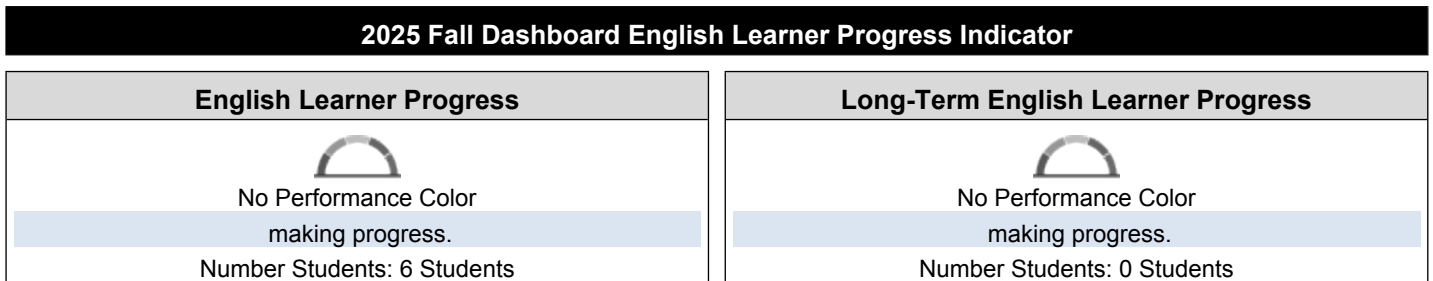
Academic Performance English Learner Progress

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

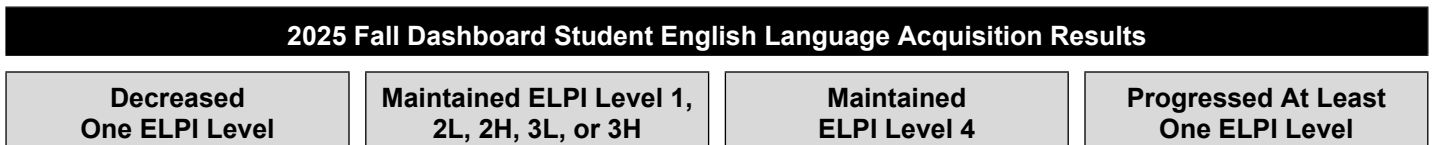
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



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.



Conclusions based on this data:

1. The English Learner sample size for 24-25 was fewer than 11 students. As a result, the CA Dashboard does not display data for this subgroup, and no conclusions can be drawn due to the limited sample size.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>9.4% Chronically Absent</p> <p>Increased 2.8</p> <p>480 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>11.1% Chronically Absent</p> <p>Increased 11.1</p> <p>18 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>12.3% Chronically Absent</p> <p>Increased 4.4</p> <p>244 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>15.1% Chronically Absent</p> <p>Increased 1.5</p> <p>93 Students</p>	<p>African American</p>  <p>Blue</p> <p>1.5% Chronically Absent</p> <p>Declined 1.2</p> <p>66 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>5.9% Chronically Absent</p> <p>Increased 5.9</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>15.1% Chronically Absent</p> <p>Increased 3.7</p> <p>159 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>2.9% Chronically Absent</p> <p>Declined 5.1</p> <p>69 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>Red</p> <p>10.4% Chronically Absent</p> <p>Increased 6.1</p> <p>154 Students</p>

Conclusions based on this data:

1. During the 24-25 school year, the school-wide Chronic Absenteeism rate was 9.4%, an increase from the prior year, suggesting a need to examine factors contributing to student attendance and consider targeted strategies to support consistent school participation.
2. During the 2024–25 school year, African American students and students identifying as Two or More Races demonstrated improvement in the chronic absenteeism rate, as evidenced by a decline in the percentage of students who were chronically absent, suggesting possible effectiveness of interventions aimed at supporting consistent attendance for these groups.
3. During the 2024–25 school year, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and students identifying as Filipino, Hispanic, and White experienced a decline in overall attendance rates, suggesting a need to examine contributing factors and consider targeted strategies to support consistent attendance for these groups.

School and Student Performance Data

Academic Engagement Graduation Rate

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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.



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

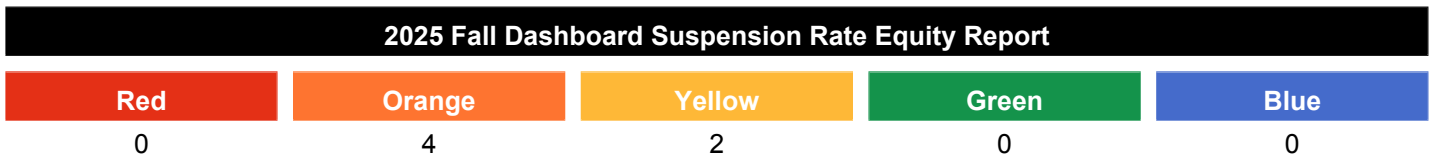
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 1.4%</p> <p>501 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>5% suspended at least one day</p> <p>Increased 5%</p> <p>20 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 1.5%</p> <p>257 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>3.1% suspended at least one day</p> <p>Declined 1.8%</p> <p>97 Students</p>	<p>African American</p>  <p>Yellow</p> <p>1.5% suspended at least one day</p> <p>Maintained 0.2%</p> <p>68 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.1%</p> <p>164 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 3%</p> <p>70 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>Orange</p> <p>3.6% suspended at least one day</p> <p>Increased 1.9%</p> <p>165 Students</p>

Conclusions based on this data:

1. The total number of students listed in this indicator is 501, which is approximately 70 higher than our school enrollment. This may speak to the enrollment fluctuations related to being situated on an active military base. Of this figure, 2.6% or 13 students were suspended in the 24-25 school year. This is an increase of 1.4%.
2. Conditions and climate is an area of need for our school. Continued work with restorative practices, social emotional learning and PBIS is essential.
3. White, Socioeconomically Disadvantaged, Two or More Races, and English Learners all experienced increases. This seems to speak to a schoolwide need for systems development and education.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

To strengthen instructional and institutional excellence through the implementation of a comprehensive tiered instructional model that promotes equity for all students, closes achievement gaps, and improves student learning outcomes, while engaging staff in ongoing cycles of collaboration, data analysis, and continuous improvement to refine instructional practices and better meet the needs of all elementary learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus on instructional and institutional excellence to promote equity for all, close the achievement gap, and improve student learning in preparation for opportunities beyond high school including college and career.

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 2023 CAASPP data, our school is in Additional Targeted Support and Improvement for the following groups: Students with Disabilities or those with Two or More Races. Both our teaching staff and school administration monitor student performance using multiple measures. We identified the need for improvement continuously and collaborate on appropriate strategies to achieve these improvements for students.

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
State Assessment: CAASPP	Based on the 2025 CAASPP assessment results, Students with Disabilities performed an average of 74.2 points below the standard in English Language Arts (ELA) and 82.8 points below the standard in Mathematics, establishing the baseline for this goal area.	By the end of the implementation period, Students with Disabilities will demonstrate measurable improvement on the CAASPP assessment, with average performance increasing by 10%, resulting in scores that are less than 66.8 points below the standard in English Language Arts (ELA) and less than 74.6 points below the standard in Mathematics.

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	Curriculum & Instruction *Implement best instructional practices, ensuring high-quality first instruction while providing additional supports through scaffolding and differentiation, tailored to students' individual needs to promote engagement and active participation.	All students, with a focus on Students of Two or More Races and Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>*Utilize district-adopted curriculum consistently across classrooms to provide equitable access to grade-level content.</p> <p>*Prioritize the teaching of essential grade-level standards to ensure mastery of key concepts and skills.</p> <p>*Assess student progress weekly using both informal and formal assessment methods, using data to guide instruction, increase engagement, and provide targeted supports.</p> <p>*Engage staff in ongoing cycles of collaboration, reflection, and professional learning to continuously improve instructional practices.</p>		<p>2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p> <p>District Funded 4000-4999: Books And Supplies</p> <p>District Funded 5000-5999: Services And Other Operating Expenditures</p> <p>District Funded 5800: Professional/Consulting Services And Operating Expenditures</p> <p>LCAP 1000-1999: Certificated Personnel Salaries</p> <p>LCAP 2000-2999: Classified Personnel Salaries</p> <p>LCAP 3000-3999: Employee Benefits</p> <p>LCAP 4000-4999: Books And Supplies</p>
1.2	<p>Continuous Improvement</p> <p>*Implement a schoolwide continuous improvement framework using improvement science to strengthen instruction and support student growth.</p>	All students, with a focus on Students of Two or More Races and Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>*Monitor student progress regularly using districtwide assessment tools (MAP, ESGI, Primary Phonics) to identify academic needs and areas for reteaching.</p> <p>*Conduct schoolwide analysis of academic data to identify trends, gaps, and areas for targeted support.</p> <p>*Site leadership teams meet monthly to review schoolwide academic data, develop actionable plans, and guide staff professional development aligned to student needs.</p> <p>*Grade-level teams meet regularly to analyze student progress, collaborate on targeted interventions, and refine instructional strategies.</p> <p>*Engage staff in ongoing collaboration and professional learning cycles, including participation in regularly scheduled site and district professional development, as well as additional learning opportunities identified through continuous improvement processes, to continuously improve instructional practices and ensure they meet the academic needs of all students.</p>		<p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p> <p>District Funded 4000-4999: Books And Supplies</p> <p>District Funded 5000-5999: Services And Other Operating Expenditures</p>
1.3	<p>Intervention & Enrichment</p> <p>*Provide targeted Tier 2 and Tier 3 interventions during a dedicated 30-minute daily block called WIN (What I Need), addressing the needs of English Learners and Students with Disabilities through appropriately trained and credentialed staff, focusing on specific skill or content area gaps.</p> <p>*Leverage school systems and districtwide assessment data (MAP, ESGI, Primary Phonics) to identify students in need, monitor progress, and guide instruction.</p> <p>*Site intervention and grade-level teams meet monthly to analyze student data, collaborate on interventions, adjust instructional strategies, and plan staff professional development aligned to student needs.</p> <p>*Increase the number of devices on campus with a long term goal of 1:1 at-school device ratio and leverage adaptive educational technology software to support differentiated practice and targeted instruction.</p> <p>*Engage staff in ongoing collaboration and professional learning, including regularly scheduled site and district professional development and</p>	<p>All students, with a focus on Students of Two or More Races and Students with Disabilities and English Learners</p>	<p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p> <p>District Funded 4000-4999: Books And Supplies</p> <p>District Funded 5000-5999: Services And Other Operating Expenditures</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	additional opportunities identified through continuous improvement cycles.		District Funded 5800: Professional/Consulting Services And Operating Expenditures LCAP 1000-1999: Certificated Personnel Salaries LCAP 2000-2999: Classified Personnel Salaries LCAP 2000-2999: Classified Personnel Salaries LCAP 4000-4999: Books And Supplies

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.

Statewide assessment data in English Language Arts (ELA) and Mathematics indicate that the established goals were not met. Specifically, 13.64% of Students with Disabilities met or exceeded standards in ELA, and 9.09% met or exceeded standards in Mathematics.

School administration transitioned between the 2024–25 and 2025–26 school years. Reports on the overall implementation and effectiveness of strategies, as well as progress toward the articulated goals, are based on available data analysis and conversations with returning school staff. While a district math coach was available during the 2024–25 school year, the outgoing administration did not provide documentation or specific details regarding formal mentoring, training, or related implementation plans.

Under the new administration, the school has prioritized ensuring that Tier 1 and Tier 2 instructional opportunities are consistently in place. Teachers are provided regular opportunities for collaboration and are supported in attending targeted professional development as needed. Schoolwide data analysis is occurring with a strategic focus on literacy by subgroup, and grade-level teams have begun participating in facilitated continuous improvement cycles using improvement science. These cycles target identified areas of need, with teachers using multiple data sources to identify and address grade-specific instructional priorities.

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

Upon assuming leadership, the new administration did not have access to documentation or details regarding formal mentoring, training, or related implementation plans from the 24-25 school year. As a result, the vision and course of action to achieve this goal may evolve due to the change in school leadership. At this time, no changes have been made to budget expenditures, and all actions and supports are being implemented using existing district-funded resources.

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.

Strategies 1.1 and 1.2 will be revised and rewritten to more explicitly reflect a tiered instructional model and associated evidence-based best practices. Strategy 1.3 will be removed, as Imagine Learning is not currently available and, as written, the strategy does not sufficiently account for student needs or allow for teacher professional discretion. While a variety of educational technology programs are available across the district, these resources will be addressed within a different goal area.

Strategy 1.4 will be removed, as components of this strategy are already embedded within the adopted core curriculum. Strategy 1.5 will also be removed, as its intent will be incorporated into the newly revised and developed goals and is more appropriately addressed through the Individualized Education Program (IEP) process. There are no Strategies 1.6 or 1.7. Strategy 1.8 will be revised and integrated into the newly developed goals.

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.

Social, Emotional, Behavioral

Scandia Elementary School aims for all students to develop social-emotional-behavioral wellness by fostering self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through schoolwide systems and practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure a safe and productive environment using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

Identified Need

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

This goal was developed based on an analysis of state and local data, including the California Dashboard and School-Wide Information System (SWIS). Data were reviewed both schoolwide and disaggregated by grade level and student subgroups. While the goal supports all students, it will specifically focus on the Students who are Two or More Races subgroup and Students with Disabilities.

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
CA Dashboard: Suspension Rate (Conditions and Climate)	<p>The baseline data gathered from the 2025 CA Dashboard data is shown below:</p> <p>All Students--- Total Enrollment: 432 Number of Students (as shown in Suspension Indicator): 501 2.6% suspended for at least one day (increase of 1.4%) Performance Level: Orange</p> <p>Students with Disabilities--- Number of Students (as shown in Suspension Indicator): 97 2.7% suspended for at least one day (increase of 1.5%) Performance Level: Yellow</p> <p>Two or More Races--- Number of Students (as shown in Suspension Indicator): 70 4.3% suspended for at least one day (increase of 3%) Performance Level: Orange</p>	For the 2025–26 school year, Scandia Elementary will decrease the percentage of students identifying as Two or More Races who are suspended from 4.3% to within .3 (plus or minus) of the suspension rate for all students.

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	<p>Curriculum & Instruction</p> <p>Promote positive behavior and social-emotional development for all students by:</p> <p>1. PBIS Framework:</p> <p>*Teach, reinforce, and recognize positive behavior expectations across all settings.</p> <p>*Use tiered reinforcement strategies to acknowledge both universal and targeted student behaviors.</p> <p>2. Social-Emotional Learning (SEL):</p> <p>* Implementing the district-adopted SEL curriculum schoolwide, beginning Fall 2026</p> <p>* Embedding CASEL core competencies—self-awareness, self-management, social awareness, relationship skills, responsible decision-making—into academic content and daily instruction.</p> <p>* Providing opportunities for students to practice SEL skills across classrooms, common areas, and outdoor spaces.</p>	All students, with a focus on Students of Two or More Races and Students with Disabilities	<p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p> <p>District Funded 4000-4999: Books And Supplies</p> <p>Donations</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>* Engaging families and community partners to reinforce SEL skills at home and in the community.</p> <p>3. Restorative Practices:</p> <p>* Promoting proactive, schoolwide restorative practices to prevent conflicts and build positive relationships.</p> <p>* Integrating restorative practices to address minor conflicts and support community-building.</p> <p>4. Staff Development:</p> <p>* Training staff in PBIS and SEL implementation for consistent, schoolwide practices.</p> <p>* Encouraging and creating opportunities for staff collaboration</p>		<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>DoDEA Grant 4000-4999: Books And Supplies</p> <p>LCAP 1000-1999: Certificated Personnel Salaries</p> <p>LCAP 3000-3999: Employee Benefits</p>
<p>2.2</p>	<p>Continuous Improvement</p> <p>Ensure all supports are effective, data-driven, and continuously refined by:</p> <p>1. Data Analysis & Decision-Making:</p> <p>* Leveraging site leadership teams to engage in Team-Initiated Problem Solving (TIPS).</p> <p>* Analyzing behavioral data from SWIS to identify trends, refine strategies, and monitor PBIS effectiveness.</p> <p>* Monitoring student growth in social-emotional competencies through observations, assessments, and classroom-based reflections.</p> <p>2. Professional Development:</p> <p>* Training staff in PBIS, SEL, and restorative practices to maintain fidelity across tiers.</p> <p>* Collaborating with families and community partners to reinforce positive behaviors and support school culture.</p> <p>3. Evaluation & Refinement:</p> <p>* Using data to adjust interventions and reinforce a culture of continuous improvement.</p> <p>* Ensuring consistency across tiers and guide professional development based on identified needs.</p>	<p>All students, with a focus on Students of Two or More Races and Students with Disabilities</p>	<p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p> <p>District Funded 5800: Professional/Consulting Services And Operating Expenditures</p> <p>LCAP 1000-1999: Certificated Personnel Salaries</p> <p>LCAP 3000-3999: Employee Benefits</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCAP 4000-4999: Books And Supplies
2.3	<p>Intervention & Enrichment</p> <p>Provide additional, evidence based support to students who need more than universal interventions by:</p> <p>1. Additional Supports</p> <ul style="list-style-type: none"> * Providing structured small group or individualized interventions developed as part of the PBIS Framework, such as Check In, Check Out or Breaks Are Better. * Develop individualized behavior plans for students requiring intensive, tailored support. * Use data to guide intervention adjustments and ensure targeted effectiveness. * Leverage partnerships with community based and non-profit organizations to provide additional support and resources to students and families. <p>2. SEL & Restorative Practices:</p> <ul style="list-style-type: none"> * Apply SEL strategies in targeted and individualized interventions and offer interventions grounded in SEL, such as Strong Kids. * Use restorative practices to repair harm, resolve conflicts, and build student accountability. 	All students, with a focus on Students of Two or More Races and Students with Disabilities	<p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p> <p>District Funded 4000-4999: Books And Supplies</p> <p>LCAP 1000-1999: Certificated Personnel Salaries</p> <p>District Funded 5800: Professional/Consulting Services And Operating Expenditures</p> <p>LCAP 3000-3999: Employee Benefits</p>
2.4			

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.

Statewide suspension data for Students with Disabilities (SWD) indicate a decline of 1.8% from the 2023–24 to 2024–25 school year. In 2024–25, 3.1% of SWD were suspended at least once, showing progress; however, this falls short of the expected outcome of 2.5%.

School administration transitioned between the 2024–25 and 2025–26 school years. Reports on the overall implementation and effectiveness of strategies, as well as progress toward the articulated goals, are based on data analysis and discussions with returning school staff. Evidence suggests that the implementation of strategies and activities to achieve the goal was inconsistent. Several of the listed strategies relied on staff members who were unable to fully commit or were no longer available, limiting the fidelity of implementation.

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

Implementation plans and related data from the 24-25 school year were not available during the administrative transition. Consequently, the approach to achieving this goal may evolve under new leadership. Some strategies were implemented with limited fidelity due to staff availability or capacity. No changes have been made to budget expenditures, and all actions are being carried out using existing district-funded resources

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.

The goal statement will be revised to serve as a broad, overarching statement that all strategies and activities can support. The current 2023–24 goal does not fully achieve this purpose. Additionally, all strategies and activities will be updated to align with current staff and resource capacities and to leverage community partnerships, ensuring alignment with the related LCAP goal.

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.

Family Communication and Engagement

Scandia Elementary will strengthen communication and engagement practices and provide meaningful opportunities for students and families to connect with the school community, leveraging key partnerships to foster belonging, school pride, and staff visibility.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Strengthen open and meaningful communication throughout the community, particularly partnering with parents and guardians in their child's education.

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.

Baseline data collected through the PBIS Apps Family Feedback and Input Survey indicates a need to strengthen family engagement and communication systems at Scandia Elementary School. Qualitative survey responses suggest that some parents and guardians are not fully aware of available opportunities for shared decision-making or ways to actively engage in schoolwide planning and support of student learning. While families express a strong preference for communication via email and text messaging (100% of respondents), they report a need for clearer, more consistent information regarding academic supports and resources offered at the school.

These findings highlight an opportunity to improve the accessibility, clarity, and consistency of home-school communication in order to increase meaningful family participation and collaboration. Strengthening family engagement is expected to support positive student outcomes, as reflected in schoolwide climate and behavior data. Between August and December 19, 2025, 37 Sabre Star Referrals were submitted schoolwide, underscoring the importance of partnering with families to reinforce expectations, supports, and interventions both at school and at home.

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
PBIS Assessment: Feedback and Input Survey (Family) Positive Communications: # of Sabre Star Referrals	Between August and December 19, 2025, a total of 37 Sabre Star Referrals were submitted schoolwide. 4 Feedback and Input Surveys have been submitted thus far, but the window will remain open for several more weeks. One school-wide literacy night has been offered for families to attend.	By the end of the implementation period, Scandia Elementary School will increase the number of Sabre Star Referrals submitted by at least 10%, reflecting increased use of positive behavior recognition. The school will plan and host a minimum of two after-school academic family engagement events each year. Additionally, the Leadership Team will review data from the Family Feedback and Input Survey and identify at least one actionable improvement focused on strengthening home-school communication, based on the survey findings.

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	<p>Communication Practices Include:</p> <ul style="list-style-type: none"> *Weekly schoolwide communication from the principal, with additional updates provided as needed for planned and unplanned events. *Regular classroom communication from teachers to families, occurring at least twice per month, to share instructional updates, expectations, and student learning highlights. *Positive student recognition communicated through Sabre Slips and Sabre Star Referrals, as well as classroom-based recognition systems such as Student of the Week. *Trimester awards recognizing both academic and non-academic achievements, including student growth, effort, and positive behaviors. *Increased staff presence before and after school, including administrative participation, to support student supervision, strengthen relationships with families, and provide additional opportunities for informal communication and connection. 	All students	<p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p> <p>District Funded 4000-4999: Books And Supplies</p> <p>District Funded 5000-5999: Services And Other Operating Expenditures</p>
3.2	<p>Engagement Opportunities Include:</p> <ul style="list-style-type: none"> *Parent Teacher Organization (PTO)–sponsored activities *Family Engagement Events, such as Literacy Palooza 	All students	<p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>*School Spirit Days and Events, including Red Ribbon Week, Kindness Week, and Holiday Spirit Days</p> <p>*Awards Assemblies that recognize student achievement, growth, and positive behavior</p>		<p>1000-1999: Certificated Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p> <p>District Funded 4000-4999: Books And Supplies</p> <p>District Funded 5000-5999: Services And Other Operating Expenditures</p>
3.3	<p>Key Partnerships Include:</p> <p>*Travis Air Force Base (TAFB) District/Base Liaison and Leidos MFLCs</p> <p>*TAFB Volunteer Groups and School-Supported Events, including Veterans Day Breakfast and Recognition, Senior Officer Welcome to School, and Holiday Morning Activities</p> <p>*TAFB Security Forces and Fire Department</p> <p>*TAFB Youth Center</p> <p>*Parent Teacher Organization (PTO)</p> <p>*School Volunteers</p> <p>*School Site Council (SSC)</p> <p>*Solano County Office of Education</p>	All students	<p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p>

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.

Communication and engagement with families is an active and ongoing process for any school. All strategies/activities toward the goal have been implemented in part, but measurement of the outcome is questionable. Communication may go out to every family, but the current system doesn't allow for data to determine whether or not the family actively

engaged or valued the communication. Tracking volunteer hours is one way to assess parent participation but it assumes only one way to engage with the school, can be school-centric, not family centric.

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

Baseline data and information on implementation toward this goal were not available during the administrative transition. Any differences identified have been based on current administration observations and discussions with families and staff. Not all teachers use the Parent Square platform; some use Dojo, which is not district-supported software. Parent University was not offered, and the plan indicates that PTA will support some evening events. While PTA can serve as a partner, responsibility for plan implementation remains with the school administration

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.

This goal was developed based on an analysis of local data, including interviews and conversations with families and staff. Data were reviewed both schoolwide and disaggregated by grade level and student subgroups. While the goal supports all students, it will specifically focus on students who are Two or More Races and students with Disabilities. Given the school's military connection and the transitional nature of much of the community, it is critical to cultivate and leverage local partnerships to strengthen connections with families and connect them to the resources and supports they may need.

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.

Basic Services

Scandia Elementary School will ensure all students have equitable access to well-maintained, safe, and modern learning environments by effectively managing school resources, supporting collaborative budgeting processes, and enhancing facilities to promote high-quality educational programs and lifelong learning opportunities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide basic services and manage resources responsibly while maintaining the collaborative budget process. Enhance, create, and modernize facilities that support lifelong educational programs.

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.

Assess site needs with a focus on military-connectedness, school transitions between bases, and student health and nutrition, while ensuring adherence to Williams Act compliance. Collaborate closely with District Business, Facilities, Maintenance, and Operations teams to maintain compliance across key areas, including safety, facilities, health, nutrition, educational programming, social-emotional support, and operational requirements.

Annual Measurable Outcomes

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

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

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Facilities Maintenance and Safety</p> <p>*Conduct regular classroom and campus safety inspections to ensure all areas meet health and safety standards.</p> <p>*Partner with district Maintenance and Operations to address repair and maintenance needs promptly.</p> <p>*Maintain functional heating, cooling, plumbing, and electrical systems to support a safe learning environment.</p>	All students	<p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p>
4.2	Technology and Instructional Resources	All students	District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>*Upgrade and maintain classroom technology, ensuring devices, software, and internet access are reliable and available for all students and staff.</p> <p>*Provide consistent IT support for troubleshooting and maintaining technology infrastructure.</p> <p>*Track and replace worn or outdated instructional materials and supplies.</p>		<p>1000-1999: Certificated Personnel Salaries</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p> <p>District Funded 4000-4999: Books And Supplies</p>
<p>4.3</p>	<p>Resource Management and Budgeting</p> <p>*Implement a collaborative site budget planning process with staff and Site Council input to align funds with student learning needs.*</p> <p>*Regularly monitor expenditures and resource usage to ensure transparency, efficiency, and accountability.</p> <p>*Prioritize purchases that directly impact student learning and school operations, including instructional materials, supplies, and classroom furniture.</p>	<p>All students</p>	<p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p> <p>District Funded 4000-4999: Books And Supplies</p> <p>District Funded 5000-5999: Services And Other Operating Expenditures</p>
<p>4.4</p>	<p>Staffing and Human Resources</p> <p>*Collaborate with Human Resources to ensure staff assignments are appropriate and credentials are current.</p> <p>*Maintain adequate staffing levels to support instructional and operational needs.</p>	<p>All students</p>	<p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>*Provide training for staff on proper use of instructional resources, safety protocols, and emergency procedures.</p> <p>*Maintain consistent administrative presence to supervise campus operations and support staff.</p>		<p>2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p> <p>District Funded 5800: Professional/Consulting Services And Operating Expenditures</p>
4.5	<p>Health, Nutrition, and Transportation</p> <p>*Collaborate with the Director of Auxiliary Services to ensure students have safe and consistent access to meal programs, including breakfast and lunch.</p> <p>*Work with Special Education and transportation staff to maintain safe and accessible student transportation routes, including supervision at arrival and dismissal.</p> <p>*Monitor and address student health needs in collaboration with the school nurse and health services.</p>	All students	<p>District Funded 1000-1999: Certificated Personnel Salaries</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p> <p>District Funded 3000-3999: Employee Benefits</p>

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.

Boilers are currently being replaced, and 6th-grade classes have been temporarily relocated districtwide to Golden West Middle School. Some strategies fall outside the direct control of site administration.

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

Strategy 4.1 is primarily led by TUSD Technology and Maintenance and Operations. Several components of this strategy fall outside the direct oversight of site administration and may be influenced by factors beyond the school's control, including its location on an active military base.

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.

Strategies will be revised to focus on areas directly under site administration and within site control. Strategy 4.1 will be addressed from this perspective.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
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 (\$)

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Dr. Jen Buzolich	Principal
Crystal Williamson	Other School Staff
Robin Harper	Classroom Teacher
Janay Stokes	Parent or Community Member
Stephanie Gore	Parent or Community Member
Michael Thomas	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

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 January 20, 2026.

Attested:

Principal, Jen Buzolich, Ed.D. on

SSC Chairperson, Robin Harper on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

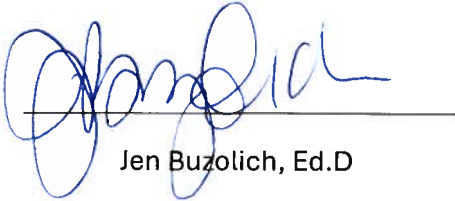
- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

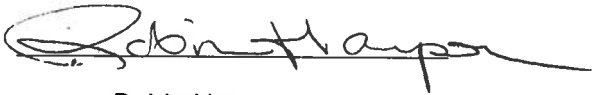
School Site Approval of Single Plan for Student Achievement

Signature Page

The School Site Council at Scandia Elementary School approved the Single Plan for Student Achievement at our meeting on January 20, 2026.



Jen Buzolich, Ed.D
Principal



Robin Harper
SSC Chairperson