



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walt Disney Elementary School	19- 64337- 6011878	October 14, 2025	December 18, 2025

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

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

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

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

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

Schoolwide Program

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

## Schoolwide Program

President Barack Obama signed the Every Student Succeeds Act (ESSA) on December 15, 2015, which replaced the No Child Left Behind Act of 2001. Due to the provisions outlined in this legislation, Walt Disney Elementary School was removed from the Program Improvement list and is currently being evaluated based on the California Department of Education's Dashboard in the areas of Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics while comparing rates of 2022 to 2024. In 2024, Disney earned a "Blue" performance level on the CDE Dashboard in our Suspension Rates. In addition, Disney earned a "Green" performance level for achievement in English Language Arts and for the performance of our English Learners. Analysis of the Dashboard From 2022 to 2024, Walt Disney Elementary made significant improvements in Chronic Absenteeism (Red to Yellow) but dipped from "Green" to "Yellow" in Math. On the 2024 California School Dashboard, Disney's performance is as follows: Chronic Absenteeism (Medium), Suspension Rate (Very Low), which is the goal; English Language Arts (High), and Mathematics (Medium), and English Learner performance (High).

- Disney is a Title I School-wide project
  - School plan is aligned to the Burbank Unified School District Learning Continuity and Attendance Plans
- School accountability aligned to LCAP accountability (Dashboard), including CAASPP results and STAR Diagnostic data in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the District and Disney.
- Professional development of certificated and classified staff is based on the needs of students and staff to increase student achievement
- The School Site Council performs development and monitoring of the school plan activities and expenditures

## Educational Partner Involvement

How, when, and with whom did Walt Disney 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

In August of each year, the principal solicits nominations from the parent, certificated, and classified staff members to serve on the School Site Council (SSC) Team. Once nominations are made, a ballot goes out to each group of stakeholders, and the group holds a vote they will be representing. The SSC Team meets a minimum of four times a year. The team is tasked with reviewing student achievement data, considering stakeholders' input on needs, wants, and legal requirements, and developing the year's Single Plan for Student Achievement (SPSA).

Parent representatives from the SSC and English Language Advisory Committee (ELAC) provide input on developing the School Plan for Student Achievement. Parents voted in to serve on the SSC, represent the parents, and assist in developing, continually monitoring, and effectively implementing the School Plan for Student Achievement. Student achievement data at the State and school levels are constantly shared throughout the year.

Additionally, Disney parents involved in the English Learner Advisory Committee also provide their input regarding the achievement of English Learners and the unique needs this population of students requires. This significant subgroup must have a voice in providing service and support to their child's language needs.

The School Site Council is scheduled to meet at least four times this year: September, October, January, and March. Other meetings may be added as needed. Agendas and minutes are attached to this document for your review. Our English Language Advisory Committee will meet at least four times during the 2025-2026 school year.

## 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.

Disney Elementary is not eligible for ATSI or CSI. Both are a form of school improvement.

We continue to have a need for wellness resources to meet growing student needs.

## 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.

Based on the 2023-24 California Dashboard

Chronic Absenteeism is YELLOW.

Suspension Rate is BLUE.

English Language Arts is GREEN.

Mathematics is YELLOW.

English Learner Progress is GREEN

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.

In Math and English Language Arts, the socioeconomically disadvantaged subgroup is in the "Orange" performance level.

Chronic Absenteeism - students with disabilities are in the "ORANGE" level.

Suspension Rates - African American, Foster Youth, and Long-Term English Learners performed in the "ORANGE" level.

English Learner Progress -no subgroups below GREEN

### Other Needs

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

Writing performance could be improved.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Walt Disney 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	0.52%	0.50%	0.24%	2	2	1
African American	3.88%	2.74%	1.91%	15	11	8
Asian	3.36%	2.74%	1.91%	13	11	8
Filipino	1.81%	1.99%	1.67%	7	8	7
Hispanic/Latino	55.81%	56.22%	57.76%	216	226	242
Pacific Islander	0%	%	%	0		
White	24.03%	26.37%	24.11%	93	106	101
Two or More Races	7.49%	7.21%	7.88%	29	29	33
Not Reported	3.1%	2.24%	4.53%	12	9	19
<b>Total Enrollment</b>				<b>387</b>	<b>402</b>	<b>419</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Kindergarten	64	64	76
Grade 1	70	69	71
Grade 2	59	71	72
Grade 3	64	61	71
Grade 4	67	65	63
Grade 5	63	72	66
<b>Total Enrollment</b>	<b>387</b>	<b>402</b>	<b>419</b>

#### Conclusions based on this data:

1. Walt Disney Elementary School's Hispanic/Latino enrollment has continued to steadily increase for the last three school years, while the African American population has been decreasing.
2. Kindergarten enrollment remained steady at 64 students across both years. Grade 1 also held constant at about 70 students, while the upper grades saw more fluctuation.
3. Due to a projected decline in enrollment, it was decided that Disney would add a Transitional Kindergarten class in 2026-2027, which will increase student enrollment.



# 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	54	73	69	14.0%	18.2%	16.5%
Fluent English Proficient (FEP)	55	49	62	14.2%	12.2%	14.8%

### Conclusions based on this data:

1. There was a notable rise in EL enrollment in 2023-24, followed by a slight dip. The overall trend still reflects growth compared to 2022-23.
2. Fluent English Proficient numbers dipped in 2023-24 but rebounded in 2024-25, surpassing the initial count from 2022-2023.
3. The proportion of students identified as either EL or FEP is gradually increasing, suggesting a growing multilingual population.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	60	72	62	56	72	62	56	72	95.4	93.3	100
Grade 4	76	65	64	69	64	62	69	64	62	90.8	98.5	96.9
Grade 5	68	76	72	63	73	68	63	73	68	92.6	96.1	94.4
All Grades	209	201	208	194	193	202	194	193	202	92.8	96	97.1

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	2465.	2445.	2450.	37.10	32.14	33.33	35.48	16.07	29.17	19.35	30.36	16.67	8.06	21.43	20.83
Grade 4	2494.	2497.	2476.	40.58	31.25	29.03	26.09	28.13	16.13	10.14	29.69	25.81	23.19	10.94	29.03
Grade 5	2535.	2530.	2520.	33.33	31.51	25.00	31.75	31.51	25.00	22.22	10.96	38.24	12.70	26.03	11.76
All Grades	N/A	N/A	N/A	37.11	31.61	29.21	30.93	25.91	23.76	17.01	22.80	26.73	14.95	19.69	20.30

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	24.19	25.00	18.06	74.19	60.71	73.61	1.61	14.29	8.33
Grade 4	31.88	31.25	22.58	53.62	64.06	64.52	14.49	4.69	12.90
Grade 5	28.57	27.40	17.65	61.90	53.42	73.53	9.52	19.18	8.82
All Grades	28.35	27.98	19.31	62.89	59.07	70.79	8.76	12.95	9.90

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	19.35	21.43	19.44	69.35	44.64	61.11	11.29	33.93	19.44
<b>Grade 4</b>	20.29	12.50	16.13	57.97	70.31	61.29	21.74	17.19	22.58
<b>Grade 5</b>	25.40	27.40	16.18	65.08	53.42	64.71	9.52	19.18	19.12
<b>All Grades</b>	21.65	20.73	17.33	63.92	56.48	62.38	14.43	22.80	20.30

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	11.29	28.57	13.89	79.03	66.07	69.44	9.68	5.36	16.67
<b>Grade 4</b>	23.19	9.38	8.06	62.32	85.94	83.87	14.49	4.69	8.06
<b>Grade 5</b>	14.29	26.03	17.65	82.54	67.12	80.88	3.17	6.85	1.47
<b>All Grades</b>	16.49	21.24	13.37	74.23	73.06	77.72	9.28	5.70	8.91

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	25.81	25.00	29.17	69.35	62.50	55.56	4.84	12.50	15.28
<b>Grade 4</b>	20.29	17.19	17.74	66.67	73.44	58.06	13.04	9.38	24.19
<b>Grade 5</b>	19.05	21.92	19.12	74.60	63.01	72.06	6.35	15.07	8.82
<b>All Grades</b>	21.65	21.24	22.28	70.10	66.32	61.88	8.25	12.44	15.84

**Conclusions based on this data:**

1. In Spring 2025, while Disney student participation rates remain high, the percentage of students who scored proficient or above decreased by almost 4.55%.
2. Across all grades, students consistently perform better in reading than writing. Literacy instruction may be stronger in comprehension than in composition, or students may find writing more challenging.
3. Listening scores among the third-grade cohort that started in 2022–23 and was initially below standard have steadily improved over the past three years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	60	72	65	59	72	65	59	72	100.0	98.3	100
Grade 4	76	65	64	76	64	64	76	64	64	100.0	98.5	100
Grade 5	68	76	72	67	76	72	67	76	72	98.5	100	100
All Grades	209	201	208	208	199	208	208	199	208	99.5	99	100

\* 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	2453.	2437.	2452.	26.15	18.64	30.56	30.77	35.59	31.94	26.15	23.73	20.83	16.92	22.03	16.67
Grade 4	2482.	2493.	2485.	26.32	21.88	20.31	21.05	39.06	29.69	28.95	23.44	32.81	23.68	15.63	17.19
Grade 5	2515.	2506.	2493.	26.87	17.11	16.67	19.40	27.63	22.22	34.33	30.26	27.78	19.40	25.00	33.33
Grade 11															
All Grades	N/A	N/A	N/A	26.44	19.10	22.60	23.56	33.67	27.88	29.81	26.13	26.92	20.19	21.11	22.60

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.62	23.73	29.17	66.15	55.93	55.56	9.23	20.34	15.28
Grade 4	30.26	29.69	28.13	50.00	51.56	48.44	19.74	18.75	23.44
Grade 5	28.36	19.74	16.67	44.78	48.68	50.00	26.87	31.58	33.33
Grade 11									
All Grades	27.88	24.12	24.52	53.37	51.76	51.44	18.75	24.12	24.04

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.08	22.03	33.33	56.92	45.76	47.22	20.00	32.20	19.44
Grade 4	25.00	25.00	20.31	43.42	56.25	56.25	31.58	18.75	23.44
Grade 5	22.39	21.05	18.06	58.21	56.58	56.94	19.40	22.37	25.00
All Grades	23.56	22.61	24.04	52.40	53.27	53.37	24.04	24.12	22.60

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.62	25.42	30.56	66.15	59.32	55.56	9.23	15.25	13.89
Grade 4	25.00	28.13	20.31	48.68	54.69	62.50	26.32	17.19	17.19
Grade 5	16.42	14.47	9.72	61.19	65.79	62.50	22.39	19.74	27.78
All Grades	22.12	22.11	20.19	58.17	60.30	60.10	19.71	17.59	19.71

**Conclusions based on this data:**

1. The percentage of students exceeding standards dipped in 2023-24, then rebounded in 2024-25.
2. The "nearly met" group has remained sizable, suggesting many students are on the cusp of meeting standards.
3. In 2024-25 students in 3rd grade who exceed standards made great rebounds from years prior.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1422.9	1397.9	1472.5	1434.3	1402.5	1491.4	1396.3	1386.5	1428.0	16	16	11
<b>1</b>	1416.4	1436.8	1440.9	1425.6	1465.6	1458.3	1406.7	1407.4	1423.3	18	12	16
<b>2</b>	*	1466.3	*	*	1480.8	*	*	1451.2	*	8	16	10
<b>3</b>	1483.9	*	1491.0	1479.4	*	1493.9	1488.1	*	1487.6	12	10	16
<b>4</b>	*	*	*	*	*	*	*	*	*	9	7	9
<b>5</b>	*	*	*	*	*	*	*	*	*	9	9	7
<b>All Grades</b>										72	70	69

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	31.25	25.00	45.45	12.50	18.75	27.27	37.50	25.00	27.27	18.75	31.25	0.00	16	16	11
<b>1</b>	11.11	8.33	6.25	27.78	25.00	31.25	16.67	58.33	37.50	44.44	8.33	25.00	18	12	16
<b>2</b>	*	18.75	*	*	31.25	*	*	31.25	*	*	18.75	*	*	16	*
<b>3</b>	25.00	*	31.25	33.33	*	12.50	25.00	*	25.00	16.67	*	31.25	12	*	16
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	20.83	27.14	21.74	20.83	18.57	27.54	19.44	30.00	27.54	38.89	24.29	23.19	72	70	69

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	31.25	31.25	45.45	18.75	12.50	27.27	31.25	18.75	18.18	18.75	37.50	9.09	16	16	11
<b>1</b>	22.22	16.67	18.75	33.33	41.67	43.75	5.56	33.33	31.25	38.89	8.33	6.25	18	12	16
<b>2</b>	*	31.25	*	*	43.75	*	*	12.50	*	*	12.50	*	*	16	*
<b>3</b>	50.00	*	37.50	16.67	*	18.75	8.33	*	25.00	25.00	*	18.75	12	*	16
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	31.94	32.86	30.43	19.44	24.29	28.99	13.89	18.57	24.64	34.72	24.29	15.94	72	70	69

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	*	12.50	27.27	*	12.50	27.27	*	56.25	36.36	*	18.75	9.09	*	16	11
<b>1</b>	7.69	0.00	6.25	38.46	8.33	18.75	30.77	58.33	31.25	23.08	33.33	43.75	13	12	16
<b>2</b>	*	6.25	*	*	25.00	*	*	37.50	*	*	31.25	*	*	16	*
<b>3</b>	*	*	12.50	*	*	25.00	*	*	31.25	*	*	31.25	*	*	16
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	11.11	10.00	10.14	18.06	21.43	30.43	26.39	41.43	26.09	44.44	27.14	33.33	72	70	69

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	31.25	31.25	54.55	56.25	43.75	36.36	12.50	25.00	9.09	16	16	11
<b>1</b>	38.89	41.67	50.00	33.33	50.00	43.75	27.78	8.33	6.25	18	12	16
<b>2</b>	*	31.25	*	*	56.25	*	*	12.50	*	*	16	*
<b>3</b>	16.67	*	37.50	58.33	*	37.50	25.00	*	25.00	12	*	16
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	29.17	35.71	39.71	40.28	42.86	45.59	30.56	21.43	14.71	72	70	68

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	25.00	25.00	45.45	43.75	37.50	36.36	31.25	37.50	18.18	16	16	11
<b>1</b>	16.67	16.67	6.67	38.89	66.67	73.33	44.44	16.67	20.00	18	12	15
<b>2</b>	*	43.75	*	*	31.25	*	*	25.00	*	*	16	*
<b>3</b>	58.33	*	50.00	16.67	*	31.25	25.00	*	18.75	12	*	16
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	30.56	34.29	30.30	30.56	34.29	46.97	38.89	31.43	22.73	72	70	66

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	12.50	12.50	9.09	75.00	75.00	81.82	12.50	12.50	9.09	16	16	11
<b>1</b>	11.11	8.33	6.67	33.33	58.33	40.00	55.56	33.33	53.33	18	12	15
<b>2</b>	*	6.25	*	*	50.00	*	*	43.75	*	*	16	*
<b>3</b>	8.33	*	18.75	58.33	*	37.50	33.33	*	43.75	12	*	16
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	11.11	11.43	10.77	44.44	51.43	49.23	44.44	37.14	40.00	72	70	65

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	31.25	37.50	45.45	43.75	37.50	45.45	25.00	25.00	9.09	16	16	11
<b>1</b>	16.67	0.00	12.50	33.33	75.00	68.75	50.00	25.00	18.75	18	12	16
<b>2</b>	*	6.25	*	*	75.00	*	*	18.75	*	*	16	*
<b>3</b>	16.67	*	12.50	58.33	*	68.75	25.00	*	18.75	12	*	16
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	22.22	20.00	17.39	33.33	57.14	60.87	44.44	22.86	21.74	72	70	69

**Conclusions based on this data:**

- In 2024–25, 30.43% of students scored Level 4 in oral language, and 28.99% scored Level 3. Only 15.94% remained at Level 1, down from 34.72% in 2022–23. Listening and speaking skills are developing well, suggesting that classroom discourse, oral practice, and interactive instruction are supporting growth.
- Writing remains a challenge. Continued support in structured writing, sentence development, and grammar is needed.

3. The percentage of students at Level 3 rose to 27.54%, indicating more students are approaching full proficiency. Level 1 dropped from 38.89% in 2022-23 to 23.19% in 2024-25 which is a significant improvement. Students are steadily progressing in overall English language development, with fewer at the lowest level and more moving toward proficiency.

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
402	34.1%	18.2%	0.2%
Total Number of Students enrolled in Walt Disney 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	18.2%
Foster Youth	1	0.2%
Homeless	6	1.5%
Socioeconomically Disadvantaged	137	34.1%
Students with Disabilities	52	12.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.7%
American Indian	2	0.5%
Asian	11	2.7%
Filipino	8	2%
Hispanic	226	56.2%
Two or More Races	29	7.2%
Pacific Islander	0	0.0%
White	106	26.4%

### Conclusions based on this data:

1. In 2023-24, almost 34.1% of Disney students (139 students) are socio-economically disadvantaged. 35% is the threshold for Schoolwide Title 1.

2. In 2023-24, Disney had 73 English Learners, which is 18.2% of the population; 52 students with disabilities 812.9% of the student body; and
3. There were 7 students who are classified as Homeless or in Foster Care in 2023-24.

# School and Student Performance Data

## Overall Performance






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### 2024 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Data indicates that Chronic Absenteeism is an issue to prioritize at Disney, based on data from the California Department of Education.
2. In 2024 Disney students are performing better in ELA than Math. Since math is in the yellow, this informs us this needs to be an areas of focus.

- 
- 
3. The Suspension Rate at Disney is at the Highest Performance band.

# School and Student Performance Data

## Academic Performance English Language Arts

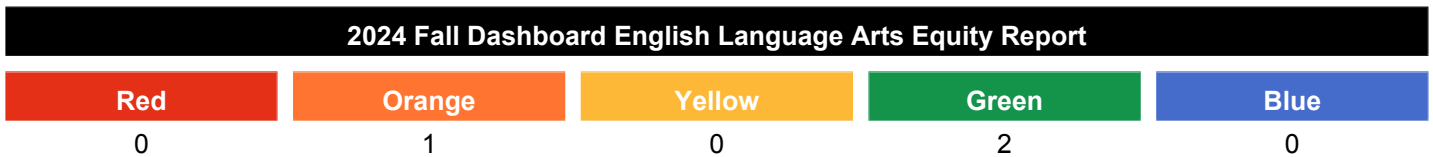
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>23.6 points above standard</p> <p>Declined 7.1 points</p> <p>188 Students</p>	<p><b>English Learners</b></p> <p> No Performance Color</p> <p>15.6 points below standard</p> <p>Maintained 1.8 points</p> <p>28 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>14.6 points below standard</p> <p>Declined 18.5 points</p> <p>82 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color 36.0 points below standard Declined 27.7 points 28 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students 8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color Less than 11 Students 2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students 3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p><b>Hispanic</b></p>  <p>Green 13.0 points above standard Declined 5.8 points 115 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 77.4 points above standard Increased 13.0 points 14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>Green 41.8 points above standard Declined 3.8 points 41 Students</p>

**Conclusions based on this data:**

1. The All Student subgroup scored in the GREEN performance level and is 23.6 points above standard, and Hispanic students with 13 points above the standard average. White students earned the GREEN performance level at 41.8 points above standard.
2. Socio-Economically Disadvantaged students scored at the ORANGE performance level at 14.6 points below standard!
3. Both our English Learners, and our Students with Disabilities experienced a decrease in performance at 15.6 and 36 points below standard, respectively.

# School and Student Performance Data

## Academic Performance Mathematics

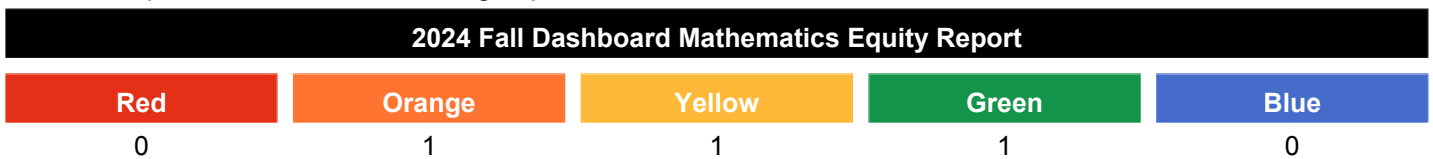
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.4 points below standard</p> <p>Declined 9.9 points</p> <p>190 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>28.9 points below standard</p> <p>Increased 8.3 points</p> <p>30 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>28.9 points below standard</p> <p>Declined 10.1 points</p> <p>84 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color 30.7 points below standard Declined 17.0 points 28 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students 8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color Less than 11 Students 2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students 3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow 14.0 points below standard Declined 7.5 points 115 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 30.8 points above standard Declined 12.2 points 15 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>Green 15.4 points above standard Declined 17.1 points 42 Students</p>

**Conclusions based on this data:**

1. The All Student subgroup scored at the YELLOW performance level and is 1.4 points above standard. Also at the YELLOW performance level is the Hispanic subgroup 14 points below standard.
2. Both Socio-Economically Disadvantaged student subgroup is at the ORANGE performance level and is 28.8 points below standard.
3. English Learners performed 28.9 points below standard.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Green 59.5 points above standard making progress. Number Students: 42 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
6	11	2	23

### Conclusions based on this data:

1. 59.5% of students are making progress towards English Language proficiency.
2. 54.8% of students advanced at least one level on the ELPI.
3. 14.3% of students decreased one ELPI level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p>14.7% Chronically Absent</p> <p>Declined 5.6</p> <p>414 Students</p>	<p><b>English Learners</b></p>  Yellow <p>18.5% Chronically Absent</p> <p>Declined 10.4</p> <p>81 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>0 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p>20% Chronically Absent</p> <p>Declined 3.9</p> <p>165 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>22.6% Chronically Absent</p> <p>Declined 2.9</p> <p>62 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>12 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 7.1</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>18.4% Chronically Absent</p> <p>Declined 5.4</p> <p>228 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>9.8% Chronically Absent</p> <p>Declined 2.4</p> <p>41 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>12.5% Chronically Absent</p> <p>Declined 8.9</p> <p>112 Students</p>

**Conclusions based on this data:**

1. The All Student category scored is at the YELLOW performance level with 14.7% of all students falling into the category of chronically absent.
2. English Learners, Students with Disabilities, and Socio-Economically Disadvantaged students are all over 20% chronically absent.
3. African-American and Asian students have the best Attendance Rates at Disney at 0% chronically absent.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2024 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. Not Applicable.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

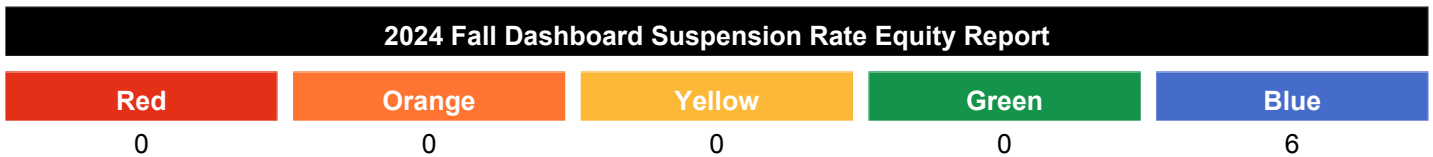
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.5%</p> <p>426 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>89 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.5%</p> <p>170 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>62 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.9%</p> <p>232 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>42 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>119 Students</p>

**Conclusions based on this data:**

1. Disney maintains a Suspension Rate aligned to the California state target of less than 1%, including both out-of-school and in-school suspension.
2. Alternatives to suspension are employed to protect students' civil right to an education.
3. Additional efforts have been taken to ensure that students are not excluded from participation in recess breaks, in accordance with new state guidelines.

# 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.

#### English / Language Arts

The percentage of students who meet or exceed grade level standards on the CAASPP will increase by 3% in English Language Arts by the end of the 2025-2026 school year.

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

LCAP goal to which this school goal is aligned.

#### Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

#### LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2026-27 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2026-27 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2025, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations are measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams' facilities requirements. (Business Services)

### 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.

Reading informational text and writing are two specific areas of need. However, there is evidence of need in all domains.

### 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
Increase by 3% overall for CAASPP Data from 2024-2025 to 2025-2026.	Overall in English Language Arts on the CAASPP assessment, 52% of our students met or exceeded standards.	In 2026 on the CAASPP, our goal is for 55% of our students to meet or exceed standards.

## 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	To improve student achievement in English Language Arts, the school will utilize a computer-based comprehension program (Accelerated Reader) to assess and assign individualized reading levels and goals. Additionally, the reading bundle-with Renaissance which includes Freckle, Lalilo, Flocabulary, and MyOn - will be utilized to support differentiated instruction, enhance reading engagement, and monitor student progress.	All Students	13,398.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Reading Assessment and Comprehension Programs used to promote reading and maintain a school-wide recognition of students achieving their reading goals.
1.2	Professional Development: Data Chats Teacher Planning/Collaboration Days  Teachers and certificated support staff will develop short and long-term goals based on STAR, CAASPP, Benchmark formative and summative assessments by using backward planning strategies. By doing so, they can discover which standards need to be taught and met by the end of each trimester.	All Students	7200.00 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Grade-level team collaboration days, 2 times per year, with a focus on core subjects
1.3	Principal will monitor instruction by visiting classrooms on a regular basis and provide feedback on content, strategies and impact on student achievement.	All Students	0 None Specified  No additional site categorical funds required.
1.4	The library coordinator will be paid additional hours to assist with the coordination of the "Read Together" program.	Targeted students who are at risk in reading	5,911.99 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries The library coordinator will be paid additional hours to assist with the coordination of the "Read Together" program.
1.5	Intervention materials, including supplemental technology and programs, will be used to support students' learning.	All Students	18000.00 District Funded 4000-4999: Books And Supplies Materials for Intervention- Technology licenses and accompanying printed materials.
1.6	Response to Intervention (RTI) for students in grades 1-5 delivered during school day by classroom teachers and two hourly certificated staff over the course of the 2025-2026 school year.	Students in need of Academic Intervention.	19,256.77 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Hourly Certificated to support students schoolwide in grades K-5  34,629.00 LCFF 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Intervention supports that are multi-funded by LCAP Supplemental Grant
1.7	Employ the Instructional Media Tech for an additional hour daily for support, repairs, maintaining the STEAM lab, etc. Replace Chromebooks and parts as needed to keep Disney's computer carts refreshed. Pay for additional supplies like headphones, adapters, chargers, headphone jacks, etc.	All Students	1,500.00 Title I Part A: Allocation 4000-4999: Books And Supplies Technology supplies and replacement parts as needed to maintain student devices.  4,391.90 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Pay for one hour of Instructional Media Tech support
1.8	Purchase of classroom book sets for teacher access in the curriculum lab.	All students	1,500.00 Title I Part A: Allocation 4000-4999: Books And Supplies Curriculum lab book sets
1.9	Teacher planning days	All students	6048.62 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Summer planning days
1.10	Subscriptions for students instructed in English or Spanish to use as an additional resource for reading comprehension, fluency and content knowledge with a focus on social studies and science. (Time For Kids, Scholastic News, Raz Kids etc.)	All Students	5,017.61 Title I Part A: Allocation 4000-4999: Books And Supplies English and Spanish subscriptions in content areas for social studies and science.
1.11			

## 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.

Despite targeted efforts to improve English Language Arts outcomes, overall student performance declined by 5% in 2024-2025, from 57% to 52% proficiency. We are committed to reversing this trend and reestablishing growth in ELA achievement during the 2025-2026 school year.

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

This year we purchased additional programs through Renaissance to help with the implementation of this 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.

Disney teachers will focus on balancing good first instruction and targeted intervention while also providing more opportunities to expose students to the structure of the CAASPP by utilizing practice questions during instruction.

# 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.

#### Math

Based on the CAASPP data for math, the percentage of students who meet or exceed standards will increase by 3% in math by the end of the 2025-2026 school year.

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

LCAP goal to which this school goal is aligned.

#### Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

#### LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2026-27 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2026-27 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2025, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations are measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams' facilities requirements. (Business Services)

### 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.

Our math data indicates a balanced need across the math domains- Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

### 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
Increase by 3% overall for CAASPP Data from 2024-2025 to 2025-2026.	Overall in math on the CAASPP assessment, 49% of our students met or exceeded standards.	In 2026 on the CAASPP, our goal is for 52% of our students to meet or exceed standards.

## 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	The school will implement the California Standards-aligned Houghton Mifflin Go Math program to strengthen foundational math fluency and provide targeted remediation for English Learners, Hispanic students, and students with disabilities. Instruction will emphasize academic vocabulary, word-problem strategies, and written explanations to support mathematical reasoning and communication.	All Students	0 None Specified None Specified No additional site categorical funds required.
2.2	We will provide planning opportunities for teacher collaboration in math during data chats, professional development, and planning days.	All Students	0 None Specified None Specified No additional site categorical funds required. Accounted for in Goal #1
2.3	Students will have small group support and intervention	Prioritize students who require the most support, using inclusive strategies designed to support all learners across the school community.	1,386.27 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Math Small Group Instruction and Support by Rtl Teacher
2.4	Instructional team will have math professional development provided by BUSD personnel, principal, curriculum specialist and staff.	All Students	0 District Funded None Specified No additional site categorical funds required.
2.5	Teacher planning days - release time	All students	3,400.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher release time
2.6	Printing for the instructional program for all subject areas.	All students	1,000.00 Title I Part A: Allocation 0000: Unrestricted

## 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.

Data indicates a need for general improvement in math.

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

No change.

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.

No change.

# 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.

#### English Language Learners

Based on the CAASPP data for Disney's English Language Learners, student scores will increase 3% when comparing data from the percentage of students who met or exceeded standards in English Language Arts from the 2024-2025 data to the 2025-2026 data.

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

LCAP goal to which this school goal is aligned.

#### Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

#### LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2026-27 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2026-27 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2025, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations are measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams' facilities requirements. (Business Services)

### 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.

In ELA 21% of ELLs & RFEPs met or exceeded standards, as compared to 49% schoolwide.

### 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
Our ELLs & RFEPs declined by 19% when comparing ELA scores from 2023-2024 to 2024-2025.	In the 2024-2025 school year, 21% of our English Language Learners met or exceeded standards in ELA.	In 2026, our goal is for 24% of our English Language Learners & Reclassified Students to meet or exceed standards in ELA. Our goal is to continue to decrease the achievement gap for our English Language learners.

## 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	Teachers will supplement their district adopted reading curriculum with the Heggarty Phonemic Awareness Program in grades K-2 in both English and Spanish instruction.	Targeted English Language Learners	1417.33 Title III 4000-4999: Books And Supplies Assist with phonics and phonemic awareness small group instruction.
3.2	Monitor student progress in EL acquisition during data chats, monthly walk-thru observations of classroom teachers, ELD Specialist, Curriculum Specialist and ELD Instructional Assistants.	Targeted English Language Learners	0 None Specified None Specified No additional site categorical funds required. Funding provided in Goal #1.
3.3	Two English Language Development Assistants will be hired to support Designated ELD instruction within the classroom by classroom teachers and provide additional pull-out support for recently arrived newcomers in Language Arts & Math.	Targeted English Language Learners.	20,771.47 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Increase of instructional minutes provided to our ELD students.  18,314.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Increase of instructional minutes provided to our ELD students.
3.4	A Parent Education night will be developed for parents of English Learners and Immigrants to learn ways to support their child(ren) academically. (Title III Parent Ed Site Funds)	Targeted English Learner & Immigrant Students and Families	770.09 Title III 5800: Professional/Consulting Services And Operating Expenditures Parent Education  1410.14 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures  262.64 Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies Parent Math Night
3.6	Translators will be used to translate all school-to-home communication into Spanish. Russian and Armenian translations will be used as needed. Translators will be hired for parent-teacher conferences and ELAC meetings in Spanish, Armenian, and Russian. (LCAP translation funds)	Targeted for Spanish speaking students and families	1750.00 District Funded 2000-2999: Classified Personnel Salaries Spanish Translations of all flier and communications sent home by school. LCAP Funded.
3.7	A targeted English Language Arts intervention class will be created for English Learners to enhance reading comprehension and phonics skills offered after school taught by Disney teachers.	English Learners, Grades 3-5	2,110.35 Title III 1000-1999: Certificated Personnel Salaries Teacher extra pay for supplemental instruction after school.
3.9	Teachers will be provided with planning time with the ELD specialist for the purpose of GLAD (Guided Language Aquisition and Design) implementation. Materials will be purchased to assist teachers with project creation.	All English Learners, Grades K - 5	600.00 Title III 4000-4999: Books And Supplies Printing and GLAD creation materials  3743.85 Title III Immigrant Education Program 1000-1999: Certificated Personnel Salaries Sub coverage  2219.40 Title III 1000-1999: Certificated Personnel Salaries sub coverage

## 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.

English Learners declined in the goal on the CAASPP assessment from 2023-2024 to 2024-2025. We will provide more phonics and phonemic awareness instruction to help students improve their reading skills, which will therefore assist in reading comprehension down the line.

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

no change

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.

CAASPP and ELPAC Results will be used to determine specific targeted areas for improvement.

# 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.

#### **Professional Development to Improve Students Academic Performance**

To increase student attendance, we will build and sustain a positive and engaging school culture centered on achievement. Our efforts will include professional and student development in social-emotional learning, equity and inclusion, and college and career readiness.

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

LCAP goal to which this school goal is aligned.

#### Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

#### LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2026-27 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2026-27 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2025, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations are measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams' facilities requirements. (Business Services)

### 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.

All 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
Teachers will integrate best practices into both lesson planning and daily instruction, with an emphasis on standards-based teaching. This approach aims to increase student engagement and ensure instructional alignment with academic expectations.	Achievement and attendance data, as well as classroom observation indicate this need.	The expectation is this will increase school attendance, student engagement, and academic performance.

## 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	Professional development will be made available to strengthen staff capacity in Social-Emotional Learning; Diversity, Equity & Inclusion; and college and career-related aspirations.	All Students	5,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures PD provided to staff in the areas of social emotional learning, DEI, and/or instruction.  1,000.00 Title I Part A: Allocation 4000-4999: Books And Supplies Cost of resources that accompany and enhance the PD training and daily usage by Disney's Certificated staff.
4.2	Family engagement events to promote and support a positive school climate and learning. Information will be shared via Smore communication website services.	All Students	179.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Communication shared via SMORE site to foster a positive and inclusive school community.
4.3	Classroom teachers will deliver social-emotional learning lessons to all students. In addition, the Behavior and Wellness Specialist will support students with higher needs by pulling them for targeted small group sessions focused on social skills development. The Behavior Interventionist will provide individualized support using de-escalation techniques and self-regulation strategies to help students manage the effects of past and present trauma.	All Students	600.00 Title I Part A: Allocation 4000-4999: Books And Supplies Resources for small group instruction.
4.4	Teachers will have release time to review data, collaborate with colleagues, and plan lessons that address areas of need. Materials will be provided to aid with the implementation of lessons.	All Students	3,000 Title I Part A: Allocation 4000-4999: Books And Supplies Release time money designated in Goal #1.
4.5	As part of our Positive Behavior Intervention & Supports (PBIS) program, we will celebrate positive character traits weekly through "SOAR Slip	All Students	500.00 Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Fridays,” where students are recognized for demonstrating respectful, responsible, and safe behaviors. All students will engage in structured relationship-building activities designed to strengthen classroom community and promote positive peer interactions. Additionally, a rotating group of students—our SOAR Squad—will serve as PBIS ambassadors. These students will model positive behaviors and acknowledge peers who demonstrate them in shared spaces such as hallways, playgrounds, and the cafeteria.		4000-4999: Books And Supplies PBIS Supplies, banners, printing, prizes, and acknowledgements
4.6	Students will have opportunities to participate in academic and artistic competitions across various disciplines, such as the Science Day/Fair and Art Day, allowing them to showcase their creativity, academic strengths, and intellectual talents.	All Students	1,600.00 Title I Part A: Allocation 0000: Unrestricted Materials, supplies, teacher coverage time
4.7	Teachers and designated staff will add to their classroom libraries and/or increase resources within the classroom by expanding the availability of book titles focused around Social Emotional Learning, DEI, and college and career readiness.	All Students	8,000 Title I Part A: Allocation 4000-4999: Books And Supplies Books and resources to add to the classroom learning environment.
4.8	The implementation of Peaceful Playgrounds will promote structured, inclusive play during recess/lunch, fostering positive peer interactions and reducing conflict. These combined efforts aim to strengthen student connectedness, improve school climate, and encourage consistent attendance. Materials will be purchased to aide in the implementation of Peaceful Playground games.	All Students	4275.00 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Consultant cost with Coach Luke for Peaceful Playgrounds.  1,400.00 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase of playground supplies for PE and recess/lunch.
4.9	Release time for grade level planning	All students	3149.31 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Sub coverage for planning days
4.11	Planning days for the implementation of Positive Behavioral Intervention Supports.	All students	979.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Planning days

## 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.

To improve attendance, we implemented strategies that foster a positive school culture focused on achievement. Specialists provide targeted support through small groups and trauma-informed practices. Students engage in relationship-building activities and college/career readiness programs. These efforts have led to stronger student connections, increased engagement, and a measurable reduction in chronic absenteeism.

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

No change

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.

No change

# 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.

#### Schoolwide Visual and Performing Arts Instruction

Provide all students in grades K-5 school wide access to Standards-Based ARTS instruction in the areas of Visual and Performing Arts.

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

LCAP goal to which this school goal is aligned.

#### Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

#### LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2026-27 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2026-27 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2025, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations are measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams' facilities requirements. (Business Services)

### 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.

Students will engage in arts education to enhance their knowledge and foster an appreciation for creative expression.

### 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
Increased exposure to and understanding of the VAPA Standards and the expectations/goals of the lesson.	All students enrolled in Disney will be exposed to and participate in the visual and performing arts.	Increased student confidence and engagement, as well as arts exposure and knowledge and academic achievement

## 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
5.1	Music Teachers - Prop 28 Funds will be used to hire music teachers for all grade levels: BUSD Coordination for Grades K-5.	All Students	0 Prop 28 1000-1999: Certificated Personnel Salaries BUSD music program provided for students in grades K-5, once per week for the school year.
5.2	Visual Art - Art Day (BAEF Grant) All students will have opportunities to create art and learn about various artists from teachers and others culminating in an art fest in the spring of 2026.	All Students	3,500 Foundation  BAEF Grant money to use for ART day 2026.
5.3	Young StoryTellers Script-to-Stage Theater Arts Program Young Storytellers - Select students in 5th grade will be mentored by Disney Animation employees to draft scripts over a six-week period. Once completed, professional actors will act out student-written scripts in two showcases in Fall 2025, and Spring 2026.	Targeted-Fifth Grade Students that are At Risk	0 Other None Specified Community Funding
5.4	Efforts will be made to construct proposed activities in Drama and/or Instrumental Music to enhance VAPA opportunities to address a wide variety of student interests.	All students	     Prop 28 funding
5.6	Media Arts: Our Disney Instructional Media tech will serve as mentor and adviser to students in intermediate grades to learn graphic design, videography, and photography to aid in the implementation of the 5th grade yearbook.	5th grade students interested in digital arts.	0.00 Other None Specified No additional site funds are needed for this activity.
5.8	Dance Instruction through Prop 28 funding: In partnership with Garri Dance, students will have the opportunity to learn a choreographed dance to perform for peers and parents over 6-8 weeks in Spring 2026.	All Students	0.00 Other None Specified Prop 28 funding

## 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.

All Disney students have weekly music instruction.

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

A supplemental grant was awarded which will allow the concept of an Art Fest to come to fruition during the 2025-2026 school year.

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.

We are continually expanding opportunities to accommodate a growing comprehensive arts program.

# 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	\$209,191.74
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$120,727.58
Title I Part A: Parent Involvement	\$1,410.14
Title III	\$7,117.17
Title III Immigrant Education Program	\$3,743.85

Subtotal of additional federal funds included for this school: **\$132,998.74**

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

State or Local Programs	Allocation (\$)
District Funded	\$19,750.00
Foundation	\$3,500.00
LCFF	\$34,629.00
LCFF - Supplemental	\$18,314.00
None Specified	\$0.00
Other	\$0.00
Prop 28	\$0.00

Subtotal of state or local funds included for this school: **\$76,193.00**

Total of federal, state, and/or local funds for this school: **\$209,191.74**

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	19,750.00
Foundation	3,500.00
LCFF	34,629.00
LCFF - Supplemental	18,314.00
None Specified	0.00
Other	0.00
Prop 28	0.00
Title I Part A: Allocation	120,727.58
Title I Part A: Parent Involvement	1,410.14
Title III	7,117.17
Title III Immigrant Education Program	3,743.85

## Expenditures by Budget Reference

Budget Reference	Amount
	3,500.00
0000: Unrestricted	2,600.00
1000-1999: Certificated Personnel Salaries	76,922.57
2000-2999: Classified Personnel Salaries	51,139.36
4000-4999: Books And Supplies	42,797.58
5000-5999: Services And Other Operating Expenditures	13,577.00
5800: Professional/Consulting Services And Operating Expenditures	18,655.23
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	1,750.00
4000-4999: Books And Supplies	District Funded	18,000.00
None Specified	District Funded	0.00
	Foundation	3,500.00
1000-1999: Certificated Personnel Salaries	LCFF	34,629.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	18,314.00
	None Specified	0.00
None Specified	None Specified	0.00
None Specified	Other	0.00
1000-1999: Certificated Personnel Salaries	Prop 28	0.00
0000: Unrestricted	Title I Part A: Allocation	2,600.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	34,219.97
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	31,075.36
4000-4999: Books And Supplies	Title I Part A: Allocation	22,780.25
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	13,577.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	16,475.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,410.14
1000-1999: Certificated Personnel Salaries	Title III	4,329.75
4000-4999: Books And Supplies	Title III	2,017.33
5800: Professional/Consulting Services And Operating Expenditures	Title III	770.09
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	3,743.85

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	116,853.89

Goal 2	5,786.27
Goal 3	53,369.27
Goal 4	29,682.31
Goal 5	3,500.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Tracy Shah	Principal
Sonia Angulo - Year 2	Classroom Teacher
Amanda Pumilia - Year 1	Classroom Teacher
Gricelda Pelayo - Year 2	Classroom Teacher
Kristie Castellon - Year 1	Other School Staff
Norman Joseph - Year 2	Parent or Community Member
Erin La Rosa - Year 1	Parent or Community Member
Rosa Shetty - Year 1	Parent or Community Member
Melinda Amato - Year 2	Parent or Community Member
Rachele Altman - Year 2	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.