

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Spruce Elementary School	41690706045140	SSC November 20, 2025	May 7, 2026

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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Plan Description

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

The School site plan at Spruce Elementary School will focus on providing best teaching practices to all students and intense intervention to students that are struggling and enrichment to those that are accelerating academically. The Plan will be aligned to the District LCAP to ensure that all students are reaching their highest potential. The SSC/ELAC will work collaboratively with District Personnel to develop and align this plan to ensure that it is data driven and supported appropriately with specific site based funds.

Educational Partner Involvement

How, when, and with whom did Spruce 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

The school consults with SSC, ELAC, Teacher Leadership Teams examine data and set goals based on the needs of the students. In addition, feedback is welcomed during our PTA meetings that occur on a monthly basis.

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.

Based on survey data results, the Spruce families stressed the importance of providing on-going parent education on the available on-line district programs for our students.

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.

Spruce ES overall performance levels for 2024: English Language Arts (RED); Mathematics (ORANGE); English Learner Progress (GREEN); Chronic Absenteeism (YELLOW); Suspension Rate (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.

No Spruce student groups were two or more 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.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Spruce 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	0.74%	0.51%	1.04%	3	2	4
African American	1.23%	1.02%	2.08%	5	4	8
Asian	5.15%	6.35%	7.29%	21	25	28
Filipino	4.17%	3.81%	3.91%	17	15	15
Hispanic/Latino	81.62%	81.22%	78.91%	333	320	303
Pacific Islander	1.96%	1.78%	1.56%	8	7	6
White	3.43%	3.81%	3.65%	14	15	14
Two or More Races	1.47%	1.27%	1.30%	6	5	5
Not Reported	0.25%	0.25%	0.26%	1		1
Total Enrollment				408	394	384

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			23
Kindergarten	93	59	66
Grade 1	48	68	46
Grade 2	70	45	59
Grade 3	70	69	67
Grade 4	65	67	46
Grade 5	62	65	66
Total Enrollment	408	394	

Conclusions based on this data:

1.

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	258	266	237	63.2%	67.5%	61.7%
Fluent English Proficient (FEP)	62	52	49	15.2%	13.2%	12.8%

Conclusions based on this data:

1. Overall, the data shows a slight reduction in English Learners in the most recent year, but they still make up a significant majority of the student 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	68	71	47	66	71	46	66	71	46	97.1	100	97.9
Grade 4	65	67	66	58	65	66	58	65	66	89.2	97	100
Grade 5	65	65	65	59	64	64	59	64	64	90.8	98.5	98.5
All Grades	198	203	178	183	200	176	183	200	176	92.4	98.5	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2364.	2353.	2355.	10.61	7.04	2.17	16.67	14.08	19.57	13.64	19.72	26.09	59.09	59.15	52.17
Grade 4	2400.	2400.	2427.	6.90	10.77	10.61	8.62	9.23	19.70	25.86	20.00	30.30	58.62	60.00	39.39
Grade 5	2463.	2427.	2442.	8.47	3.13	9.38	27.12	18.75	12.50	22.03	21.88	17.19	42.37	56.25	60.94
All Grades	N/A	N/A	N/A	8.74	7.00	7.95	17.49	14.00	17.05	20.22	20.50	24.43	53.55	58.50	50.57

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	7.58	5.63	2.17	50.00	53.52	60.87	42.42	40.85	36.96
Grade 4	6.90	9.23	7.58	58.62	64.62	68.18	34.48	26.15	24.24
Grade 5	11.86	3.13	6.25	57.63	53.13	48.44	30.51	43.75	45.31
All Grades	8.74	6.00	5.68	55.19	57.00	59.09	36.07	37.00	35.23

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	7.58	5.63	6.52	43.94	42.25	45.65	48.48	52.11	47.83
Grade 4	1.72	6.15	4.55	46.55	44.62	63.64	51.72	49.23	31.82
Grade 5	11.86	0.00	7.81	61.02	46.88	46.88	27.12	53.13	45.31
All Grades	7.10	4.00	6.25	50.27	44.50	52.84	42.62	51.50	40.91

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	3.03	1.41	6.52	77.27	73.24	69.57	19.70	25.35	23.91
Grade 4	3.45	4.62	4.55	77.59	64.62	72.73	18.97	30.77	22.73
Grade 5	1.69	10.94	9.38	81.36	64.06	64.06	16.95	25.00	26.56
All Grades	2.73	5.50	6.82	78.69	67.50	68.75	18.58	27.00	24.43

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	12.12	4.23	2.17	46.97	60.56	60.87	40.91	35.21	36.96
Grade 4	3.45	1.54	12.12	65.52	64.62	62.12	31.03	33.85	25.76
Grade 5	11.86	4.69	7.81	57.63	67.19	65.63	30.51	28.13	26.56
All Grades	9.29	3.50	7.95	56.28	64.00	63.07	34.43	32.50	28.98

Conclusions based on this data:

- The Analysis of the SBAC data revealed that 25% of all students in grades 3rd- 5th, met or exceeded the standards on the SBAC for ELA.
 In 3rd grade 21.74% of all students met or exceeded the standards on the SBAC.
 In 4th grade 30.31% of all students met or exceeded the standards on the SBAC.
 In 5th grade 21.88% of the students met or exceeded the standards on the SBAC.
- Goals**
 By May 2026, the percentage of students meeting or exceeding standards on ELA Smarter Balanced Assessment (grades 3-5) will increase by 3%.
 By May 2026, the percentage of students moderately developed to well developed on ELPAC Summative (English Language Learners) will increase by 3%.
 By May 2026, the percentage of students At/Above Benchmark in DIBELS will increase by 3%.
- Across all three grade levels, the majority of students scored in the "Not Met" category over the three-year period, signaling a persistent need for targeted literacy and math intervention. Grade 3 shows a modest positive trend, with "Not Met" decreasing from 59.09% to 52.17% and "Standard Met" increasing to 19.57% in 24-25. Grade 4 shows the strongest growth, with "Standard Met" rising to 19.70% and "Not Met" dropping notably to 39.39% in 24-25. Grade 5, however, shows a concerning trend, with "Not Met" increasing to 60.94% in 24-25 despite a slight rise in mean scale score. Overall, while Grades 3 and 4 reflect encouraging movement toward proficiency, Grade 5 performance warrants close attention and may benefit from earlier intervention support in the primary grades.

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	68	71	47	68	70	45	68	70	45	100.0	98.6	95.7
Grade 4	65	67	66	64	67	66	64	67	66	98.5	100	100
Grade 5	65	65	65	64	65	64	64	65	64	98.5	100	98.5
All Grades	198	203	178	196	202	175	196	202	175	99.0	99.5	98.3

* 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	2401.	2378.	2381.	13.24	2.86	2.22	16.18	24.29	15.56	29.41	20.00	26.67	41.18	52.86	55.56
Grade 4	2423.	2437.	2434.	7.81	10.45	9.09	14.06	17.91	18.18	35.94	29.85	34.85	42.19	41.79	37.88
Grade 5	2448.	2436.	2452.	7.81	6.15	6.25	17.19	6.15	6.25	28.13	29.23	37.50	46.88	58.46	50.00
Grade 11															
All Grades	N/A	N/A	N/A	9.69	6.44	6.29	15.82	16.34	13.14	31.12	26.24	33.71	43.37	50.99	46.86

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	11.76	12.86	8.89	52.94	41.43	42.22	35.29	45.71	48.89
Grade 4	9.38	8.96	12.12	45.31	44.78	43.94	45.31	46.27	43.94
Grade 5	9.38	6.15	4.69	48.44	38.46	43.75	42.19	55.38	51.56
Grade 11									
All Grades	10.20	9.41	8.57	48.98	41.58	43.43	40.82	49.01	48.00

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	11.76	1.43	4.44	47.06	42.86	46.67	41.18	55.71	48.89
Grade 4	9.38	10.45	10.61	45.31	46.27	45.45	45.31	43.28	43.94
Grade 5	4.69	4.62	6.25	46.88	35.38	51.56	48.44	60.00	42.19
All Grades	8.67	5.45	7.43	46.43	41.58	48.00	44.90	52.97	44.57

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	19.12	2.86	4.44	55.88	65.71	55.56	25.00	31.43	40.00
Grade 4	1.56	14.93	9.09	64.06	47.76	51.52	34.38	37.31	39.39
Grade 5	6.25	4.62	4.69	60.94	52.31	56.25	32.81	43.08	39.06
All Grades	9.18	7.43	6.29	60.20	55.45	54.29	30.61	37.13	39.43

Conclusions based on this data:

- The Analysis of the SBAC data revealed that 19.43% of all students in grades 3rd- 5th, met or exceeded the standards on the SBAC for math.

In 3rd grade 17.78% of all students met or exceeded the standards on the SBAC.
 In 4th grade 27.27% of all students met or exceeded the standards on the SBAC.
 In 5th grade 12.5% of the students met or exceeded the standards on the SBAC.
- Goals**
 By May, 2026 the percentage of all students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 3%.
 By May, 2026 the percentage of English Learners students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 3%.
 By May, 2026 the percentage of students meeting or exceeding standard on the Science Smarter Balanced Assessment will increase by 3%.
- Across all three grade levels, the majority of students continue to score in the "Not Met" category, reflecting an ongoing need for structured academic support. Grade 3 shows a slight decline in 24-25, with "Not Met" rising to 55.56% and "Standard Exceeded" dropping to 2.22%, suggesting early literacy gains may need reinforcement. Grade 4 shows relative stability across all three years, with "Not Met" gradually improving from 42.19% to 37.88% and "Standard Met" showing a modest upward trend. Grade 5 presents a mixed picture, with "Not Met" improving

from 58.46% to 50.00% in 24-25, though overall proficiency rates remain low. Taken together, while there are small signs of progress in Grades 4 and 5, the data points to a sustained need for early and consistent intervention beginning in the primary grades.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1383.8	1400.5	1381.6	1393.3	1406.7	1381.8	1361.6	1385.7	1381.2	68	64	30
1	1417.8	1419.1	1405.8	1433.2	1431.5	1420.7	1401.9	1406.1	1390.5	32	54	45
2	1447.4	1464.0	1463.5	1453.9	1462.5	1479.1	1440.4	1465.1	1447.4	41	33	50
3	1468.1	1475.3	1487.2	1474.8	1475.4	1489.9	1460.9	1474.8	1484.1	40	39	33
4	1496.8	1514.5	1518.9	1495.0	1521.2	1520.7	1498.1	1507.2	1516.6	44	40	35
5	1498.0	1526.0	1537.5	1485.2	1529.9	1546.6	1510.5	1521.6	1528.0	28	40	32
All Grades										253	270	225

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.35	15.87	13.33	22.06	23.81	23.33	27.94	38.10	23.33	42.65	22.22	40.00	68	63	30
1	0.00	3.70	2.22	28.13	29.63	28.89	43.75	33.33	28.89	28.13	33.33	40.00	32	54	45
2	2.44	3.03	2.00	34.15	51.52	44.00	41.46	30.30	42.00	21.95	15.15	12.00	41	33	50
3	2.50	2.56	3.03	32.50	41.03	51.52	32.50	38.46	33.33	32.50	17.95	12.12	40	39	33
4	11.36	20.00	31.43	47.73	42.50	37.14	22.73	25.00	17.14	18.18	12.50	14.29	44	40	35
5	14.29	17.50	21.88	46.43	42.50	46.88	21.43	30.00	31.25	17.86	10.00	0.00	28	40	32
All Grades	6.32	10.78	11.11	33.60	36.43	38.67	31.23	33.09	30.22	28.85	19.70	20.00	253	269	225

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	8.82	14.29	13.33	25.00	28.57	23.33	23.53	31.75	16.67	42.65	25.40	46.67	68	63	30
1	15.63	11.11	11.11	34.38	48.15	44.44	31.25	18.52	17.78	18.75	22.22	26.67	32	54	45
2	17.07	24.24	28.00	36.59	42.42	44.00	26.83	21.21	18.00	19.51	12.12	10.00	41	33	50
3	27.50	25.64	24.24	27.50	38.46	51.52	25.00	17.95	12.12	20.00	17.95	12.12	40	39	33
4	38.64	45.00	57.14	38.64	32.50	17.14	6.82	17.50	8.57	15.91	5.00	17.14	44	40	35
5	35.71	37.50	59.38	42.86	52.50	40.63	0.00	2.50	0.00	21.43	7.50	0.00	28	40	32
All Grades	22.13	24.54	31.11	32.81	39.78	37.78	19.76	19.33	12.89	25.30	16.36	18.22	253	269	225

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.11	15.87	16.67	8.89	17.46	16.67	57.78	46.03	30.00	22.22	20.63	36.67	45	63	30
1	6.82	0.00	2.22	25.00	24.07	13.33	29.55	37.04	33.33	38.64	38.89	51.11	44	54	45
2	2.08	0.00	0.00	18.75	48.48	34.00	43.75	33.33	28.00	35.42	18.18	38.00	48	33	50
3	2.86	0.00	3.03	5.71	12.82	15.15	57.14	58.97	57.58	34.29	28.21	24.24	35	39	33
4	6.52	2.50	8.57	26.09	22.50	42.86	34.78	45.00	25.71	32.61	30.00	22.86	46	40	35
5	0.00	2.50	9.38	6.25	27.50	15.63	46.88	55.00	50.00	46.88	15.00	25.00	32	40	32
All Grades	3.56	4.46	5.78	16.21	24.16	23.56	42.69	45.72	36.44	37.55	25.65	34.22	253	269	225

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	13.24	12.70	20.00	44.12	66.67	36.67	42.65	20.63	43.33	68	63	30
1	34.38	27.78	28.89	50.00	48.15	51.11	15.63	24.07	20.00	32	54	45
2	14.63	21.21	26.00	65.85	60.61	64.00	19.51	18.18	10.00	41	33	50
3	20.00	17.95	18.18	50.00	53.85	69.70	30.00	28.21	12.12	40	39	33
4	36.36	40.00	40.00	40.91	42.50	42.86	22.73	17.50	17.14	44	40	35
5	25.00	20.00	21.88	57.14	65.00	75.00	17.86	15.00	3.13	28	40	32
All Grades	22.53	22.68	26.22	50.20	56.51	56.89	27.27	20.82	16.89	253	269	225

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	10.29	19.05	3.33	50.00	49.21	50.00	39.71	31.75	46.67	68	63	30
1	6.25	7.41	4.44	65.63	72.22	64.44	28.13	20.37	31.11	32	54	45
2	26.83	30.30	24.00	56.10	54.55	68.00	17.07	15.15	8.00	41	33	50
3	45.00	41.03	42.42	37.50	41.03	45.45	17.50	17.95	12.12	40	39	33
4	59.09	57.50	65.71	22.73	42.50	17.14	18.18	0.00	17.14	44	40	35
5	60.71	82.50	93.75	17.86	10.00	6.25	21.43	7.50	0.00	28	40	32
All Grades	32.02	36.43	36.44	42.69	46.47	44.89	25.30	17.10	18.67	253	269	225

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	5.88	11.11	3.33	58.82	66.67	56.67	35.29	22.22	40.00	68	63	30
1	3.13	20.37	2.22	37.50	42.59	35.56	59.38	37.04	62.22	32	54	45
2	0.00	3.03	0.00	56.10	78.79	64.00	43.90	18.18	36.00	41	33	50
3	0.00	0.00	3.03	35.00	38.46	45.45	65.00	61.54	51.52	40	39	33
4	6.82	5.00	8.57	50.00	55.00	62.86	43.18	40.00	28.57	44	40	35
5	10.71	7.50	9.38	50.00	57.50	53.13	39.29	35.00	37.50	28	40	32
All Grades	4.35	8.92	4.00	49.41	56.13	52.89	46.25	34.94	43.11	253	269	225

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	17.65	29.51	50.00	36.76	44.26	16.67	45.59	26.23	33.33	68	61	30
1	0.00	0.00	0.00	59.38	72.22	56.82	40.63	27.78	43.18	32	54	44
2	7.32	3.03	8.00	65.85	69.70	66.00	26.83	27.27	26.00	41	33	50
3	0.00	5.13	6.06	65.00	79.49	84.85	35.00	15.38	9.09	40	39	33
4	11.36	10.00	2.86	68.18	77.50	77.14	20.45	12.50	20.00	44	40	35
5	10.71	12.50	3.13	67.86	80.00	87.50	21.43	7.50	9.38	28	40	32
All Grades	9.09	11.24	10.27	57.71	68.54	65.18	33.20	20.22	24.55	253	267	224

Conclusions based on this data:

1. By May 2026, the percentage of students moderately developed to well developed on ELPAC Summative (English Language Learners) will increase by 3%.
2. Upper grades (4 and 5) show the strongest progress, with Level 4 performance increasing steadily and Level 1 declining notably by 24-25, indicating growing language proficiency among older students. Grades 2 and 3 show

positive trends as well, with Level 3 performance rising and Level 1 decreasing over the three-year period. Kindergarten and Grade 1 present more variability, with Level 1 rising in 24-25 to 40% in both grades, which may reflect changes in cohort composition or the need for stronger early language foundations. Across all grades, the majority of students remain at Levels 1 and 2, underscoring that most English Learners are still developing proficiency and require consistent, targeted language development support. Overall, the data reflects an encouraging upward trend in the upper grades while highlighting the primary grades as an area of focus for accelerating English language development.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
384	66.4%	61.7%	0.0%
Total Number of Students enrolled in Spruce 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	237	61.7%
Foster Youth	0	0.0%
Homeless	18	4.7%
Socioeconomically Disadvantaged	255	66.4%
Students with Disabilities	69	18%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.1%
American Indian	4	1%
Asian	28	7.3%
Filipino	15	3.9%
Hispanic	303	78.9%
Two or More Races	5	1.3%
Pacific Islander	6	1.6%
White	14	3.6%

Conclusions based on this data:

1.

Spruce Elementary serves 384 students, the majority of whom are Hispanic (78.9%) and high-need, with 66.4% socioeconomically disadvantaged, 61.7% English Learners, and 18% students with disabilities.

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  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1. The analysis of the dashboard data revealed that:
All students increased 4.1 points (yellow)
English Learners maintained 2.8 points (orange)

2. The analysis of the dashboard data revealed that:
Socioeconomically Disadvantaged increased 4.9 points (yellow)
Students with Disabilities increased 5.6 points (Orange)

3. The analysis of the dashboard data revealed that:
Current English Learners increased 6.7 points
Reclassified English Learners increased 27.2 points
English Only Students increased 10.5 points

School and Student Performance Data

Academic Performance English Language Arts

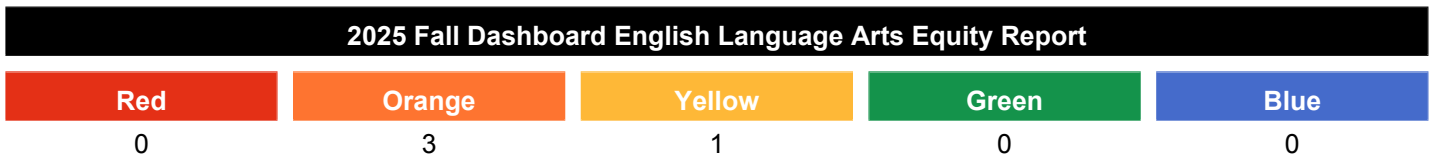
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This section provides number of student groups in each level.



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>Yellow</p> <p>59.3 points below standard</p> <p>Increased 15.7 points</p> <p>173 Students</p>	<p>English Learners</p> <p>Orange</p> <p>76.2 points below standard</p> <p>Increased 16.3 points</p> <p>118 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>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>71.3 points below standard</p> <p>Increased 11 points</p> <p>116 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>111.5 points below standard</p> <p>Increased 4 points</p> <p>45 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 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>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>66.8 points below standard</p> <p>Increased 15.4 points</p> <p>143 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

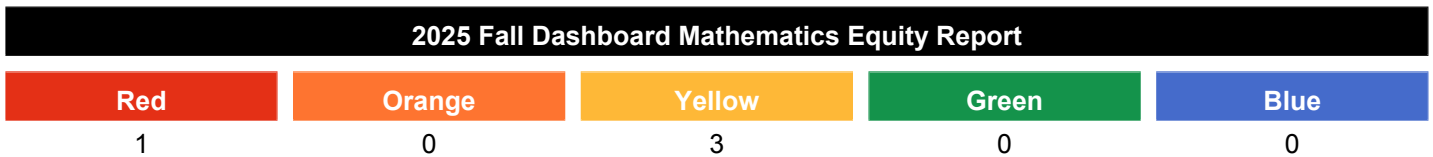
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This section provides number of student groups in each level.



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>Yellow</p> <p>60.8 points below standard</p> <p>Increased 3.4 points</p> <p>174 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>72.4 points below standard</p> <p>Increased 11.6 points</p> <p>119 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>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>68.3 points below standard</p> <p>Increased 4.5 points</p> <p>117 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>116.9 points below standard</p> <p>Declined 10.8 points</p> <p>45 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 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>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>68.5 points below standard</p> <p>Increased 5.4 points</p> <p>143 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Science

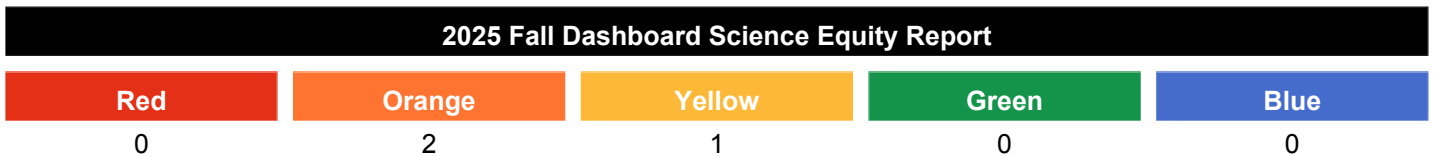
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>41.8 science points</p> <p>Maintained 0.5 points</p> <p>64 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>38.3 science points</p> <p>Increased 2.8 points</p> <p>43 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>38.5 science points</p> <p>Maintained -0.2 points</p> <p>41 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>27.3 science points</p> <p>Declined 5.2 points</p> <p>18 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</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>5 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p> <p> Orange</p> <p>38.8 science points</p> <p>Maintained -1.2 points</p> <p>52 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 47.3 making progress. Number Students: 188 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.3%	30.3%	0%	47.3%

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																		
<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">All Students</th></tr> <tr><td></td></tr> <tr><td>Yellow</td></tr> <tr><td style="background-color: #e6f2ff;">24.2% Chronically Absent</td></tr> <tr><td>Declined 4.7</td></tr> <tr><td>396 Students</td></tr> </table>	All Students		Yellow	24.2% Chronically Absent	Declined 4.7	396 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">English Learners</th></tr> <tr><td></td></tr> <tr><td>Yellow</td></tr> <tr><td style="background-color: #e6f2ff;">24.4% Chronically Absent</td></tr> <tr><td>Declined 3.7</td></tr> <tr><td>246 Students</td></tr> </table>	English Learners		Yellow	24.4% Chronically Absent	Declined 3.7	246 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Long-Term English Learners</th></tr> <tr><td></td></tr> <tr><td>No Performance Color</td></tr> <tr><td>0 Students</td></tr> </table>	Long-Term English Learners		No Performance Color	0 Students
All Students																		
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<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Foster Youth</th></tr> <tr><td></td></tr> <tr><td>No Performance Color</td></tr> <tr><td>0 Students</td></tr> </table>	Foster Youth		No Performance Color	0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Homeless</th></tr> <tr><td></td></tr> <tr><td>No Performance Color</td></tr> <tr><td style="background-color: #e6f2ff;">5% Chronically Absent</td></tr> <tr><td>Maintained -0.3</td></tr> <tr><td>20 Students</td></tr> </table>	Homeless		No Performance Color	5% Chronically Absent	Maintained -0.3	20 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th></tr> <tr><td></td></tr> <tr><td>Yellow</td></tr> <tr><td style="background-color: #e6f2ff;">24.5% Chronically Absent</td></tr> <tr><td>Declined 5</td></tr> <tr><td>277 Students</td></tr> </table>	Socioeconomically Disadvantaged		Yellow	24.5% Chronically Absent	Declined 5	277 Students
Foster Youth																		
No Performance Color																		
0 Students																		
Homeless																		
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20 Students																		
Socioeconomically Disadvantaged																		
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24.5% Chronically Absent																		
Declined 5																		
277 Students																		

<p>Students with Disabilities</p>  <p>Red</p> <p>40.9% Chronically Absent</p> <p>Increased 5.5</p> <p>93 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>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>27.6% Chronically Absent</p> <p>Increased 4.5</p> <p>29 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>31.3% Chronically Absent</p> <p>Declined 2.1</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>23.2% Chronically Absent</p> <p>Declined 4.4</p> <p>311 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 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>No Performance Color</p> <p>18.8% Chronically Absent</p> <p>Declined 27.9</p> <p>16 Students</p>

Conclusions based on this data:

1. Chronic absenteeism data indicates that while the school has made modest overall progress, with a decline in absenteeism rates for All Students and key groups such as English Learners and Socioeconomically Disadvantaged students, attendance remains a significant area of need, with approximately one in four students classified as chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

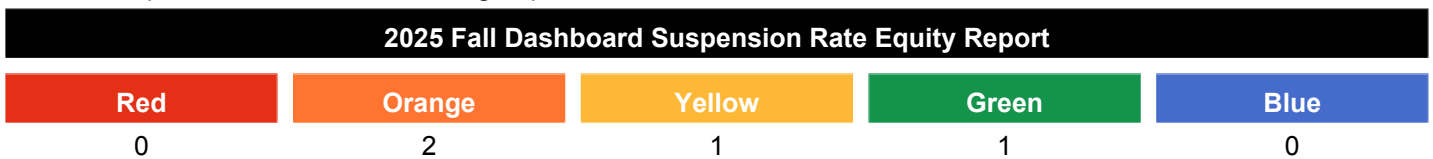
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 0.3%</p> <p>403 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 0.6%</p> <p>249 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% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 0.9%</p> <p>281 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 1.3%</p> <p>93 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>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>3.4% suspended at least one day</p> <p>Declined 0.4%</p> <p>29 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>1.3% suspended at least one day</p> <p>Maintained -0.2%</p> <p>318 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 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>No Performance Color</p> <p>12.5% suspended at least one day</p> <p>Increased 12.5%</p> <p>16 Students</p>

Conclusions based on this data:

1. The overall suspension rate of 1.7% is rated Orange, with a 0.3% increase from the prior year, indicating this remains an area needing attention across the school. Socioeconomically disadvantaged students and English Learners show the highest rates of concern, with suspension rates of 2.1% and 2.0% respectively, both rated Orange and trending upward. A notable bright spot is Students with Disabilities, whose suspension rate declined by 1.3% and earned a Green rating, reflecting positive progress for that group. Several subgroups — including Foster Youth, African American, American Indian, Asian, and Filipino students — have too few students for a performance color, limiting the ability to draw conclusions for those groups. Overall, the data suggests a need to strengthen proactive, restorative behavior supports, particularly for English Learners and socioeconomically disadvantaged students where rates are rising.

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.

Instructional Program: Reading / English Language Arts

ELA/Literacy

By May 2026, the percentage of students meeting or exceeding standards on ELA Smarter Balanced Assessment (grades 3-5) will increase by 3%.

By May 2026, the percentage of students moderately developed to well developed on ELPAC Summative (English Language Learners) will increase by 3%.

By May 2026, the percentage of students At/Above Benchmark in DIBELS will increase by 3%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Achievement

LCAP Goal 2 - Professional Development

LCAP Goal 3 - Student, Parent and Community Engagement

LCAP Goal 4 - Special 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.

DIBELS scores for reading have been majority below At/Above Benchmark

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
ELA Smarter Balanced Assessment (grades 3-5) (Data Quest)	ELA SBAC Overall 24-25 25% met or exceeded +4%	28% met or exceeded
ELPAC Summative (English Language Learners) (Data Quest)	ELPAC Summative 24-25 Level 3 or Level 4 Overall 49.78%	52.78%
DIBELS	BOY K: 19% at/above benchmark 1st: 41% at/above benchmark 2nd: 41% at/above benchmark 3rd: 47% at/above benchmark 4th: 34% at/above benchmark 5th: 43% at/above benchmark	EOY K: 22% at/above benchmark 1st: 44% at/above benchmark 2nd: 44% at/above benchmark 3rd: 50% at/above benchmark 4th: 37% at/above benchmark 5th: 46% at/above benchmark

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	<p>Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) All Students</p> <p>Means of Achievement: Staff Development and Collaboration</p> <p>Task: 1) Present and understand the definition of Academic Discourse in ILT and as a whole staff through support from Instructional Coach and PSI. Understand implementation and measurement of Academic Discourse. To be guided by ILT. 2) Instructional Coach to support in providing Professional Learning/Coaching in and out of the classroom. 3) Collaboration time bi-weekly for teachers to work with ELD Teachers/EL TOSA for DELD Implementation through Be GLAD (Guided Language Acquisition Development), review progress and plan as a grade level team. 4) Collaboration time bi-weekly for teachers to work with Reading Specialists for Structured Literacy Block instruction, focus on small group instruction and progress monitoring. Review progress and plan as a grade level team. 5) Teachers and administrator will make arrangements for class coverage (TeachStart Fellow) to allow teachers to visit and observe their colleagues 6) Instructional Leadership Team and District Priorities to guide Professional Learning 7) Professional Learning Opportunities for staff with Academic Discourse</p> <p>Measures: Data Analysis of DIBELS assessment every trimester to monitor student progress Review PLC minutes from all grade levels/RS/ELD and check for evidence of instructional alignment with year long plan/content standards Staff Survey regarding implementation once per trimester for teaching support Walkthrough tool for monitoring instruction during DELD Walkthrough tool for monitoring Academic Discourse as well as teacher self monitoring</p>	All Students	<p>1,000 EI Support 1000-1999: Certificated Personnel Salaries EL Support (123) Obtain Roving substitute teacher for EL Collaboration</p> <p>943.00 Site Discretionary 0000: Unrestricted (070) Amenities for Professional Development meetings/Collaboration/Planning</p> <p>5,300.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries 180 ILT Meetings</p>
1.2	<p>Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) All Students</p>	All Students	<p>5,000 LCAP At-Risk Student Support</p>

	<p>Means of Achievement: Program Implementation</p> <p>Task:</p> <ol style="list-style-type: none"> 1) Implementation of Tier 1 Instruction with work towards alignment within grade level and vertical alignment including Academic Discourse. 2) Two Full Time Reading Specialists - District LCAP Funded 3) Master Schedule for Small Reading Groups and Designated ELD Implementation in all grade levels 4) Purchase supplemental materials, supplies resources to support the core curriculum in all subject areas 5) Implement Accelerated Reader (AR) grades 4th & 5th to increase student performance in comprehension and fluency. 6) UFLI Phonics curriculum in K-2. SIPPS used as supplemental 7) Administer DIBELS 3 times per year for data collection 8) Two Full Time ELD Teachers - 1.0 District LCAP Funded/1.0 Title 1 & EL Support 123 Funded 9) Integration of ELA and Science curriculum - Implementation of at least 3 TWIG Modules in 25-26 per grade level. 10) Implementation of Academic Vocabulary Toolkit (AVT) for 3rd & 4th 11) Instructional Coach to support implementation and coaching in the classroom. <p>Measures:</p> <p>Review Running Agenda from all grade levels and check for evidence of instructional alignment with year long plan/content standards Master Schedule Daily Schedules to monitor instructional time Walkthroughs for daily curriculum implementation & use of supplemental materials/technology for instruction</p>		<p>4000-4999: Books And Supplies 180 Supplemental instructional materials</p> <p>17,000 EI Support 1000-1999: Certificated Personnel Salaries 123 Toward salary of ELD Teacher funded by Title 1. Overage due to Title 1 not being enough.</p> <p>5,100 Site Discretionary 4000-4999: Books And Supplies Site Discretionary (70) Supplemental Materials, Supplies, and Technology</p> <p>3,000 LCAP At-Risk Student Support 4000-4999: Books And Supplies Renaissance Supplemental Curriculum 754.00 Instructional Media 4000-4999: Books And Supplies Purchasing library books and supplies or increased exposure to reading for students</p>
<p>1.3</p>	<p>Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) English Language Learners</p> <p>Means of Achievement: Instruction for English Learners</p> <p>Task:</p> <ol style="list-style-type: none"> 1) Two Full Time ELD Teachers for program implementation: K-2 & 3-5 2) Designated ELD groups created based on ELPAC Initial/Summative data for implementation of DELD 3) ELD Teacher to provide pull out language support to students new to the country learning English as a second language. 	<p>All Students and English Learners</p>	<p>1,168.00 EI Support 5000-5999: Services And Other Operating Expenditures 123 Professional Learning for Staff impacting Multilingual Learners</p> <p>113,030.00 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Title 1 Full time ELD Teacher site funded</p>

	<p>4) Bilingual (Spanish) Paraprofessionals to support in class instruction for English Language Learners for DELD.</p> <p>5) Purchase supplemental materials, supplies resources to support instruction</p> <p>6) Professional Learning to support BeGlad Strategies as needed</p> <p>7) Implementation of BeGlad Strategies to support English Language Learners with appropriate classroom instructional materials.</p> <p>8) Latino Literacy Project Implementation</p> <p>Measures: Grade Level/ELD Running Agenda Walkthroughs for program implementation with focus on DELD students in general education setting Shadowing Multilingual Learners</p>	<p>3,124 EI Support 4000-4999: Books And Supplies 123 Supplemental materials for EL/DELD Instruction</p> <p>600 EI Support 4000-4999: Books And Supplies 123 Amenities/Supplies for Parent events including Latino Literary Project</p> <p>4,000 Gift Fund 4000-4999: Books And Supplies</p> <p>Supplemental material for classroom instruction</p> <p>400 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Amenities for providing a welcoming environment to parent events</p> <p>2,000 EI Support 2000-2999: Classified Personnel Salaries 123 Additional hours for office staff to prepare and organize packets for the first day of school. Translations services in house and through programs. Translators for Back to School Night, Open House, Parent Teacher Conferences.</p> <p>1,500 EI Support 1000-1999: Certificated Personnel Salaries Implementation of Latino Literacy Project</p>
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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.

The school has implemented a multi-layered approach to literacy including structured literacy (UFLI, SIPPS), Designated ELD, BeGLAD strategies, two full-time Reading Specialists, and two full-time ELD Teachers. DIBELS data shows growth at the school level, rising from 39.92% to 47.21% at/above benchmark, reflecting positive momentum. However, SBAC ELA proficiency declined from 26.23% to 21%, indicating that Tier 1 instructional alignment and academic discourse development remain areas in need of deeper implementation.

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

Core staffing and program structures were maintained as intended. Professional learning around Academic Discourse is still being developed and rolled out through ILT, this strategy is in earlier stages of implementation relative to the goal timeline.

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.

Given the decline in SBAC ELA scores, adjustments should focus on strengthening vertical alignment, deepening Academic Discourse implementation across grade levels, and tightening the connection between DIBELS progress monitoring and classroom 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.

Instructional Program - Mathematics/Science
 Mathematics/Science
 By May, 2026 the percentage of all students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 3%.
 By May, 2026 the percentage of English Learners students meeting or exceeding standard on the Mathematics Smarter Balanced Assessment will increase by 3%.
 By May, 2026 the percentage of students meeting or exceeding standard on the Science Smarter Balanced Assessment will increase by 3%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Achievement
 LCAP Goal 2 - Professional Development
 LCAP Goal 3 - Student, Parent and Community Engagement
 LCAP Goal 4 - Special 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.

SBA scores for Mathematics have been majority in "Standard Nearly Met" and "Standard Not Met."

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
SBAC Math Scores All Students	SBAC math scores - All Students Overall 24-25 19.43% Met or Exceeded	22.43%
SBAC Math Scores English Learners	SBAC Math Scores - English Learners Overall 24-25 8.16%	11.16%
CAST Scores	CAST All Student Overall 24-25 15.63%	18.63%
CAST Scores English Learners	CAST English Learners Overall 24-25 3.23%	6.23%

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>Means of Achievement: Alignment of instruction, Strategies, Materials</p> <p>Task: 1) Implementation of Standards in every class 2) Teachers administer practice CAASPP Math in 3rd-5th 3) Collaboration/Professional learning through Instructional Coach and/or Math TOSA 2) Provide an after school extended learning opportunity for students struggling in mathematics (Academic Centers) 3) Purchase supplemental materials, supplies resources to Math/Science instruction 4) Use of IXL Program for supporting math instruction</p> <p>Measures: Grade Level Running Agenda</p>	All Students	<p>2,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Site Discretionary (70) Professional Development</p> <p>2,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Site Discretionary (70) Obtain roving sub to allow teacher to observe each other and share effective instruction.</p> <p>1,000 Gift Fund 4000-4999: Books And Supplies</p> <p>Supplemental instructional material for instruction and supplies</p>
2.2	<p>Means of Achievement: Increased educational opportunity</p> <p>Task: 1) Implementation of TWIG Curriculum in K-5 with at least 3 modules per grade level 2) Integrate literacy and language supports within science instruction to support multilingual learners. 3) Provide hands-on materials and resources for math and science instruction.</p> <p>Measures: 100% of teachers will implement Twig Science units as documented by year long lesson plans Evidence of academic discourse in at least 80% of observed lessons (based on ILT academic discourse observation tool). 4) 3rd and 5th grade implementing Illustrative Mathematics 5) Learning walks for IM aligned with UnBoundEd 6) SVMI Professional Learning for all teachers 7) Math Festival for students and families to foster support for learning - Julia Robinson Math Festival</p> <p>Measures: Curriculum Learning Walks Sign in Participation Participation in Math Festival</p>	All Students	<p>1,000 LCAP At-Risk Student Support 5800: Professional/Consulting Services And Operating Expenditures Math Festival program/assembly and supplies 1,000 Site Discretionary 4000-4999: Books And Supplies Site Discretionary (70) Supplemental instructional material for instruction and supplies</p>
2.3			

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.

Strategies included Illustrative Mathematics implementation in 3rd and 5th grade, IXL, Academic Centers for intervention, TWIG Science modules, and professional learning through SVMI and the Instructional Coach. Despite these efforts, Math SBAC proficiency declined from 22.78% to 19.43% overall, and EL math proficiency dropped from 10.25% to 8.16%, suggesting that implementation is still in early stages and has not yet produced measurable gains.

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

Illustrative Mathematics was partially implemented in 3rd and 5th grade only, which may have limited schoolwide impact. Full implementation across all grade levels was not yet in place, representing a gap between intended and actual reach.

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.

Expanding IM implementation to all grade levels (2026-2027), intensifying math intervention supports, and increasing coaching focus on math instructional practices.

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.

Wellness & Belonging

By May 2026, our school will strengthen student wellbeing and sense of belonging by expanding learning opportunities beyond the classroom, improving access to wellness supports, reinforcing positive behavior systems, and deepening family-school connections.

Student wellbeing and belonging are essential for academic success and social-emotional development. Increasing opportunities for connection, safety, and engagement ensures all students feel valued, supported, and ready to learn.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Achievement
 LCAP Goal 2 - Professional Development
 LCAP Goal 3 - Student, Parent and Community Engagement
 LCAP Goal 4 - Special 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.

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
3.1	Means of Achievement: Increased educational opportunity All Students Task: 1) Provide PBIS refresh training and monthly recognition for positive behavior. 2) Enrichment programs for students including but not limited to social emotional/mental health (including but not limited to assemblies) 3) PBIS Rewards purchase for students once per trimester 4) Maintain a referral system for wellness support through the Wellness Counselor or Daybreak Teletherapy. 5) STOPit Reporting program for 4th and 5th grade	All Students	3,000 Gift Fund 4000-4999: Books And Supplies VIP Table, Certificates, Cougar Cash, Assemblies 4,000 LCAP At-Risk Student Support 4000-4999: Books And Supplies PBIS Rewards for students 10,912.34 Gift Fund

	<p>Measures: Review Behavior Matrix and plan schedule for teaching and re-teaching Create and finalize staff PBIS handbook Wellness referral tracking</p>		5000-5999: Services And Other Operating Expenditures Music for Minors 5,000.00 Site Discretionary 5000-5999: Services And Other Operating Expenditures Music for Minors 5,000 Site Discretionary 5000-5999: Services And Other Operating Expenditures Assemblies for students
3.2	<p>Means of Achievement: Increased educational opportunity All Students Task: 1) Conduct and document Big 5 drills and emergency preparedness reviews each trimester. 2) A crosswalk guard will be paid to cross students before and after school (District Funded) 3) Participation in Ruby Bridges Walk to School Day as a school community 4) Increasing PTA membership 5) Preparation for an emergency will be updated including but not limited to supplies</p> <p>Measures: Collaboration with SSF Police Department for implementation of drills Participation in Ruby Bridges Day awareness and implementation of AAA Student Safety Patrol Communication about PTA Meetings/events/membership Use of Remind and School Messenger for communication</p>	All Students	1,500 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Breathe for Change Professional Learning and program supplies 924.95 Gift Fund 4000-4999: Books And Supplies Supplies for YSB
3.3	<p>Means of Achievement: Involvement of staff, parents and community All Students Task: 1) Translators/interpreters for Back to School Night classrooms, Conferences and parent related meetings 2) Translation of documents related to school via School Messenger and Remind in Native Language as documented in Infinite Campus. 3) Appointments/Workshop for Infinite Campus Annual Enrollment 4) Communication about Student Technology use for parents (Clever Portal, programs, signing in through QR Code) 5) Pay for amenities of events involving parent involvement</p> <p>Measures: Monitor parent involvement through data collection (Parent conference numbers/PTA membership/communication)</p>	All Students	25,228 District Funded 5000-5999: Services And Other Operating Expenditures Provide crosswalk guard 11,520.00 Site Allocation 4000-4999: Books And Supplies Site Allocation 759 Custodial Supplies 1,044 Gift Fund 4000-4999: Books And Supplies Recess equipment to maintain students actively and safely engaged 500 LCAP At-Risk Student Support

	Sign in sheets from parent events		4000-4999: Books And Supplies Crisis/Safety Preparedness, safety materials, safety supplies 1759.00 Site Discretionary 4000-4999: Books And Supplies Crisis/Safety Preparedness, safety materials, safety supplies
3.4	<p>Means of Achievement: Involvement & Communication</p> <p>Task: Students in K - 5th grade will have at least one traveling fieldtrip opportunity for extended learning outside the classroom. TK will have an on campus presentation/assembly Inform parents of volunteer application and process to complete Music for Minors TK-2 to foster learning through music Provide student/class materials to support learning in all classrooms Monthly newsletter to families to inform for events/information relevant to student/school/community Outdoor Education (supplies, overnight stipends, amenities) Measures: Field trip participation logs</p>	All Students	<p>2,135 Site Discretionary 4000-4999: Books And Supplies for Parent engagement 1,000 Site Discretionary 2000-2999: Classified Personnel Salaries Providing support for parent workshop implementation 2,500.00 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures Outdoor Education (supplies, overnight stipends, amenities) 5,000.00 Gift Fund 5000-5999: Services And Other Operating Expenditures Busses for students to attend outdoor Ed. 6,000.00 Gift Fund 5000-5999: Services And Other Operating Expenditures Busses for Field trips and Entrance Fees</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.

Strategies across PBIS, wellness supports, family engagement, emergency preparedness, and enrichment programs were broadly implemented. Parent conference attendance was strong at 93%, and community engagement activities such as Ruby Bridges Walk to School Day and field trips were carried out. The Wellness Counselor and Daybreak Teletherapy referral system supported student wellbeing. Suspension data, however, shows an Orange rating with a slight increase, indicating that behavior support systems need continued reinforcement.

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.

Given the rise in suspension rates, particularly for English Learners and socioeconomically disadvantaged students, the SPSA should strengthen restorative practices as part of the PBIS framework and add a more explicit metric for tracking suspension reduction by subgroup.

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.

Special Education

By May 2026, Increase by 2% students in general education for 80% or more of instructional day for students with an IEP.

Least Restrictive Environment (LRE): Students w/Disabilities in General Education courses for 80% or more of instructional day

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Student Achievement
LCAP Goal 2 - Professional Development
LCAP Goal 4 - Special 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.

Percentage of students in regards to Least Restrictive Environment

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
District LRE Data	October 2025 66.20% In General Education 80-100%	68.20%

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	Means of Achievement: Increased educational opportunity All Students Task: 1) Maintaining our focus on mainstreaming and push in models of academic support, planning for fading of services, and response to intervention in joint special/general education programs. 2) Collaboration between Education Specialists/Program Specialists/general education teachers/paraprofessionals for student with IEP's	All Students with an IEP	4,156 LCAP At-Risk Student Support 4000-4999: Books And Supplies 180 Provide classroom supplies/materials

	<p>"3) Special Education Paraprofessionals schedules to provide push in services to support students with IEP in the general education setting as program needs arise"</p> <p>Measures: Efforts are made to ensure Educational Specialists are monitoring mainstreaming opportunities and determining when they are appropriate based on assessment findings and the recommendation of the IEP team. During special education planning meetings, specialists will be collaborating on best practices to support the fading process. In order to meet the need of general education programs supporting Mainstreaming, Inclusion, and Integration, Educational Specialists will continue to provide support/collaboration/materials to general educators.</p>		
4.2	<p>Means of Achievement: Staff development and professional collaboration All Students Task: 1) Provide Professional Learning for staff in meetings to address Least Restrictive Environment and classrooms supports 2) Provide Professional Learning to use a variety of teaching modalities to work to remove barriers to learning and give students equal opportunities to succeed academically and socially 3) Provide student/class materials to support learning in Gen Ed and SPED setting. 4) Provide Safety Care opportunities for Special Education staff Measures: Implementation of Professional Development for staff Review of IEP's with Program Specialist and Education Specialists Progress monitoring of students with IEP's with Education Specialists and General Education Teachers</p>	All Students with an IEP	<p>1,000 Site Discretionary 5800: Professional/Consulting Services And Operating Expenditures Professional Development for staff to support students with IEP's 2,389 LCAP At-Risk Student Support 4000-4999: Books And Supplies Supplemental instructional material, flexible seating/desks/supplies to support student learning</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.

The school has made meaningful progress in increasing LRE, reaching 77.86% of students with IEPs in general education 80% or more of the day, up from a 2018–19 baseline of 46.64%. Push-in models, collaboration between

Education Specialists and general education teachers, and paraprofessional support have been central to this progress. The school is approaching but has not yet met the district and state targets.

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

The document notes the school is currently at 56% as of August 2025 under a revised metric framing, which suggests a recalibration of how LRE is being measured or reported. This discrepancy should be clarified to ensure consistent data tracking across years.

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.

Include updated LRE baseline data using the current metric, add a specific professional learning component around accurate LRE documentation and IEP minute calculations, and ensure Education Specialists are participating in ELA and math priority standards training to better align special education instruction with general education expectations.

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
5.2		All Students	
5.5			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

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
6.3		All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

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	\$265,487.29
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: Basic Grants Low-Income and Neglected	\$113,430.00

Subtotal of additional federal funds included for this school: \$113,430.00

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

State or Local Programs	Allocation (\$)
District Funded	\$25,228.00
EI Support	\$26,392.00
Gift Fund	\$31,881.29
Instructional Media	\$754.00
LCAP At-Risk Student Support	\$29,345.00
Site Allocation	\$11,520.00
Site Discretionary	\$26,937.00

Subtotal of state or local funds included for this school: \$152,057.29

Total of federal, state, and/or local funds for this school: \$265,487.29

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
Site Discretionary	26937	0.00
Instructional Media	754	0.00
Site Allocation	11,520	0.00
EI Support	26392	0.00
LCAP At-Risk Student Support	29,345	0.00
Title I Part A: Basic Grants Low-Income and Neglected	113430	0.00
Gift Fund	31881.29	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	25,228.00
EI Support	26,392.00
Gift Fund	31,881.29
Instructional Media	754.00
LCAP At-Risk Student Support	29,345.00
Site Allocation	11,520.00
Site Discretionary	26,937.00
Title I Part A: Basic Grants Low-Income and Neglected	113,430.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	943.00
1000-1999: Certificated Personnel Salaries	143,330.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	55,405.95
5000-5999: Services And Other Operating Expenditures	60,808.34
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	25,228.00
1000-1999: Certificated Personnel Salaries	EI Support	19,500.00
2000-2999: Classified Personnel Salaries	EI Support	2,000.00
4000-4999: Books And Supplies	EI Support	3,724.00
5000-5999: Services And Other Operating Expenditures	EI Support	1,168.00
4000-4999: Books And Supplies	Gift Fund	9,968.95
5000-5999: Services And Other Operating Expenditures	Gift Fund	21,912.34
4000-4999: Books And Supplies	Instructional Media	754.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	6,800.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	19,045.00
5000-5999: Services And Other Operating Expenditures	LCAP At-Risk Student Support	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP At-Risk Student Support	1,000.00
4000-4999: Books And Supplies	Site Allocation	11,520.00
0000: Unrestricted	Site Discretionary	943.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	4,000.00
2000-2999: Classified Personnel Salaries	Site Discretionary	1,000.00
4000-4999: Books And Supplies	Site Discretionary	9,994.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Discretionary	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	113,030.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	400.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
163,919.00
7,000.00
87,023.29
7,545.00

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
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Angelica Garduno	Principal
Paul Summers	Classroom Teacher
Anna Delis	Classroom Teacher
Marybeth McLaughlin	Classroom Teacher
Mayra Ruiz Soto	Parent or Community Member
Carmen Vega	Parent or Community Member
Alma Ruiz	Parent or Community Member
Gina Gutierrez	Parent or Community Member
Stephanie Cruz	Other School Staff

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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

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

This SPSA was adopted by the SSC at a public meeting on 11/20/2025.

Attested:

	Principal, Angelica Garduno on 11/20/2025
	SSC Chairperson, Alma Ruiz on 11/20/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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