

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ponderosa Elementary School	41690706045116	October 28, 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 Ponderosa Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The SPSA includes goals, followed by actions and services that best meet the needs of students that are at risk for not meeting academic standards.

Educational Partner Involvement

How, when, and with whom did Ponderosa 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 SPSA is monitored and programs are supported by the input from three major groups of stakeholders including parents, SSC/ELAC, and teachers. The SPSA will be reviewed at the October SSC meeting.

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.

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.

Ponderosa ES overall performance levels for 2025 are: English Language Arts (Orange); Mathematics (YELLOW); English Learner Progress (Orange); Chronic Absenteeism (YELLOW); Suspension Rate (BLUE)

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.

The following Ponderosa student groups were two or more levels below the "All Student" performance:

English Language Arts: All Students (ORANGE) - Students w/Disabilities (RED) English Learners, Socioeconomically Disadvantage (ORANGE), Hispanic (YELLOW)
Suspension Rate: All Students & all groups (BLUE)
Mathematics: All students (YELLOW) - Hispanic (YELLOW), student with disabilities, English Learners, Socioeconomically Disadvantage (ORANGE)
Chronic Absenteeism: All students (YELLOW) - English Learners, Hispanic, Socioeconomically Disadvantage, Two or more races, White (YELLOW), Asian, Filipino, Students w/Disabilities (GREEN)

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	0.28%	0		1
African American	0%	1.08%	0.28%	0	4	1
Asian	13.96%	15.41%	15.60%	49	57	56
Filipino	13.39%	11.89%	12.81%	47	44	46
Hispanic/Latino	43.87%	45.95%	46.52%	154	170	167
Pacific Islander	1.42%	1.35%	0.84%	5	5	3
White	16.52%	14.86%	13.93%	58	55	50
Two or More Races	10.83%	9.46%	9.75%	38	35	35
Not Reported	0%	%	%	0		
Total Enrollment				351	370	359

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	48	43	49
Grade 1	59	47	49
Grade 2	65	64	48
Grade3	66	64	65
Grade 4	62	67	61
Grade 5	51	61	64
Total Enrollment	351	370	360

Conclusions based on this data:

1. Enrollment is decreasing in the lower grades.
2. Prior to 22-23, a third class section was filled by transfer students before neighborhood schools became the standard in SSFUSD.

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	72	75	74	20.5%	20.3%	20.6%
Fluent English Proficient (FEP)	41	44	40	11.7%	11.9%	11.1%

Conclusions based on this data:

1. EL enrollment has remained consistent over the last three years.
2. Students identified at FEP has also remained consistent by number and percentage of students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	63	64	64	63	63	64	63	63	98.5	100	98.4
Grade 4	59	64	58	57	61	58	57	61	58	96.6	95.3	100
Grade 5	53	58	61	52	56	61	52	56	61	98.1	96.6	100
All Grades	177	185	183	173	180	182	173	180	182	97.7	97.3	99.5

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	2430.	2427.	2414.	23.44	22.22	25.40	31.25	26.98	23.81	20.31	33.33	23.81	25.00	17.46	26.98
Grade 4	2484.	2458.	2480.	28.07	19.67	27.59	26.32	27.87	32.76	17.54	18.03	10.34	28.07	34.43	29.31
Grade 5	2521.	2517.	2503.	36.54	25.00	13.11	13.46	28.57	42.62	25.00	28.57	16.39	25.00	17.86	27.87
All Grades	N/A	N/A	N/A	28.90	22.22	21.98	24.28	27.78	32.97	20.81	26.67	17.03	26.01	23.33	28.02

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	23.44	17.46	14.29	57.81	68.25	65.08	18.75	14.29	20.63
Grade 4	24.56	18.03	25.86	66.67	63.93	62.07	8.77	18.03	12.07
Grade 5	30.77	14.29	14.75	50.00	75.00	72.13	19.23	10.71	13.11
All Grades	26.01	16.67	18.13	58.38	68.89	66.48	15.61	14.44	15.38

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	17.19	11.11	9.52	59.38	61.90	60.32	23.44	26.98	30.16
Grade 4	22.81	8.20	15.52	56.14	68.85	68.97	21.05	22.95	15.52
Grade 5	30.77	14.29	13.11	51.92	69.64	63.93	17.31	16.07	22.95
All Grades	23.12	11.11	12.64	56.07	66.67	64.29	20.81	22.22	23.08

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	9.38	14.29	7.94	78.13	73.02	74.60	12.50	12.70	17.46
Grade 4	15.79	9.84	13.79	71.93	73.77	68.97	12.28	16.39	17.24
Grade 5	15.38	16.07	14.75	76.92	75.00	72.13	7.69	8.93	13.11
All Grades	13.29	13.33	12.09	75.72	73.89	71.98	10.98	12.78	15.93

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	25.00	15.87	12.70	56.25	71.43	60.32	18.75	12.70	26.98
Grade 4	19.30	13.11	17.24	68.42	72.13	70.69	12.28	14.75	12.07
Grade 5	25.00	14.29	21.31	63.46	73.21	63.93	11.54	12.50	14.75
All Grades	23.12	14.44	17.03	62.43	72.22	64.84	14.45	13.33	18.13

Conclusions based on this data:

1. The number of students above standard has fluctuated, mostly in a positive direction, at the same time the number of students below standard has increased. This likely indicates that we need to be most mindful that our at or near standard students are improving and not moving to below standard. School-wide goals remain focused on discourse, articulation between grade levels, and common language with an emphasis in ELA

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	63	64	65	63	64	65	63	64	100.0	100	100
Grade 4	59	64	58	58	63	58	58	63	58	98.3	98.4	100
Grade 5	53	58	61	52	56	61	52	56	61	98.1	96.6	100
All Grades	177	185	183	175	182	183	175	182	183	98.9	98.4	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2445.	2452.	2426.	23.08	26.98	14.06	36.92	31.75	32.81	18.46	25.40	28.13	21.54	15.87	25.00
Grade 4	2478.	2461.	2486.	18.97	11.11	20.69	20.69	34.92	37.93	37.93	23.81	25.86	22.41	30.16	15.52
Grade 5	2519.	2507.	2508.	26.92	25.00	22.95	19.23	19.64	21.31	32.69	23.21	24.59	21.15	32.14	31.15
Grade 11															
All Grades	N/A	N/A	N/A	22.86	20.88	19.13	26.29	29.12	30.60	29.14	24.18	26.23	21.71	25.82	24.04

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	33.85	41.27	31.25	49.23	49.21	43.75	16.92	9.52	25.00
Grade 4	25.86	22.22	31.03	56.90	49.21	44.83	17.24	28.57	24.14
Grade 5	30.77	28.57	21.31	50.00	42.86	55.74	19.23	28.57	22.95
Grade 11									
All Grades	30.29	30.77	27.87	52.00	47.25	48.09	17.71	21.98	24.04

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	29.23	23.81	15.63	47.69	58.73	60.94	23.08	17.46	23.44
Grade 4	20.69	11.11	24.14	46.55	60.32	58.62	32.76	28.57	17.24
Grade 5	25.00	12.50	18.03	50.00	53.57	52.46	25.00	33.93	29.51
All Grades	25.14	15.93	19.13	48.00	57.69	57.38	26.86	26.37	23.50

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	23.08	22.22	15.63	63.08	63.49	57.81	13.85	14.29	26.56
Grade 4	22.41	17.46	25.86	50.00	53.97	55.17	27.59	28.57	18.97
Grade 5	19.23	17.86	9.84	65.38	64.29	63.93	15.38	17.86	26.23
All Grades	21.71	19.23	16.94	59.43	60.44	59.02	18.86	20.33	24.04

Conclusions based on this data:

1. In mathematics, the trend is similar to ELA. Students overall showed a decrease in the number of students exceeding standard and an increase in the number of students below standard We need to be mindful of the students at or nearly at standard. School wise we have focused on discourse in mathematics. Increased participation in both speaking and listening will positive effect practice.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1423.7	1402.7	*	1439.9	1411.1	*	1386.0	1382.8	10	15	11
1	1445.5	*	1474.2	1441.8	*	1479.8	1448.5	*	1468.2	14	7	18
2	1452.0	1445.6	*	1459.1	1427.3	*	1444.5	1463.4	*	11	17	8
3	1455.9	*	1453.4	1456.1	*	1454.5	1455.5	*	1451.8	14	7	15
4	1492.4	1483.2	*	1493.3	1482.9	*	1491.2	1483.2	*	12	13	6
5	*	*	*	*	*	*	*	*	*	8	9	11
All Grades										69	68	69

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	9.09	*	60.00	27.27	*	26.67	54.55	*	13.33	9.09	*	15	11
1	7.14	*	27.78	50.00	*	38.89	14.29	*	11.11	28.57	*	22.22	14	*	18
2	18.18	17.65	*	27.27	47.06	*	18.18	5.88	*	36.36	29.41	*	11	17	*
3	7.14	*	13.33	28.57	*	33.33	50.00	*	20.00	14.29	*	33.33	14	*	15
4	16.67	15.38	*	41.67	38.46	*	16.67	30.77	*	25.00	15.38	*	12	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.39	13.24	20.59	37.68	48.53	32.35	18.84	20.59	23.53	26.09	17.65	23.53	69	68	68

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	*	20.00	9.09	*	46.67	36.36	*	20.00	45.45	*	13.33	9.09	*	15	11
1	21.43	*	44.44	42.86	*	22.22	7.14	*	22.22	28.57	*	11.11	14	*	18
2	36.36	17.65	*	27.27	52.94	*	18.18	5.88	*	18.18	23.53	*	11	17	*
3	14.29	*	20.00	50.00	*	40.00	14.29	*	6.67	21.43	*	33.33	14	*	15
4	50.00	23.08	*	25.00	46.15	*	0.00	15.38	*	25.00	15.38	*	12	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.43	29.41	30.88	37.68	41.18	30.88	7.25	13.24	19.12	24.64	16.18	19.12	69	68	68

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	*	0.00	9.09	*	6.67	18.18	*	86.67	54.55	*	6.67	18.18	*	15	11
1	0.00	*	22.22	31.25	*	27.78	25.00	*	27.78	43.75	*	22.22	16	*	18
2	12.50	17.65	*	68.75	41.18	*	6.25	11.76	*	12.50	29.41	*	16	17	*
3	0.00	*	0.00	36.36	*	26.67	45.45	*	33.33	18.18	*	40.00	11	*	15
4	8.33	0.00	*	50.00	30.77	*	33.33	53.85	*	8.33	15.38	*	12	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.25	7.35	10.29	31.88	27.94	27.94	24.64	50.00	33.82	36.23	14.71	27.94	69	68	68

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	*	13.33	9.09	*	73.33	72.73	*	13.33	18.18	*	15	11
1	50.00	*	44.44	21.43	*	50.00	28.57	*	5.56	14	*	18
2	45.45	17.65	*	36.36	58.82	*	18.18	23.53	*	11	17	*
3	14.29	*	26.67	50.00	*	40.00	35.71	*	33.33	14	*	15
4	41.67	23.08	*	50.00	69.23	*	8.33	7.69	*	12	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.58	25.00	29.41	34.78	60.29	50.00	24.64	14.71	20.59	69	68	68

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	26.67	9.09	*	66.67	72.73	*	6.67	18.18	*	15	11
1	14.29	*	16.67	71.43	*	72.22	14.29	*	11.11	14	*	18
2	36.36	23.53	*	36.36	52.94	*	27.27	23.53	*	11	17	*
3	35.71	*	40.00	42.86	*	26.67	21.43	*	33.33	14	*	15
4	50.00	30.77	*	25.00	53.85	*	25.00	15.38	*	12	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.23	33.82	32.35	40.58	51.47	47.06	23.19	14.71	20.59	69	68	68

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	*	0.00	9.09	*	93.33	81.82	*	6.67	9.09	*	15	11
1	28.57	*	38.89	28.57	*	16.67	42.86	*	44.44	14	*	18
2	27.27	0.00	*	18.18	70.59	*	54.55	29.41	*	11	17	*
3	0.00	*	0.00	42.86	*	40.00	57.14	*	60.00	14	*	15
4	8.33	0.00	*	33.33	53.85	*	58.33	46.15	*	12	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.49	4.41	17.65	39.13	70.59	44.12	46.38	25.00	38.24	69	68	68

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	*	33.33	18.18	*	53.33	45.45	*	13.33	36.36	*	15	11
1	0.00	*	16.67	78.57	*	72.22	21.43	*	11.11	14	*	18
2	9.09	17.65	*	54.55	52.94	*	36.36	29.41	*	11	17	*
3	14.29	*	0.00	64.29	*	66.67	21.43	*	33.33	14	*	15
4	16.67	15.38	*	66.67	69.23	*	16.67	15.38	*	12	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.29	22.06	11.76	60.87	60.29	66.18	18.84	17.65	22.06	69	68	68

Conclusions based on this data:

1. ELPAC data indicates growth for EL students with more students in the upper grade moving toward well developed; while the younger grades have an increase in beginners.

School and Student Performance Data

Student Population

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
359	36.8%	20.6%	0.0%
Total Number of Students enrolled in Ponderosa 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	74	20.6%
Foster Youth	0	0.0%
Homeless	8	2.2%
Socioeconomically Disadvantaged	132	36.8%
Students with Disabilities	64	17.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
American Indian	1	0.3%
Asian	56	15.6%
Filipino	46	12.8%
Hispanic	167	46.5%
Two or More Races	35	9.7%
Pacific Islander	3	0.8%
White	50	13.9%

Conclusions based on this data:

1. The majority of the student population at Ponderosa identifies as Hispanic, with other students groups above three students being similar in population size (9-12%)

2. Socioeconomically disadvantaged, English Language Learners and student w/disabilities are all groups that make a significant percentage of the Ponderosa population. Programs and supports should be monitored to meet the needs of students in these identified groups.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Data from 24 CAASPP to 25 sCAASPP shows that Hispanic students as a group made progress in Math moving from orange to yellow.
2. EL Progress dropped from blue to orange from 2024 CAASPP results to 2025 CAASPP results with a decline in overall performance by 9.7%. 2025 also saw an increase in EL students overall

School and Student Performance Data

Academic Performance English Language Arts

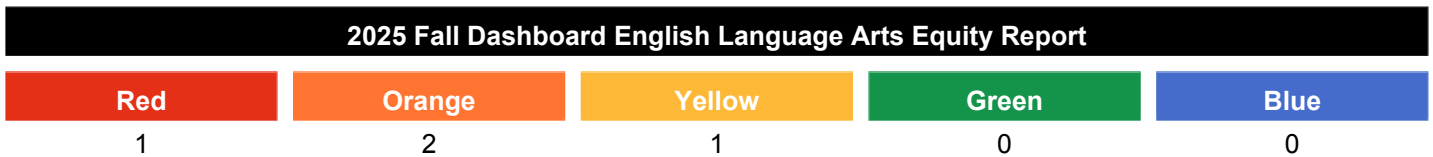
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.4 points below standard</p> <p>Maintained -2.3 points</p> <p>185 Students</p>	<p>English Learners</p> <p>Orange</p> <p>57.8 points below standard</p> <p>Declined 16.9 points</p> <p>40 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>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>48.3 points below standard</p> <p>Declined 36.8 points</p> <p>65 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>82.8 points below standard</p> <p>Declined 3.6 points</p> <p>39 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>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>1 points below standard</p> <p>Declined 49.3 points</p> <p>25 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>23.5 points above standard</p> <p>Maintained -2.9 points</p> <p>25 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>21.9 points below standard</p> <p>Increased 4.8 points</p> <p>81 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>19.3 points above standard</p> <p>Declined 7.9 points</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>8.3 points above standard</p> <p>Increased 30.1 points</p> <p>32 Students</p>

Conclusions based on this data:

1. Socially Economically Disadvantaged students are close to meeting the standards.
2. We have two groups that maintained progress ELL and Socially Economically Disadvantaged
3. English Language Learners are an opportunity for improvement

School and Student Performance Data

Academic Performance Mathematics

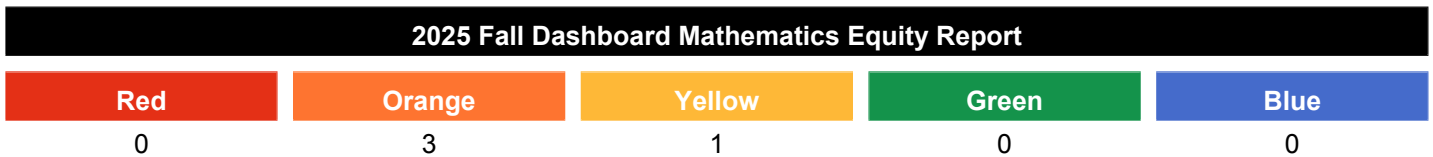
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This section provides number of student groups in each level.



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>10.9 points below standard</p> <p>Maintained -2.6 points</p> <p>184 Students</p>	<p>English Learners</p> <p>Orange</p> <p>43.5 points below standard</p> <p>Maintained -2.7 points</p> <p>41 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>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>39.2 points below standard</p> <p>Declined 20.1 points</p> <p>63 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>85.6 points below standard</p> <p>Maintained 1.4 points</p> <p>37 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>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>2.8 points below standard</p> <p>Declined 54 points</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>26.2 points above standard</p> <p>Declined 4 points</p> <p>26 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>29.5 points below standard</p> <p>Increased 8.8 points</p> <p>80 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>22.5 points above standard</p> <p>Declined 9.8 points</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>9.3 points below standard</p> <p>Increased 29.2 points</p> <p>32 Students</p>

Conclusions based on this data:

1. Students with disabilities are well below standard and also did not perform as well as the previous year.
2. Only one group showed an overall decrease,
3. First teaching remains crucial as all student performance is crucial.

School and Student Performance Data

Academic Performance Science

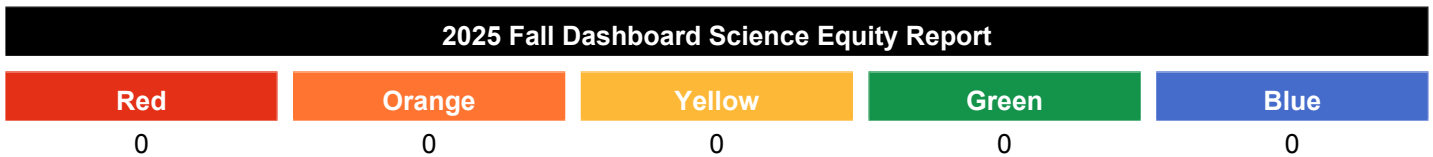
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This section provides number of student groups in each level.



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>Yellow</p> <p>54.1 science points</p> <p>Maintained -0.7 points</p> <p>63 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>43.6 science points</p> <p>Declined 3.4 points</p> <p>13 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>No Performance Color</p> <p>41.5 science points</p> <p>Declined 9.5 points</p> <p>15 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>32.6 science points</p> <p>13 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>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>No Performance Color</p> <p>48.8 science points</p> <p>Increased 3.1 points</p> <p>31 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. Students groups in science reflect similar patterns to ELA performance on CAASPP. Hispanic student saw a slight increase in CAASPP scores in science while socioeconomically disadvantaged students showed a slight decrease in CAASPP scores in science.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 52 making progress. Number Students: 50 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
18.4%	28.6%	0%	53.1%

Conclusions based on this data:

1. As many students are maintaining or decreasing in ELPI level as progressing. Further attention needs to be given to Tier I instruction in English Language Arts.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">11.7% Chronically Absent</td> </tr> <tr> <td>Declined 5.9</td> </tr> <tr> <td>367 Students</td> </tr> </table>	All Students	 Yellow	11.7% Chronically Absent	Declined 5.9	367 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> <tr> <td> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">10.3% Chronically Absent</td> </tr> <tr> <td>Declined 13.8</td> </tr> <tr> <td>78 Students</td> </tr> </table>	English Learners	 Yellow	10.3% Chronically Absent	Declined 13.8	78 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Long-Term English Learners</th> </tr> <tr> <td style="height: 100px;"> </td> </tr> </table>	Long-Term English Learners	
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> 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> No Performance Color</td> </tr> <tr> <td>Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>8 Students</td> </tr> </table>	Homeless	 No Performance Color	Fewer than 11 students - No Data for Privacy	8 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> <tr> <td> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">18.7% Chronically Absent</td> </tr> <tr> <td>Declined 3</td> </tr> <tr> <td>139 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Yellow	18.7% Chronically Absent	Declined 3	139 Students
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Declined 3														
139 Students														

<p>Students with Disabilities</p>  <p>Green</p> <p>9% Chronically Absent</p> <p>Declined 9.7</p> <p>78 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>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>5.1% Chronically Absent</p> <p>Declined 5.1</p> <p>59 Students</p>	<p>Filipino</p>  <p>Green</p> <p>6.5% Chronically Absent</p> <p>Declined 4.8</p> <p>46 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>15.4% Chronically Absent</p> <p>Declined 6.2</p> <p>169 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>11.4% Chronically Absent</p> <p>Declined 2.9</p> <p>35 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Yellow</p> <p>11.5% Chronically Absent</p> <p>Declined 6</p> <p>52 Students</p>

Conclusions based on this data:

1. Chronic absenteeism needs to be continually addressed. All group showed a decline in absences.

School and Student Performance Data

Conditions & Climate Suspension Rate

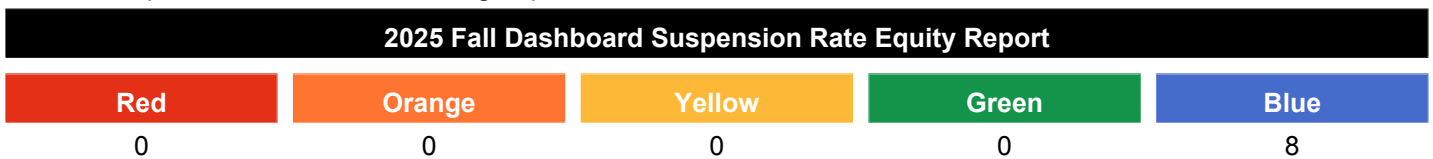
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.3%</p> <p>370 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>79 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>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.4%</p> <p>141 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.3%</p> <p>79 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>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>61 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>46 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.6%</p> <p>170 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>35 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>52 Students</p>

Conclusions based on this data:

1. Zero suspensions in 24-25. School-wide programs PAXIS and Soul Shoppe will continue to be implemented.

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.

ELA/ELD and Math

INSTRUCTIONAL PROGRAM: READING / LANGUAGE ARTS AND MATH
(INCLUDING INTERVENTIONS)

By May of 2026, the percentage of students in grades K-5 who are meeting expectation on math assessments as measured by IXL will increase to 60%.

By May of 2026, the percentage of students in grade K-5 who are meeting expectation on reading assessments as measured by Dibels will increase to 68%

Strategy:

The strategies will include: On-going collaboration and data analysis work at and across the grade levels during Faculty Meetings, ILT and PLCs. Student Study Teams (SST) will meet to identify goals and interventions to assist students succeed at greater levels in the general education classrooms.

Student Study Teams meetings will be held to assist in the identification of goals and interventions to assist students at-risk and not meeting grade level standards succeed at greater levels in the general education program. Students with disabilities or student with special education services will be closely monitored to determine successes and areas needing additional targeted instruction. Assessment results will continued to be shared with all stakeholders.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

All students will reach high standards, at a minimum attaining CAASPP Achievement Level Descriptor (ELD) levels 3 or 4 in reading/language arts/literacy.

LCAP Priorities:

2 - Implementation of State Standards

LCAP Goal:

Through high-quality implementation of the adopted math curriculum SSFUSD will increase SBAC math outcomes by 4% overall and by 8% among our most vulnerable student groups* by June 2026.

Through exceptional instruction SSFUSD will increase SBAC ELA outcomes by 3% overall and by 6% among our most vulnerable student groups* by June 2026.

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.

ELA:

General Population medium and maintained
 English Learners & Socioeconomically Disadvantaged -maintained and low
 Students with Disabilities - declined and very low

MATH:

General Population medium and declined
 English Learners -declined and low
 Socioeconomically Disadvantaged -maintained and medium
 Students with Disabilities - declined and low

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
READING- Dibels given three times per year.	Across grade levels, 63% of our students are at or above benchmark	By May 2026, across grade levels, 68% of students will be at or above benchmark
MATH-IXL Level Up given three times per year.	Across grade levels 55% of students are performing at or above grade level	By May 2026 across grade levels, 60% of students will be at or above grade level.

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>ASSESSMENT AND INSTRUCTION TIER 1</p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task: Teachers will implement the CCSS using Wonders Curriculum, Vocabulary Tool Kit, Math Expressions and IM.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Learning Walks • IXL • IXL Diagnostic • Student Writing-formal and informal • Writing visuals • Smarter-Balanced Assessment • Dibels <p>-Discourse</p> <ul style="list-style-type: none"> • Formative and Summative Assessments from Wonders 	All students	7734.28 Site Discretionary 4000-4999: Books And Supplies 070: Supplemental materials to support instruction including office materials 704 Instructional Media 4000-4999: Books And Supplies 451: Library books and materials 14,567.72 Site Discretionary 4000-4999: Books And Supplies 365: Computer hardware to support classroom instruction including writing, reading, math, social studies and science, aides for access 8000 LCAP At-Risk Student Support 4000-4999: Books And Supplies 180: Supplemental Materials to Support Reading; including leveled library

			3318.38 EI Support 4000-4999: Books And Supplies 70: Supplemental materials to support Learning including accessible social studies materials
1.2	<p>RESPONSE TO INTERVENTION TIER 2</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task: Provide Tier 2 support to students not meeting grade level as measured by Dibels and IXL math. Student Study Team will be used to discuss student supports, communicate with families, provide appropriate intervention, modifications, and track progress toward specific goals. Supplemental Instructional materials: UFLI Curriculum including small group lessons Orton-Gillingham Strategies Reading Specialist .6: focus on 1-3 Reading Specialist .4 focus on 1-3 plus additional day with LCAP funds. Reading Specialist 3 hours daily grades K-5 5th grade tutors Substitutes for Instructional Leadership</p> <p>Measures: PLCs to determine progress being made towards objectives, monitoring and evaluation. Principal and Teacher observations and parental input.</p> <p>Star Reading/Accelerated Reader IXL Progress Common Embedded Assessments SST follow-up on specific goals with progress monitoring in Dibels on 2/4 week cycles for red/yellow areas.</p>	All Students	16529 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries 180: ILT 25,445.17 Local Categorical 1000-1999: Certificated Personnel Salaries 180: 4th/5th Reading Intervention 30,681.83 Local Categorical 1000-1999: Certificated Personnel Salaries K-5 Reading Intervention 4922.62 EI Support 4000-4999: Books And Supplies
1.3	<p>PROFESSIONAL DEVELOPMENT</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task: Teachers will attend district-wide professional development. Twice monthly faculty meetings will be used for professional development. Teacher's will continue with full implementation of Wonders Curriculum and Math IM Assessments as well as SVMl practices.</p> <p>PLCs will be conducted with all grade level teams to analyze assessments, plan instructional units/lessons, and</p>	All Students	

	<p>analyze results to enhance and improve student achievement. Data protocol tool will be implemented.</p> <p>Measures: Smarter-Balance Formal and Informal Assessments Common-embedded Assessments Dibels Data Protocol</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.

Reading and Math
 READING: DIBELS
 BOY/ 63% of students are at or above goal
 MOY 66% of students are at or above goal
 Goal at EOY is set to 68% of students being at or above goal

MATH: IXL
 BOY 55% of students are at or above goal
 MOY 49% students are at or above goal
 Goal at EOY is set for 60% of students to be at or above goal

Progress monitoring bi-weekly for Dibels assessments and small group work by both classroom teacher and reading specialists are leading to positive gains. Full implementation of UFLI for our K-3 students is providing systematic phonics instruction and practice with foundational skills.

Math includes full implementation of IM in grade 3-5 and use of SVMl strategies in grade K-2. monitoring of students progress includes additional stamina and willingness to work through challenging math concepts. Cool down fluctuates from a 40%-80% of students meeting standards.

This goals is a continuation from 24-25
 IXL goal 55% of students at or above grade level
 EOY 70% of students are at or above goal

DIBELS goal 70% of students at or above goal
 EOY 67% of students at or above goal.

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

Tier 1 instruction is the emphasis this year. All teachers grades K-3 will have Orton-Gillingham instruction and UFLI implementation. Teachers in grade 3-5 will be focus on IM implementation with all students participating in discourse.

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.

As new students enter Ponderosa and grade levels are assessed in 25-26, goals reflect the needs of the students

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.

Belonging

ENVIRONMENTS CONDUCIVE TO LEARNING

All students will be provided with a positive school culture and climate structured to enhance learning.

Strategy:

The strategy to enhance improved school climate will include a multi-tiered approach: Students personal and academic growth; including social and emotional growth will be incorporated and as our major school wide objective. Research indicates that students need to feel good about their schools, their families and friends, and certainly themselves if student growth is to be enhanced. Strategies for improvement will include: Faculty and Staff/Parent/Community Conversations, guest speakers, and SSC will meet to discuss ways to improve student learning. Timelines will be identified, monitored and reviewed for evaluation and success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Priorities:

- 3 - Parent Involvement
- 4 - Pupil Achievement
- 5 - Pupil Engagement
- 2 - Implementation of State Standards

LCAP Goal:

The percentage of students who feel they have a trusting adult at school, as measured by the California Healthy Kids Survey, will increase from 59% in SY24-25 to 74% in SY25-26 for all students and from [TBD baseline] in SY24-25 to [baseline+15%] in SY25-26 for MLL, African American, and Pacific Islander students.

Identified Need

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

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
Everyday Labs average attendance over the 2025-2026 school year.	Currently satisfactory attendance is at 96.1%	By May 2026, school attendance will increase to 97% satisfactory
Soul-Shoppe	100% of classrooms are scheduled participate in 4 grade level Soul Shoppe Workshops	By May 2026, as measured by attendance, 100% of grade level will attend 4 sections of Soul Shoppe Workshop.

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>SCHOOL CLIMATE THAT ENHANCES STUDENT LEARNING AND ACHIEVEMENT TIER I</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: In order to enhance, develop, and maintain improved student attendance an environment that foster positive behavior will be</p> <p>Panther Sighting-Caught Being Good</p> <p>Super Kid-Character trait Awards</p> <p>Panther Points-emphasis on school rules</p> <p>Accelerated Reader-Personal Goal Achievement</p> <p>PAXIS Classroom</p> <p>Soul Shoppe Practices-continued live sessions</p> <p>Students and will attend three assemblies on conflict resolution and choices for handling frustration, disagreement and disappointment.</p> <p>Measures: The teachers, parents and principal will see the following with a clear, consistent and regularly monitored school wide behavior plan:</p> <ol style="list-style-type: none"> 1. Decrease in referrals to principal 2. Students seeking attention for positive behaviors 3. Emphasis on positive behavior and progressive discipline 4. Improved student attendance 	All Students	<p>9000</p> <p>Gift Fund</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Grade Level & Parent Workshops - Soul Shoppe</p>
2.2	<p>SAFE SCHOOL ENVIRONMENT</p> <p>Means of Achievement: Auxiliary service- crossing guard & cleaning/sanitizing/beautification</p> <p>Task: The specific goal is to ensure student and parent safety arriving and leaving school on a daily basis. Ponderosa Elementary School will fund a crossing guard through All City Management. Signage will give clear direction and a walkie-talkie system will be used for communication. In addition, classrooms, outdoor spaces, and shared spaces indoors will be cleaned, sanitized and beautified.</p> <p>Measures:</p>	All Students	<p>10770</p> <p>Site Allocation</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>

	Student Safety Congestion Traffic Flow Clean and sanitized environment		
2.4	<p>PARENT COMMUNICATION</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: Ponderosa Elementary School will communicate with parents via Peachjar, School, Remind, reports cards, Emergency Forms, and other forms of written communication.</p> <p>Measures: Peachjar clicks and specific communication due to student progress and/or well-being</p>	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.

All strategies mentioned in Tier 1 are in place.

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

no change

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

Since last year, 100% of teachers are PAX trained. We will continue to educate students on the impact of discourse within the Soul Shoppe learning model. Attendance has been added as we can only support students that are present.

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.

Special Education

INSTRUCTIONAL PROGRAM: Increase the percentage of students with an IEP participating in general education setting for 80% or more.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

All students will reach high standards, at a minimum attaining CAASPP Achievement Level Descriptor (ELD) levels 3 or 4 in reading/language arts/literacy and math.

LCAP Priorities:

2 - Implementation of State Standards

LCAP Goal:

Academic Achievement (ELA and Math) - Students with an IEP will participate in general education for the majority of the school day.

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
Participation in general education	Currently 57.89% of students with an IEP participate in general education for 80% of the day.	By May 2026. the percentage of students participating in general education 80% of the day will increase by 3%.

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	CLIMATE THAT ENHANCES STUDENT LEARNING AND ACHIEVEMENT TIER I Means of Achievement: Access to least restrictive environment Task: In order to enhance, develop, and maintain improved student achievement, students with an	Student with an IEP	2906 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries IEP Coverage

	<p>IEP must have access to the least restrictive environment.</p> <p>Each students will be assigned to a general education classroom with desk and name tag. Teacher will collaborate on best times for students to be in and out of general education while following the IEP minutes. General education teachers will be active participants in the IEP process. Paraprofessionals will be placed in proper ratios to ensure support in all settings.</p> <p>Measures: SEIS will be monitored on a monthly basis to measure access to the general education environment as determined by the IEP.</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.

IEP goals will be the driver for LRE

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

The metric changes throughout the year as new students are assessed, transferred to Ponderosa, or move into the area.

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.

Percentage readjusted because of higher student needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.2			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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
6.2			0

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

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
7.1		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 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	\$134,579.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
EI Support	\$8,241.00
Gift Fund	\$9,000.00
Instructional Media	\$704.00
LCAP At-Risk Student Support	\$27,435.00
Local Categorical	\$56,127.00
Site Allocation	\$10,770.00
Site Discretionary	\$22,302.00

Subtotal of state or local funds included for this school: \$134,579.00

Total of federal, state, and/or local funds for this school: \$134,579.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	22,302	0.00
Instructional Media	704	0.00
Site Allocation	10770	0.00
EI Support	8,241	0.00
LCAP At-Risk Student Support	27,435	0.00
Gift Fund	190227.40	181,227.40
Local Categorical		

Expenditures by Funding Source

Funding Source	Amount
	0.00
EI Support	8,241.00
Gift Fund	9,000.00
Instructional Media	704.00
LCAP At-Risk Student Support	27,435.00
Local Categorical	56,127.00
Site Allocation	10,770.00
Site Discretionary	22,302.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	75,562.00
4000-4999: Books And Supplies	39,247.00
5000-5999: Services And Other Operating Expenditures	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	10,770.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	EI Support	8,241.00
5000-5999: Services And Other Operating Expenditures	Gift Fund	9,000.00
4000-4999: Books And Supplies	Instructional Media	704.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	19,435.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	8,000.00
1000-1999: Certificated Personnel Salaries	Local Categorical	56,127.00
5800: Professional/Consulting Services And Operating Expenditures	Site Allocation	10,770.00
4000-4999: Books And Supplies	Site Discretionary	22,302.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	111,903.00
Goal 2	19,770.00
Goal 3	2,906.00
Goal 6	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Yvette Yambao-Wacher	Parent or Community Member
Danielle Langit	Parent or Community Member
Amber Diaz	Parent or Community Member
Nancy Lopez	Parent or Community Member
Tasso Marvoudis	Parent or Community Member
Kathy Hovland	Classroom Teacher
Julie Erskine	Principal
Mary Schaeffer	Classroom Teacher
Sandra Gomez	Other School Staff
Troy Pesutich	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 28th.

Attested:



Principal, Julie Erskine on 10/28/25



SSC Chairperson, Troy Pesutich on 10/28/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023