



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Skyline Elementary School	41690706045132	February 6, 2026	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 Skyline 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 Skyline Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Skyline Elementary School Plan for Student Achievement is a one year plan that takes into account how all students are performing academically. The SPSA focuses on creating actions/services that will assist students to meet academic standards. We focus on providing intervention and support for students who have not yet met the standards. In addition, SPSAs are created to support and align with the district's LCAP goals and priorities as we implement the strategic plan.

Educational Partner Involvement

How, when, and with whom did Skyline 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

During staff meetings, Instructional Leadership meetings, School Site Council meetings, and PLC meetings this year the SPSA and Goals have been a topic of discussion and activities around creating goals have been created with the teachers.

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.

Not applicable

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.

Skyline ES overall performance levels for 2025 are: English Language Arts (GREEN); Mathematics (GREEN); English Learner Progress (RED); Chronic Absenteeism (YELLOW); Suspension Rate (ORANGE)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No student groups were two or more levels below the "All Student" performance.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	1.39%	1.39%	1.09%	5	5	4
Asian	24.44%	22.28%	22.13%	88	80	81
Filipino	40.56%	38.72%	35.79%	146	139	131
Hispanic/Latino	17.22%	19.22%	21.31%	62	69	78
Pacific Islander	1.39%	0.84%	2.19%	5	3	8
White	5.83%	6.96%	6.28%	21	25	23
Two or More Races	9.17%	10.58%	11.20%	33	38	41
Not Reported	0%	%	%	0		
Total Enrollment				360	359	366

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten	24	24	24
Kindergarten	69	64	62
Grade 1	48	50	73
Grade 2	59	50	49
Grade3	58	58	52
Grade 4	61	56	56
Grade 5	65	58	58
Total Enrollment	360	360	374

Conclusions based on this data:

1. We increase our Hispanic enrollment by about 4% from 22-23 - 24-25.
2. We decreased our Filipino enrollment by about 5% form 22-23 to 24-25.
3. We increased our enrollment from 360 to 374.

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	73	75	74	20.3%	20.9%	20.2%
Fluent English Proficient (FEP)	54	50	44	15.0%	13.9%	12.0%

Conclusions based on this data:

1. We need to strengthen our support to English Language Learners and newcomers since they are 20% of our population.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	60	57	52	60	56	51	59	56	51	100.0	98.2	98.1
Grade 4	62	58	56	62	57	56	62	57	56	100.0	98.3	100
Grade 5	65	59	58	65	58	57	65	58	57	100.0	98.3	98.3
All Grades	187	174	166	187	171	164	186	171	164	100.0	98.3	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2440.	2426.	2428.	22.03	23.21	31.37	30.51	26.79	19.61	32.20	26.79	17.65	15.25	23.21	31.37
Grade 4	2462.	2498.	2478.	24.19	31.58	30.36	19.35	33.33	25.00	30.65	17.54	16.07	25.81	17.54	28.57
Grade 5	2517.	2503.	2543.	24.62	17.24	36.84	35.38	34.48	33.33	20.00	27.59	19.30	20.00	20.69	10.53
All Grades	N/A	N/A	N/A	23.66	23.98	32.93	28.49	31.58	26.22	27.42	23.98	17.68	20.43	20.47	23.17

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
Grade 3	25.42	17.86	17.65	64.41	64.29	49.02	10.17	17.86	33.33	
Grade 4	14.52	29.82	21.43	66.13	64.91	53.57	19.35	5.26	25.00	
Grade 5	16.92	8.62	29.82	70.77	77.59	56.14	12.31	13.79	14.04	
All Grades	18.82	18.71	23.17	67.20	69.01	53.05	13.98	12.28	23.78	

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	15.25	18.18	9.80	67.80	60.00	74.51	16.95	21.82	15.69
Grade 4	16.13	21.05	30.36	67.74	63.16	48.21	16.13	15.79	21.43
Grade 5	32.31	24.14	35.71	52.31	58.62	60.71	15.38	17.24	3.57
All Grades	21.51	21.18	25.77	62.37	60.59	60.74	16.13	18.24	13.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.86	8.93	9.80	79.66	80.36	76.47	8.47	10.71	13.73
Grade 4	6.45	10.53	14.29	79.03	71.93	60.71	14.52	17.54	25.00
Grade 5	10.77	13.79	19.30	75.38	75.86	75.44	13.85	10.34	5.26
All Grades	9.68	11.11	14.63	77.96	76.02	70.73	12.37	12.87	14.63

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	18.64	19.64	21.57	69.49	67.86	64.71	11.86	12.50	13.73
Grade 4	11.29	12.28	16.07	74.19	77.19	71.43	14.52	10.53	12.50
Grade 5	24.62	12.07	29.82	60.00	65.52	57.89	15.38	22.41	12.28
All Grades	18.28	14.62	22.56	67.74	70.18	64.63	13.98	15.20	12.80

Conclusions based on this data:

1. We have a large percentage of students at or near standard in writing.
2. Our 4th graders had high percentages of students in the below standard in several categories.
3. Our 5th graders showed a strong understanding of the standards.

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.

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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	60	57	52	60	56	51	60	56	51	100.0	98.2	98.1
Grade 4	62	58	56	62	57	56	62	57	56	100.0	98.3	100
Grade 5	65	59	58	65	58	57	65	58	57	100.0	98.3	98.3
All Grades	187	174	166	187	171	164	187	171	164	100.0	98.3	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2448.	2446.	2448.	26.67	28.57	31.37	28.33	32.14	27.45	26.67	17.86	23.53	18.33	21.43	17.65
Grade 4	2494.	2507.	2491.	24.19	35.09	28.57	27.42	29.82	26.79	37.10	24.56	28.57	11.29	10.53	16.07
Grade 5	2509.	2511.	2544.	27.69	22.41	40.35	20.00	15.52	14.04	24.62	39.66	35.09	27.69	22.41	10.53
Grade 11															
All Grades	N/A	N/A	N/A	26.20	28.65	33.54	25.13	25.73	22.56	29.41	27.49	29.27	19.25	18.13	14.63

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	31.67	41.07	35.29	53.33	35.71	49.02	15.00	23.21	15.69
Grade 4	29.03	49.12	39.29	54.84	38.60	35.71	16.13	12.28	25.00
Grade 5	24.62	25.86	36.84	49.23	51.72	47.37	26.15	22.41	15.79
Grade 11									
All Grades	28.34	38.60	37.20	52.41	42.11	43.90	19.25	19.30	18.90

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	28.33	28.57	37.25	51.67	51.79	49.02	20.00	19.64	13.73
Grade 4	20.97	33.33	23.21	62.90	52.63	57.14	16.13	14.04	19.64
Grade 5	32.31	17.24	29.82	46.15	62.07	59.65	21.54	20.69	10.53
All Grades	27.27	26.32	29.88	53.48	55.56	55.49	19.25	18.13	14.63

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	23.33	32.14	27.45	61.67	44.64	50.98	15.00	23.21	21.57
Grade 4	24.19	21.05	23.21	62.90	64.91	50.00	12.90	14.04	26.79
Grade 5	10.77	17.24	19.30	67.69	67.24	68.42	21.54	15.52	12.28
All Grades	19.25	23.39	23.17	64.17	59.06	56.71	16.58	17.54	20.12

Conclusions based on this data:

1. The highest percentage of students across grade levels is in the At or Near Standard.
2. Our 4th graders struggled with math concepts and standards more than the other 2 grades.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](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	1408.9	1397.3	1420.8	1421.9	1403.7	1427.1	1378.6	1381.9	1406.4	16	27	17
1	1441.2	*	1412.3	1454.3	*	1412.5	1427.8	*	1411.6	13	9	25
2	1483.3	1477.7	*	1479.8	1481.9	*	1486.2	1472.9	*	11	11	8
3	*	*	*	*	*	*	*	*	*	8	9	10
4	1548.3	*	*	1560.5	*	*	1535.7	*	*	11	7	10
5	*	*	*	*	*	*	*	*	*	10	8	5
All Grades										69	71	75

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	18.75	0.00	5.88	6.25	48.15	52.94	37.50	33.33	29.41	37.50	18.52	11.76	16	27	17
1	0.00	*	4.00	38.46	*	36.00	30.77	*	24.00	30.77	*	36.00	13	*	25
2	9.09	9.09	*	63.64	63.64	*	18.18	27.27	*	9.09	0.00	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.84	9.86	8.00	36.23	42.25	32.00	26.09	28.17	36.00	18.84	19.72	24.00	69	71	75

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.75	11.11	17.65	6.25	33.33	47.06	37.50	33.33	11.76	37.50	22.22	23.53	16	27	17
1	23.08	*	8.00	30.77	*	32.00	30.77	*	24.00	15.38	*	36.00	13	*	25
2	18.18	9.09	*	45.45	72.73	*	27.27	18.18	*	9.09	0.00	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	54.55	*	*	27.27	*	*	18.18	*	*	0.00	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.88	19.72	16.00	28.99	36.62	40.00	24.64	22.54	17.33	14.49	21.13	26.67	69	71	75

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	12.50	7.41	5.88	25.00	37.04	29.41	62.50	37.04	52.94	0.00	18.52	11.76	16	27	17
1	35.29	*	4.00	41.18	*	40.00	17.65	*	24.00	5.88	*	32.00	17	*	25
2	18.75	9.09	*	75.00	36.36	*	0.00	36.36	*	6.25	18.18	*	16	11	*
3	15.79	*	*	47.37	*	*	36.84	*	*	0.00	*	*	19	*	*
4	25.00	*	*	50.00	*	*	25.00	*	*	0.00	*	*	16	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.25	5.63	5.33	37.68	33.80	26.67	27.54	33.80	36.00	27.54	26.76	32.00	69	71	75

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	18.75	7.41	35.29	50.00	70.37	52.94	31.25	22.22	11.76	16	27	17
1	46.15	*	28.00	53.85	*	44.00	0.00	*	28.00	13	*	25
2	27.27	36.36	*	63.64	63.64	*	9.09	0.00	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.43	22.54	28.00	55.07	59.15	49.33	14.49	18.31	22.67	69	71	75

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	12.50	7.41	5.88	37.50	62.96	64.71	50.00	29.63	29.41	16	27	17
1	15.38	*	4.00	53.85	*	44.00	30.77	*	52.00	13	*	25
2	45.45	0.00	*	45.45	90.91	*	9.09	9.09	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	63.64	*	*	36.36	*	*	0.00	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.18	19.12	15.07	39.71	57.35	52.05	19.12	23.53	32.88	68	68	73

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	0.00	11.76	75.00	85.19	82.35	25.00	14.81	5.88	16	27	17
1	0.00	*	12.00	38.46	*	48.00	61.54	*	40.00	13	*	25
2	9.09	9.09	*	63.64	72.73	*	27.27	18.18	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.80	4.23	8.00	62.32	69.01	54.67	31.88	26.76	37.33	69	71	75

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	43.75	44.44	35.29	18.75	29.63	52.94	37.50	25.93	11.76	16	27	17
1	0.00	*	4.00	69.23	*	64.00	30.77	*	32.00	13	*	25
2	36.36	18.18	*	54.55	72.73	*	9.09	9.09	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.94	24.64	14.86	52.94	52.17	59.46	19.12	23.19	25.68	68	69	74

Conclusions based on this data:

1. We will focus on providing Designated ELD instruction to support our second language learners.

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
366	39.3%	20.2%	0.0%
Total Number of Students enrolled in Skyline 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	20.2%
Foster Youth	0	0.0%
Homeless	13	3.6%
Socioeconomically Disadvantaged	144	39.3%
Students with Disabilities	51	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1%
American Indian	0	0.0%
Asian	81	22.1%
Filipino	131	35.8%
Hispanic	78	21.3%
Two or More Races	41	11.2%
Pacific Islander	8	2.2%
White	23	6.3%

Conclusions based on this data:

1. We have a diverse population with diverse needs.

School and Student Performance Data

Overall Performance






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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We need to strengthen our supports for students who are chronically absent.
2. Our English Learner Progress decreased and is in the RED.
3. Our suspension rate is in the ORANGE and we will continue to provide support through out SEL curriculum.

School and Student Performance Data

Academic Performance English Language Arts

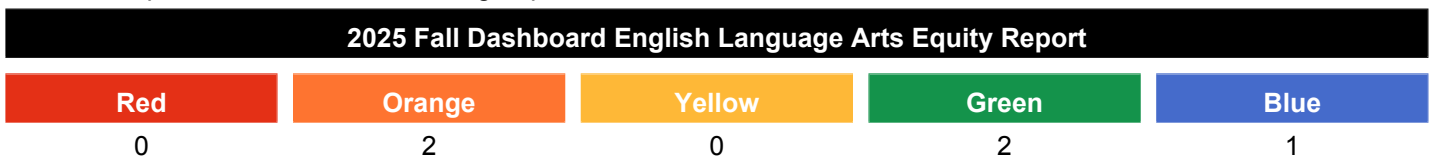
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This section provides number of student groups in each level.



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>Green</p> <p>15.3 points above standard</p> <p>Increased 7.1 points</p> <p>161 Students</p>	<p>English Learners</p> <p>Orange</p> <p>16.4 points below standard</p> <p>Declined 4.1 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>24.5 points below standard</p> <p>Declined 15.1 points</p> <p>71 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>76.4 points below standard</p> <p>Increased 3.8 points</p> <p>25 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>45.6 points above standard</p> <p>Maintained -1.2 points</p> <p>40 Students</p>	<p>Filipino</p>  <p>Green</p> <p>17 points above standard</p> <p>Increased 13.4 points</p> <p>59 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>26.4 points below standard</p> <p>Increased 5.1 points</p> <p>32 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>20.3 points above standard</p> <p>Increased 16.1 points</p> <p>15 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>20 points above standard</p> <p>Increased 25.4 points</p> <p>11 Students</p>

Conclusions based on this data:

1. We need to strengthen supports for students identified as socioeconomically disadvantaged.
2. We need to strengthen our supports for multi-language learners.
3. We need to continue to strengthen our supports for students with disabilities since they are below standard, however they showed a slight increase.

School and Student Performance Data

Academic Performance Mathematics

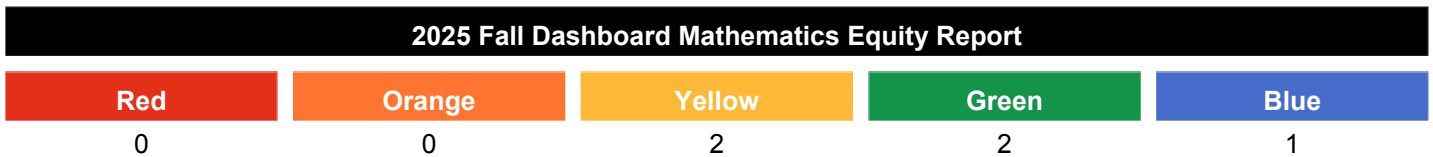
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>13.4 points above standard</p> <p>Increased 7.5 points</p> <p>161 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>3 points below standard</p> <p>Maintained 1 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> Yellow</p> <p>22.6 points below standard</p> <p>Declined 9.8 points</p> <p>71 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>55.4 points below standard</p> <p>Increased 22.8 points</p> <p>25 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>58.9 points above standard</p> <p>Increased 14.3 points</p> <p>40 Students</p>	<p>Filipino</p>  <p>Green</p> <p>9.3 points above standard</p> <p>Maintained 2.7 points</p> <p>59 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>37.2 points below standard</p> <p>Increased 9.8 points</p> <p>32 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>26 points above standard</p> <p>Increased 17.9 points</p> <p>15 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>31.6 points above standard</p> <p>Increased 44.2 points</p> <p>11 Students</p>

Conclusions based on this data:

1. We need to strengthen our supports for students who are socioeconomically disadvantaged.
2. We need to strengthen our supports for our multi-language learners.
3. We need to continue to support our students with learning difficulties.

School and Student Performance Data

Academic Performance Science

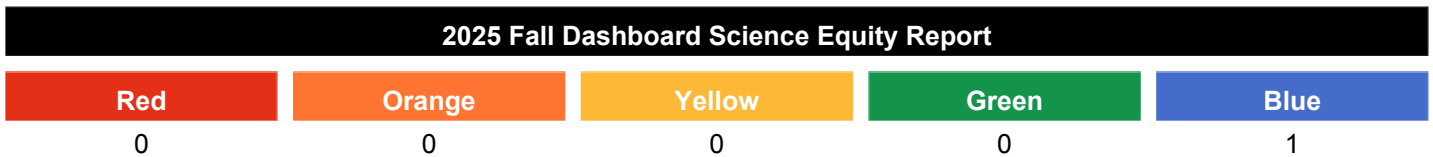
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This section provides number of student groups in each level.



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> Blue</p> <p>63.2 science points</p> <p>Increased 8.6 points</p> <p>57 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>53.6 science points</p> <p>Declined 2.1 points</p> <p>16 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>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> No Performance Color</p> <p>55.3 science points</p> <p>Increased 4.4 points</p> <p>23 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color 71.8 science points Increased 16.6 points 18 Students</p>	<p>Filipino</p>  <p>No Performance Color 63.6 science points Increased 8.9 points 20 Students</p>	<p>Hispanic</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 9 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>

Conclusions based on this data:

1. We saw a significant increase in science scores.

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  Red 25.5 making progress. Number Students: 55 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
40%	34.5%	0%	25.5%

Conclusions based on this data:

1. We need to increase our supports for our English Learners.
2. Our English Learner Progress was in the RED with 40% decreasing one level.

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		
<p>All Students</p>  <p>Yellow</p> <p style="background-color: #e6f2ff; padding: 2px;">11.6% Chronically Absent</p> <p>Declined 1.2</p> <p>380 Students</p>	<p>English Learners</p>  <p>Green</p> <p style="background-color: #e6f2ff; padding: 2px;">8.6% Chronically Absent</p> <p>Declined 1.2</p> <p>81 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 style="background-color: #e6f2ff; padding: 2px;">25% Chronically Absent</p> <p>0</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p style="background-color: #e6f2ff; padding: 2px;">17.8% Chronically Absent</p> <p>Increased 2.7</p> <p>163 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>11.7% Chronically Absent</p> <p>Increased 2</p> <p>60 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>3.7% Chronically Absent</p> <p>Maintained 0.2</p> <p>82 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>12.5% Chronically Absent</p> <p>Maintained 0.4</p> <p>136 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>13.6% Chronically Absent</p> <p>Increased 2.2</p> <p>81 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>9.5% Chronically Absent</p> <p>Declined 16.8</p> <p>42 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>41.7% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>17.4% Chronically Absent</p> <p>Declined 6.6</p> <p>23 Students</p>

Conclusions based on this data:

1. We need to strengthen our supports for students who are English Language Learners.
2. We need to strengthen our supports for students who identify as Hispanic, Filipino, and Two or More Races.
3. We need to strengthen our supports for students who are Socioeconomically disadvantaged and students with disabilities.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

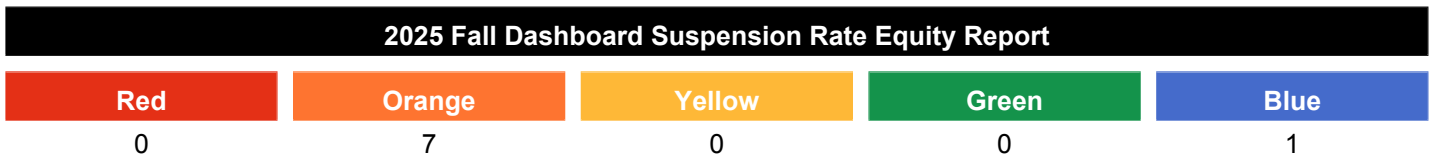
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This section provides number of student groups in each level.



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>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1%</p> <p>383 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 2.5%</p> <p>81 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>6.3% suspended at least one day</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 2%</p> <p>166 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1.7%</p> <p>60 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 1.2%</p> <p>82 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 2.2%</p> <p>137 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>81 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 2.4%</p> <p>42 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>12 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4%</p> <p>25 Students</p>

Conclusions based on this data:

1. Our suspension rate increased however circumstances warranted this action.
2. We will continue to work with our district support team to implement alternatives to suspension programs and lessons.

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 and Math

Increase Academic Supports for all students

By the Spring of 2026, the percentage of students meeting or exceeding standards in ELA and MATH will increase by at least 3% growth as measured by local, state and federal assessments, including DIBELS, IXL, and CAASPP with targeted growth for traditionally underperforming subgroups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Increase Student Achievement

LCAP Priorities:

2 - Implementation of Priority Standards

4 - Pupil Achievement

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.

Student groups in the orange on CA Dashboard for ELA include English Learner and SED. Student groups in the yellow on CA Dashboard for Math include English Learners and SED.

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
STAR assessment	Number of Students making 1 year of growth on BAS - 2025 - 2026	66% of students will be at or above grade level
DIBELS Scores - All Students	Number of Students at or above grade level in 2025 - 2026	70% of students will be at or above grade level
CAASPP Scores - ELA - All students - standard Met	CAASPP ELA Scores- All Students	CAASPP -ELA scores -All Students
CAASPP Scores Math - All Students - Standard Met	CAASPP Scores Math - All Students	CAASPP Scores Math - All Students
IXL Math Scores - All Students	Number of Students mastery of skills in 2025 - 2026	IXL - Students will average +8 % growth in skills

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>INCREASE ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE ARTS/LITERACY & MATHEMATICS</p> <p>Means of Achievement: Alignment of instruction with essential standards</p> <p>Teachers will implement the adopted curriculum and follow the district scope and sequence in ELA & math Staff will implement assessments and instruction to align with standard based report cards Teachers will strengthen core instruction with differentiated literacy supports. Implementation of UFLI phonics program in grades K-2. School wide focus on writing; ILT participate in a book study on Writing Revolution. Teachers will participate in professional development to support a School wide focus on Academic Discourse. Implementation of IM math curriculum for grades 3-5. Teachers will participate in SVMl professional development for math. Embed math discourse routines across grade levels. Participate in Math Curriculum Implementation Walks.</p> <p>Task:</p> <p>Students will increase their overall performance in English Language Arts and Math as measured by local, state and federal assessments. Teachers will be using adopted curriculum, with fidelity, and focus on the essential standards in their instruction.</p> <p>Measures: Pre-referral SST meetings will identify those students who may need additional instruction and monitoring during the school year. Ongoing district and classroom assessments will provide progress monitoring. Progress monitoring using DIBELS for students receiving intervention.</p>	All Students	<p>900.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries SST Day Sub coverage</p>
1.2	<p>LIBRARY MATERIALS</p> <p>Means of Achievement: Improvement of instruction strategies and instructional materials</p> <p>Task: We will increase the number of diverse book titles available in the library for students to access.</p>	All Students	<p>718.00 Instructional Media 4000-4999: Books And Supplies Books and Library Supplies Instructional media 451</p>

	<p>Measures: Students will have weekly access to the school library to check out and exchange books.</p>		
1.3	<p>Means of Achievement: Alignment of instruction to essential standards; book study on The Writing Revolution; identify best practices; implementation of TWIG science curriculum; design PD for academic discourse, writing, ELD support</p> <p>Task: ILT will complete a book study using The Writing Revolution to help provide guidance and input to teachers. Goal is to encourage more focused writing using content and provide PD and instructional strategies for intentional academic discourse. We will design a scope and sequence for desired writing outcomes and skills at each grade level.</p> <p>Measures: Assessment scores and meeting agendas and notes Teachers will capture writing progress by scoring writing using a grade level appropriate rubric and recording results in a google form. Writing assessment with grade level rubrics.</p>	All Students	<p>7000 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries ILT Training & Meeting Time LCAP 180, 170, 123</p>
1.4	<p>INTERVENTIONS AND SUPPORT</p> <p>Means of Achievement: Extended learning time; targeted small group instruction</p> <p>Task: Small group instruction and support before and after school intervention sessions Second grade providing UFLI with the Walk to Read model</p> <p>Measures: District and classroom assessments; attendance sheets</p>	Students who are identified by grade level assessments and by teacher recommendation as performing below grade level in math or reading	<p>2,000 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries small group tutoring before and/or after school LCAP 180</p>
1.5	<p>RENEW SUBSCRIPTION TO ACCELERATED READER</p> <p>Means of Achievement: Students will increase by one grade level or more as measured by STAR assessments</p> <p>Task: Skyline School will purchase a yearly subscription to the Accelerated Reader Enterprise system. This will include access to the STAR Reading test, comprehension quizzes and assessment data to monitor student's progress in reading.</p> <p>Measures:</p>	All Students	<p>3000.00 LCAP At-Risk Student Support 4000-4999: Books And Supplies cost for subscription LCAP 180</p>

	STAR Assessment - Students identified for intervention support will increase by at least one grade level after receiving intervention support		
1.6	Activity: Provide sub coverage for teachers to perform assessments and coverage for SST and IEP days		5,500 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Mgmt 180
1.7	Activity: Materials and supplies for UFLI Implementation	K-2 Students	3,400 EI Support 4000-4999: Books And Supplies Mgmt 123
1.8	Activity Lesson Study/data analysis for math implementation and writing. Use the guidance from out ELD TOSA to learn and plan on how to support English learners in math and writing using sentence frames.	All students	2000.00 EI Support 2000-2999: Classified Personnel Salaries Mgmt 123
1.9			
1.11	Interventions and support: Decodable Readers, Fluency materials, and increase diverse classroom libraries Means of Achievement: increase access to appropriate leveled text to increase decoding and fluency skills. Support SEL with books on the CASELS and have a more diverse library in classrooms Measured: STAR reading, DIBELS, SIPPS, UFLI, CAASPP and foundational skills assessments	All Students	500 Site Discretionary 4000-4999: Books And Supplies Mgmt. 070
1.12	Increase productive play, garden materials for outdoor learning space, school wide art project, and cooperative learning furniture Update our mural wall to encourage students to read. Means of Achievement: Increase access for Kindergarteners to have materials to increase their gross motor skills and imaginative play. Provide materials or equipment for our outdoor learning space and garden. Increase materials for a school wide art project. Purchase furniture to allow for a more cooperative learning environment. Measured: Kindergarten assessments for motor skills; increase attendance	All students	2,000 Site Discretionary 0000: Unrestricted Mgmt 070

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.

Middle of the year DIBELS scores show that 68% of all students are at or above benchmark. IXL midyear scores show that 80% of our students are at or above grade level in math for grades 3-5. 100% of teachers in 3-5 are implementing the IM curriculum. 100% of our K-2 teachers are implementing the UFLI curriculum.

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

No major differences noted.

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

We will add our writing assessment with grade level rubrics to measure growth in writing. This has been added to 1.3.

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.

Special Education

Increase by 3% each year toward District goal of all student groups 80% meeting/exceeding standard on CAASPP ELA and Math

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4

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.

Academic Achievement - Students with disabilities meeting or exceeding CAASPP ELA and Math Baseline 2024-2025 CAASPP met/exceeded standard: Students with disabilities 16% ELA/ 21% Math

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
CAASPP Scores ELA/Math Standard Met	CAASPP Scores ELA/Math	Increase scores 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
2.1	<p>A. Implement curriculum for reading, writing, math, social/emotional/behavioral and communication for students with disabilities.</p> <p>B. Continue to implement reading intervention (Spire) curriculum and training</p> <p>C. Create a plan to implement mathematics curriculum, TouchMath, science, art and Social emotional learning</p> <p>D. Utilize coaching opportunities for SPIRE and TouchMath.</p> <p>Improve achievement rates of students with IEPs.</p> <p>Improve outcomes of students with disabilities on the following indicators: student achievement in ELA & Math, Attendance and Suspension rates.</p>	Students with IEP or 504	1,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Discretionary Fund 070

2.2	<p>A. Training teachers on administration of statewide assessment and use of interim and practice test to train students on talking the statewide assessment so that access does not become an issue</p> <p>B. Special Education staff attend Scope & Sequence trainings & learn about the priority standards in ELA and. Math</p> <p>C. Special Education staff will then use accommodations/modifications so students with disabilities can access the content.</p> <p>Improve outcomes of students with disabilities on the following indicators: student achievement in ELA & Math, Attendance and Suspension rates.</p>	Students with IEP or 504	300 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Discretionary Fund 070
2.3	Activity Stipend for teachers attending IEP meetings.		2,000 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries MGMT 180

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.

Teachers are participating in coaching for SPIRE and TouchMath. Staff is attending trainings.

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

No major differences.

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

No changes.

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.

Multilingual Learners; English Learner Progress

Increase the English Learner Progress Indicator by 3% as measured by ELPAC outcomes and Dashboard progress color improvements by Spring 2026.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4

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.

2024-2025 ELPAC met/exceeded standard: 39% English Learner Progress is RED in CA Dashboard.

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
ELPAC scores Met/exceeded standard	ELPAC scores 2024-2025 39%	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	Activity: Teachers attending "How English Works" training by CRLP Expand designated and integrated ELD AVT curriculum for students in 3-5 to focus on vocabulary knowledge and grammatical structures ELD para support BeGlad strategies and instructional strategies Increase intentional academic discourse with support (provide PD support)	English Language Learners	3000.00 EI Support 5000-5999: Services And Other Operating Expenditures Mgmt 123 None Specified None Specified
3.3			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Some teachers have attended the "How English Works" training and shared instructional strategies with the team. Teachers have increased their intentional academic discourse and we have delivered PD around DOK questions.

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

No major differences.

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

No changes.

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.

School Climate, Chronic Absenteeism and suspension reduction

Increase the number of students who indicate they feel like they belong at school as indicated by the Pulse Survey and school SEL survey. Reduce chronic absenteeism by 2% as measured by EveryDay Labs and Dashboard progress color improvements by Spring 2026. Reduce the number of suspension to less than 3 and office referrals by 2% as indicated by behavior records and CA dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 6 - School Climate

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.

Chronic Absenteeism is in the YELLOW on CA Dashboard. Suspension rate is in the ORANGE on Ca Dashboard, Student Climate Survey Results

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
Office Behavior Referrals/suspensions	Baseline 75 office referrals; Suspension 24-25 = 5	Reduce office referrals by 2%; Reduce suspensions to <3
Attendance records	EveryDay Labs attendance for 24-25 is 95.2%; Chronic Absenteeism 11.2%	Reduce the number of absences by 2%
Student Climate Survey	83% of students who indicate they feel like they belong at school	90% of students indicate they feel like they belong at school

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Activity INCREASE SOCIO - EMOTIONAL SUPPORTS</p> <p>Means of Achievement: increase in student attendance and decrease in the chronic absenteeism rate; decrease in disciplinary referrals and suspensions, target student population for chronic absenteeism: Two or More Races.</p> <p>Task: Use Soul Shoppe digital resources to help students acquire tools to be more emotionally resilient, empathetic, happy, and productive. Monthly character trait assemblies, implement</p>	All Students	<p>10,350 LCAP At-Risk Student Support 5800: Professional/Consulting Services And Operating Expenditures Mgmt 180</p>

	<p>WING awards, EveryDay Labs to help message families. Soul Shoppe family workshops on Bullying and Screen Time PBIS (Positive Behavior Interventions and Support) implementation Train staff in restorative practices Zones of Regulation Follow SEL school calendar with monthly focus on a CASEL, Soul Shoppe, and PAX characteristic. Incentive prizes for school wide walk-a-thon.</p> <p>Measured: We expect to have fewer recess conflicts and students will learn how to independently clean up a conflict. We will measure this strategy by number of behavioral referrals</p>		
4.2	<p>Activity Provide opportunities for Enrichment opportunities from outside vendor Enrichment: School musical play</p>	All Students	<p>2,500 Unrestricted None Specified Mgmt 070</p> <p>None Specified None Specified</p>
4.3	<p>Activity Lawrence Hall of Science Festival - Build It! With parent volunteers helping guide stations with materials and a Lawrence Hall leaders, students will build and explore.</p>	All Students	<p>1,500 Site Discretionary 5800: Professional/Consulting Services And Operating Expenditures Mgmt 070</p>
4.4	<p>Activity Outdoor Ed stipend for 5th grade teachers. Outdoor Ed is a week long trip to the YMCA camp through SMCOE.</p>	5th grade	<p>1,000.00 Site Discretionary 1000-1999: Certificated Personnel Salaries Mgmt 070</p>
4.5	<p>Activity: Before school and end of school additional support in the office. Before school help with handing out classroom assignments and organizing classroom and office supplies. Office staff overtime / conference translations</p>	All Students	<p>7,000 Site Discretionary 2000-2999: Classified Personnel Salaries MGMT 070</p>
4.6	<p>Activity: Color copies General office supplies Construction paper and art supplies for students</p>		<p>3,000 Site Discretionary 4000-4999: Books And Supplies MGMT 070</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Currently as of April 2026, Chronic Absenteeism is at 9.0 % and attendance is at 95.7%. Attendance clerk communicates to families regarding absences and attendance conferences were held with families. The current number of suspensions this year are 2. Suspensions were given for serious offenses and both were followed up by our district's Coordinator of Restorative Processes and Alternative Interventions.

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

No major differences

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

No Changes.

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.

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LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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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.

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Annual Measurable Outcomes

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

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

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1			None Specified None Specified None Specified None Specified
5.2			None Specified None Specified None Specified None Specified
5.3			None Specified None Specified
5.4			None Specified None Specified

5.6			None Specified None Specified None Specified None Specified
5.7			None Specified None Specified None Specified None Specified None Specified None Specified

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
6.1			None Specified None Specified
6.2			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.2			

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 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	\$58,668.00
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 (\$)
EI Support	\$8,400.00
Instructional Media	\$718.00
LCAP At-Risk Student Support	\$31,050.00
Site Discretionary	\$16,000.00
Unrestricted	\$2,500.00

Subtotal of state or local funds included for this school: \$58,668.00

Total of federal, state, and/or local funds for this school: \$58,668.00

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	22988	6,988.00
Site Allocation	5000.00	5,000.00
Instructional Media	718	0.00
Site Allocation	10,980	10,980.00
EI Support	8,241	-159.00
LCAP At-Risk Student Support	27,970	-3,080.00
Gift Fund	5262.92	5,262.92
Local Categorical		

Expenditures by Funding Source

Funding Source	Amount
EI Support	8,400.00
Instructional Media	718.00
LCAP At-Risk Student Support	31,050.00
Site Discretionary	16,000.00
Unrestricted	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	19,700.00
2000-2999: Classified Personnel Salaries	9,000.00
4000-4999: Books And Supplies	10,618.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	11,850.00
None Specified	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	EI Support	2,000.00
4000-4999: Books And Supplies	EI Support	3,400.00
5000-5999: Services And Other Operating Expenditures	EI Support	3,000.00
4000-4999: Books And Supplies	Instructional Media	718.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	17,700.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP At-Risk Student Support	10,350.00
0000: Unrestricted	Site Discretionary	2,000.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	2,000.00
2000-2999: Classified Personnel Salaries	Site Discretionary	7,000.00
4000-4999: Books And Supplies	Site Discretionary	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Discretionary	1,500.00
None Specified	Unrestricted	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,018.00
Goal 2	3,300.00
Goal 3	3,000.00
Goal 4	25,350.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Luann Daniel-Libman	Principal
Elena Jinzo	Classroom Teacher
Natasha Galvez	Parent or Community Member
Andrea Kasler	Classroom Teacher
Robert Lightner	Parent or Community Member
Michelle Kater	Other School Staff Parent or Community Member
Angelina Gin	Parent or Community Member
Liz Lopez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 February 2, 2026.

Attested:



Principal, Luann Daniel-Libman on April 13, 2026



SSC Chairperson, Natasha Galvez on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023