School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date
Top of the World Elementary School	30-66555-6028922	5/13/26

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School Vision and Mission

Top of the World Elementary School's mission is to provide our students with a rigorous 21st Century learning environment which focuses on the uniqueness of each child, promoting a growth mindset, a community perspective, and developing the skills needed to become lifelong learners. Our teachers and support staff work together with our parents to ensure all of our students reach their potential and are prepared to make positive contributions to the world.

School Profile

Established in 1967, TOW is located on a hilltop in Laguna Beach, California, with stunning views of the Saddleback Valley. TOW is a California Distinguished School with an outstanding heritage of teachers dedicated to effective instruction. TOW is known for its community involvement, strong academic performance, and shared values that recognize the need to educate the “whole child.” We embody the belief that all students can succeed. The community shows its support through robust parent participation. This is evident not only in the classroom but throughout the campus, with thousands of donated hours last year alone. Academics are enhanced through the school’s Multi-Tiered Systems of Support (MTSS), as well as weekly Professional Learning Communities (PLC) where teachers work collaboratively to improve student learning. TOW recognizes its responsibility to meet students’ learning needs beyond the core curriculum. This is achieved through quality physical education programming, Art Masters, music instruction as well as a wide range of after-school offerings. TOW believes in celebrating kindness and compassion. The TOW family emphasizes a strong commitment to the state standards and is proud to maintain its hometown feel while instilling a sense of global interconnectedness within every student.

Evaluation and Impact of Previous Year’s SPSA

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students’ achievement.

Performance Goal #1: For the 2025-2026 school year, we will decrease our tier 2 students by 2% points from the 2024-2025 school year. Did the school meet the School’s Goal last year? If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal.
this section will be updated when all end of year testing has been completed
Performance Goal #2: For the 2025-2026 school year, we will decrease our tier 2 students by 2% points from the 2024-2025 school year. Did the school meet the School’s Goal last year? If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal.
this section will be updated when all end of year testing has been completed
Performance Goal #3: by End of Year of 2026 we aim to have decrease total referrals (white slips by 5%) Did the school meet the School’s Goal last year? If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal.
This section will be updated when the aeries report is run next week
Performance Goal #4: Increasing Supportive Relationships between students and staff by 5% for the 2025-2026 school year. Did the school meet the School’s Goal last year? If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal.
No we did not meet this Goal, although we met it in the fall survey our numbers dipped in the spring. We will continue to look on best practices to meet this including education on attendance

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students in need of additional targeted intervention. The SSC met on September 24, 2025, February 6 2026, May 13, 2026 to analyze student outcomes and help develop the SPSA. Student data was also shared and/or reviewed with the staff and the school leadership team. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Top of the World 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.37%	0.19%		2	1
African American	0.36%	0.56%	0.56%	2	3	3
Asian	4.35%	5.97%	6.36%	24	32	34
Filipino	0.36%	0.19%	0.37%	2	1	2
Hispanic/Latino	11.96%	12.50%	11.78%	66	67	63
White	60.69%	69.59%	70.84%	335	373	379
Two or More Races	12.14%	10.45%	9.72%	67	56	52
Not Reported	10.14%	0.37%	0.19%	56	2	1
			Total Enrollment	552	536	535

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		31	47
Kindergarten	69	67	70
Grade 1	74	72	68
Grade 2	101	73	73
Grade3	91	109	79
Grade 4	96	88	114
Grade 5	101	96	84
Total Enrollment	552	536	535

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	18	18	10	3.3%	3.4%	1.9%
Fluent English Proficient (FEP)	27	28	39	4.9%	5.2%	7.3%

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	97	93	107	96	92	106	96	92	106	99.0	98.9	99.1
Grade 4	95	92	87	94	91	85	94	91	85	98.9	98.9	97.7
Grade 5	98	101	94	98	98	93	98	98	93	100.0	97	98.9
All Grades	290	286	288	288	281	284	288	281	284	99.3	98.3	98.6

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	2496.	2489.	2487.	59.38	47.83	48.11	18.75	27.17	30.19	13.54	16.30	18.87	8.33	8.70	2.83
Grade 4	2526.	2537.	2547.	50.00	53.85	60.00	36.17	23.08	20.00	6.38	14.29	16.47	7.45	8.79	3.53
Grade 5	2579.	2566.	2574.	47.96	35.71	45.16	36.73	53.06	36.56	13.27	7.14	11.83	2.04	4.08	6.45
All Grades	N/A	N/A	N/A	52.43	45.55	50.70	30.56	34.88	29.23	11.11	12.46	15.85	5.90	7.12	4.23

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	43.75	33.70	27.36	47.92	61.96	68.87	8.33	4.35	3.77
Grade 4	34.04	42.86	38.82	62.77	54.95	60.00	3.19	2.20	1.18
Grade 5	34.69	21.43	41.94	56.12	75.51	53.76	9.18	3.06	4.30
All Grades	37.50	32.38	35.56	55.56	64.41	61.27	6.94	3.20	3.17

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	37.50	40.22	31.13	50.00	50.00	66.04	12.50	9.78	2.83
Grade 4	32.98	34.07	45.88	59.57	58.24	52.94	7.45	7.69	1.18
Grade 5	49.48	43.88	44.09	47.42	52.04	49.46	3.09	4.08	6.45
All Grades	40.07	39.50	39.79	52.26	53.38	56.69	7.67	7.12	3.52

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	31.25	23.91	26.42	64.58	70.65	62.26	4.17	5.43	11.32
Grade 4	14.89	26.37	24.71	78.72	63.74	67.06	6.38	9.89	8.24
Grade 5	35.71	21.43	17.20	61.22	75.51	82.80	3.06	3.06	0.00
All Grades	27.43	23.84	22.89	68.06	70.11	70.42	4.51	6.05	6.69

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	41.67	33.70	29.25	52.08	58.70	66.98	6.25	7.61	3.77
Grade 4	23.40	30.77	25.88	71.28	60.44	70.59	5.32	8.79	3.53
Grade 5	30.61	28.57	25.81	62.24	62.24	64.52	7.14	9.18	9.68
All Grades	31.94	30.96	27.11	61.81	60.50	67.25	6.25	8.54	5.63

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	97	93	107	97	92	106	97	92	106	100.0	98.9	99.1
Grade 4	95	92	87	93	91	85	93	91	85	97.9	98.9	97.7
Grade 5	98	101	94	98	98	93	97	98	93	100.0	97	98.9
All Grades	290	286	288	288	281	284	287	281	284	99.3	98.3	98.6

* 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	2504.	2496.	2505.	50.52	46.74	56.60	38.14	32.61	25.47	9.28	17.39	15.09	2.06	3.26	2.83
Grade 4	2544.	2556.	2552.	44.09	58.24	57.65	38.71	26.37	22.35	15.05	15.38	16.47	2.15	0.00	3.53
Grade 5	2570.	2576.	2579.	49.48	45.92	50.54	22.68	34.69	29.03	24.74	18.37	13.98	3.09	1.02	6.45
Grade 11															
All Grades	N/A	N/A	N/A	48.08	50.18	54.93	33.10	31.32	25.70	16.38	17.08	15.14	2.44	1.42	4.23

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	58.76	59.78	57.55	39.18	40.22	39.62	2.06	0.00	2.83
Grade 4	54.84	62.64	56.47	39.78	36.26	36.47	5.38	1.10	7.06
Grade 5	45.36	36.73	51.61	50.52	62.24	40.86	4.12	1.02	7.53
Grade 11									
All Grades	52.96	52.67	55.28	43.21	46.62	39.08	3.83	0.71	5.63

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	52.58	41.30	49.06	44.33	53.26	46.23	3.09	5.43	4.72
Grade 4	47.31	48.35	50.59	48.39	50.55	41.18	4.30	1.10	8.24
Grade 5	36.08	35.71	39.78	59.79	60.20	55.91	4.12	4.08	4.30
All Grades	45.30	41.64	46.48	50.87	54.80	47.89	3.83	3.56	5.63

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	44.33	38.04	48.11	47.42	58.70	48.11	8.25	3.26	3.77
Grade 4	40.86	49.45	54.12	55.91	46.15	41.18	3.23	4.40	4.71
Grade 5	36.08	29.59	36.56	58.76	66.33	53.76	5.15	4.08	9.68
All Grades	40.42	38.79	46.13	54.01	57.30	47.89	5.57	3.91	5.99

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	5	*	*
1	*	*	*	*	*	*	*	*	*	4	*	*
2	*	*	*	*	*	*	*	*	*	5	4	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades										19	17	13

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	5.26	23.53	46.15	57.89	70.59	46.15	36.84	5.88	0.00	0.00	0.00	7.69	19	17	13

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	31.58	76.47	84.62	52.63	17.65	7.69	15.79	5.88	0.00	0.00	0.00	7.69	19	17	13

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	29.41	23.08	36.84	41.18	46.15	63.16	29.41	30.77	0.00	0.00	0.00	19	17	13

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	47.37	64.71	61.54	52.63	29.41	30.77	0.00	5.88	7.69	19	17	13

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	31.58	64.71	76.92	63.16	35.29	15.38	5.26	0.00	7.69	19	17	13

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	5.26	29.41	15.38	68.42	64.71	76.92	26.32	5.88	7.69	19	17	13

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	26.32	23.53	46.15	68.42	76.47	53.85	5.26	0.00	0.00	19	17	13

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
536	**16.4%**	**3.4%**	**0.0%**
Total Number of Students enrolled in Top of the World 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	18	3.4%
Foster Youth	0	0.0%
Homeless	2	0.4%
Socioeconomically Disadvantaged	88	16.4%
Students with Disabilities	48	9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.6%
American Indian	2	0.4%
Asian	32	6%
Filipino	1	0.2%
Hispanic	67	12.5%
Two or More Races	56	10.4%
Pacific Islander	0	0.0%
White	373	69.6%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	1	2

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

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	
67 points above standard	16.4 points above standard	
Increased 4.2 points	Increased 7.3 points	
280 Students	14 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	42.5 points above standard
	1 Student	Declined 23.5 points
		46 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
9.9 points above standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -1 points	1 Student	2 Students
35 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
87.9 points above standard	Fewer than 11 students - No Data for Privacy	53.2 points above standard
Increased 3.5 points	1 Student	Declined 12.8 points
21 Students		31 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
87.6 points above standard	0 Students	62.4 points above standard
Increased 10.5 points		Increased 4.6 points
34 Students		190 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	1	2

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

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	
63.3 points above standard	46 points above standard	
Increased 3.1 points	Declined 9.2 points	
280 Students	14 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	37.5 points above standard
	1 Student	Declined 21.1 points
		46 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
10.4 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 28.5 points	1 Student	2 Students
35 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
104.5 points above standard	Fewer than 11 students - No Data for Privacy	54.4 points above standard
Increased 5.9 points	1 Student	Declined 3.6 points
21 Students		31 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
82.2 points above standard	0 Students	56.5 points above standard
Increased 9.1 points		Maintained 2.4 points
34 Students		190 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Science

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

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

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
72.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 0.7 points	3 Students	
92 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	69.8 science points
	1 Student	Increased 2.1 points
		16 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
9 Students		1 Student

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	66.4 science points
4 Students		13 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Blue
77.9 science points	0 Students	71.4 science points
Increased 4.7 points		Maintained 0.2 points
16 Students		58 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

This section provides 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	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 10 Students	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**

Conclusions based on this data:

1. Some student are progressing toward language proficiency at the expected annual growth rate. However, other students continue to struggle. Summer and after school intervention were re-developed within the last year to address students who are not progressing.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance 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

Academic Engagement
Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
8.1% Chronically Absent	5.6% Chronically Absent	
Increased 1.8	Declined 5	
545 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	13.4% Chronically Absent
	4 Students	Increased 6.4
		97 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
13.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 5.9	4 Students	2 Students
66 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
3.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	11.6% Chronically Absent
Declined 4	1 Student	Increased 4.1
32 Students		69 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
5.2% Chronically Absent	0 Students	8.4% Chronically Absent
Increased 1.2		Increased 1.9
58 Students		379 Students

Conclusions based on this data:

1. See data analysis in Goal 1d.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	4

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

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	
0.2% suspended at least one day	0% suspended at least one day	
Declined 1.1%	Declined 5.3%	
552 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	1% suspended at least one day
	4 Students	Declined 1.2%
		98 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
1.5% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 6.2%	4 Students	2 Students
68 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Declined 3.3%	1 Student	Maintained 0%
32 Students		69 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0.3% suspended at least one day
Maintained 0%		Declined 1.3%
58 Students		386 Students

Conclusions based on this data:

1. The overall number of students suspended remains comparatively very low. The MTSS team continues to individually monitor and support student behaviors that can potential lead to or include suspension.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

School Goal 1

By Spring 2027, the percentage of students performing at or above grade level in Mathematics, as measured by the i-Ready Diagnostic will increase across targeted student groups. Socio-economically Disadvantaged students will reach 50% or higher, English Learners will reach 30% or higher, and Students with Disabilities will reach 30–35% by the end-of-year benchmark for grades K–5.

Identified Need

Mid-year i-Ready Mathematics data indicates that a significant percentage of students across identified student groups are performing below grade level, particularly within the "one grade level below" and "two or more grade levels below" performance bands. Socio-economically Disadvantaged students and Students with Disabilities demonstrate high percentages of students in the one grade level below category, while English Learners show a high concentration of students performing below grade level overall.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math i-ready Mid Year District Assessment whole school	57% Mid/Above Grade Level	63% or higher
Math I ready mid Year Socio-economically Disadvantaged	25% Mid/Above Grade Level	50% or higher
Math Iready Mid year English Learners:	0% Mid/Above Grade Level	30% or higher
Math Iready Mid year Students with Disabilities:	3% Mid/Above Grade Level	30–35%

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL

Action/Service

All teachers will implement the newly district-adopted Amplify Math curriculum to deliver standards-aligned instruction based on the California Common Core State Standards for Mathematics new framework and CGI Instruction models. Instruction will emphasize conceptual understanding, problem-solving, mathematical reasoning, and discourse.
Teachers will utilize Amplify Math lessons to engage students in grade-level content while incorporating differentiated supports to meet diverse learning needs. Instruction will include structured opportunities for mathematical discourse, vocabulary development, and collaborative problem-solving.

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 2

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME - Students identified in Tier II and Tier III Interventions

Action/Service

Provide targeted academic support and intervention based on data analysis of benchmark and CFAs during in-class Tier 2 instruction and pull-out intensive Tier 2+ and Tier 3 instruction. Teachers will provide targeted, data-driven small group instruction based on i-Ready diagnostic results to address identified skill gaps. English Learners will be supported through integrated language development strategies embedded within Amplify Math, including sentence frames, academic vocabulary, and opportunities for oral language practice. Students with Disabilities will receive differentiated instruction aligned to their Individualized Education Plans (IEPs), including appropriate accommodations, scaffolds, and targeted skill support.

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 3

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME - Students identified in Tier II and Tier III Interventions

Action/Service

PLC teams will use CFA and summative data to target Tier II (provided by teacher) and Tier III (provided by MTSS team) interventions

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 4

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME - Students identified in Tier II and Tier III Interventions

Action/Service

Students in Tier II and III interventions will be frequently monitored and assessed with the use of CFAs and Summative Assessments to move fluidly throughout interventions until mastery of ELOs is identified

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 5

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Teachers will participate in district wide focus on renewed CGI math strategies for Tier 1 & Tier 2, collaborate in planning, teaching, and reviewing assessment results from Common Formative Assessments during weekly PLC, and Grade Level Meetings

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 6

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Provide professional learning opportunities for staff that support best first instruction, personalized learning, and targeted intervention during the implementation of the new Amplify Math curriculum

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s)	Source(s)

Action/Service 7

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

SOME

Action/Service

Intervention will focus on foundational math skills, including number sense, operations, and problem-solving strategies. English Learners will receive targeted support in mathematical language development, including vocabulary, sentence frames, and opportunities for structured discussion. Students with Disabilities will receive specialized intervention aligned to their IEPs, including scaffolded instruction and targeted skill development.
Progress will be monitored regularly using i-Ready data, formative assessments, and teacher observations. Instruction and intervention groups will be adjusted based on student progress through ongoing data review and collaboration among teachers and support staff.

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s)	Source(s)
10,000	General Fund - Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

School Goal 2

By Spring 2027, the percentage of students performing at or above grade level in Reading as measured by the i-Ready Diagnostic will be maintained for or increase for the total school year and increase across targeted student groups. Socio-economically Disadvantaged students will reach 67% or higher, English Learners will reach 45% or higher, and Students with Disabilities will reach 31–35% by the end-of-year benchmark for grades K–5.

Identified Need

Mid-year i-Ready data indicate that a significant percentage of students across identified student groups are performing below grade level in Reading, with high concentrations in the "one grade level below" and "two or more grade levels below" performance bands. Although prior end-of-year data demonstrate that higher levels of achievement are attainable, current data indicate a need for strengthened Tier 1 instruction, targeted small-group intervention, and differentiated support to accelerate student growth. Focus will be placed on closing achievement gaps for Socio-economically Disadvantaged students, English Learners, and Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading Diagnostic Screener	68% Mid/Above Grade level	72% or higher
I-Ready Reading Diagnostic Screener Socio-economically Disadvantaged:	32% Mid/Above Grade Level	67% or higher
I-Ready Reading Diagnostic Screener English Learners:	10% Mid/Above Grade Level	45% or higher
I-Ready Reading Diagnostic Screener Students with Disabilities	14% Mid/Above Grade Level	31–35%

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Teachers will provide differentiated instruction and intervention plus enrichment during designated WIN time utilizing the support of intervention instructional aides to assist and meet the needs of all Tier 1 and 2 students.

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 2

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Teachers and staff will implement the CA CCSS English Language Arts Standards through high-quality, standards-aligned instructional materials and evidence-based instructional practices. Instruction will focus on strengthening foundational reading skills, including phonics, fluency, vocabulary, and comprehension.

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 3

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

The school will utilize i-Ready Personalized Instruction to support individualized learning pathways and monitor student progress. Ongoing data analysis, collaborative planning, and lesson study will be implemented to ensure alignment of instruction and responsiveness to student needs. Additional support will be provided during core instruction and WIN (What I Need) time to accelerate student achievement.
Teachers will collaborate in planning, teaching, and reviewing assessment results from Problem Solving Strategies during weekly PLC, Grade Level Meetings

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s)	Source(s)
5,600	General Fund - Site Discretionary

Action/Service 4

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)
SOME

Action/Service
Teachers will provide targeted, data-driven small group instruction based on i-Ready diagnostic results to address identified skill gaps. English Learners will receive integrated and designated English Language Development (ELD) support to promote language acquisition and access to grade-level content. Students with Disabilities will receive differentiated instruction and intervention aligned to Individualized Education Plans (IEPs).

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s)	Source(s)

Action/Service 5

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)
SOME - Students in Tier II and Tier III Interventions

Action/Service
Progress monitoring will occur regularly using i-Ready growth data, formative assessments, and teacher-developed assessments to ensure responsiveness to student needs. Teachers, intervention staff, and support personnel will collaborate during data meetings to adjust instruction, groupings, and interventions based on student progress.
Reading Intervention will be offered in grades k-5 during the school day to support designated Tier II & III students

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s)	Source(s)

Action/Service 6

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

Action/Service

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

	General Fund - Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Foster SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY through student agency, engagement, resiliency, and positive relationships.

School Goal 3

By the end of the 2026–2027 school year, our school will reduce the overall chronic absenteeism rate from 8.1% to 6.8%, decreasing the number of chronically absent students from 44 to 37 or fewer, as measured by district attendance data.
We will additionally focus on the following groups:
Socioeconomically Disadvantaged, Students with Disabilities, Hispanic or Latino students

Identified Need

At Top of the World Elementary, all significant student groups were placed in the "low" performance category:

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Socioeconomically Disadvantaged	13.4%	10.5%
Students with Disabilities:	13.6%	10.5%
Hispanic or Latino students:	11.6%	9.5%

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

Teacher attention and communication with families on importance of being in school

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 2

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL

Action/Service

LBUSD will also work to promote short-term Independent Study options for planned absences not to exceed 15 cumulative school days.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 3

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

ALL

Action/Service

LBUSD will also implement parent education opportunities throughout the year, in partnership with the Family Resource Center and the Orange County Department of Education Truancy Support Team.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s) Source(s)

Action/Service 4

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

SOME

Action/Service

the District has partnered with the Orange County Truancy Mediation Team to provide more intensive, Tier 2 attendance supports, which could result in referrals to the OC District Attorney Truancy Support Team if Tier 3 supports are warranted.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s)	Source(s)
	General Fund - Site Discretionary

Action/Service 5

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

School wide incentive/reward for positive monthly attendance

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s)	Source(s)
600	General Fund - Site Discretionary
	Donations (School Power/PTA)

Action/Service 6

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

ALL

Action/Service

The MTSS team will incorporate stipend positions to help with tracking and support of attendance data with the office team, counselors and administration in completing the following:Team members will routinely track and analyze attendance data to provide immediate outreach, which includes phone calls, written communications, and daily student check-ins. For students with more persistent attendance issues, the district will utilize a more formal interventions such as School Attendance Review Team meetings and the development of attendance contracts

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

Amount(s)	Source(s)
8,000	General Fund - Site Discretionary

Action/Service 7

Students to be Served by this Action/Service
(Identify either All Students or one or more specific student groups)

Action/Service

Proposed Expenditures for this Action/Service
List the amount(s) and 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.

	Donations (School Power/PTA)

Goals, Strategies, & Proposed Expenditures

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

District Goal 1

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

Identified Need

Students who are at-risk of performing below grade level need additional support. [The following actions and related expenditures support this district and school goals will be performed as a centralized service to schools and is in alignment with the Consolidated Application.]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/i-Ready ELA & Math Outcomes	Districtwide CAASPP ELA: All students: 77.5% met/exceeded standard EL: 32% met/exceeded standard SWD: 42% met/exceeded standard SED: 65% met/exceeded standard (2024-2025) Districtwide: CAASPP Math: All students: 72.1% met/exceeded standard EL: 59% met/exceeded standard SWD: 32% met/exceeded standard SED: 54% met/exceeded standard (2024-2025) i-Ready End of Year Reading Diagnostic: 77% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 37% EL: 52% SED: 71% (2024-25) i-Ready End of Year Math Diagnostic:	Lower percentage of students not achieving at grade level based on the CAASPP and iReady Assessment. Decrease in the achievement gap between English learners, students with disabilities, and districtwide average.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	79% of students in grades K-10 scored in the Tier 1 (within-to-above grade level) band SWD: 42% EL: 57% SED: 74% (2024-25) *Homeless, FY, student groups are not large enough to be included as a significant student group	

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

English learners

Action/Service

Provide centralized ELD program coordination.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s)	Source(s)
198,247	Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 2

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

At-risk students

Action/Service

Provide target interventions, including summer and after-school support.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s)	Source(s)

50,000	Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 3

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

At-risk students

Action/Service

Parent engagement, staff development, direct or indirect services to foster and homeless children.

Proposed Expenditures for this Action/Service

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	Categorical (Federal) - Title I (At-Risk/Low Income)

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

Expenditures by Funding Source

Funding Source	Amount
Categorical (Federal) - Title I (At-Risk/Low Income)	258,247.00
Donations (School Power/PTA)	7,500.00
General Fund - Site Discretionary	26,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,000.00
Goal 2	5,600.00
Goal 3	8,600.00
Goal 4	10,000.00
Goal 6	258,247.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Thomas Turner	Principal
Melinda Witt	Classroom Teacher
Carrie Rabay	Classroom Teacher
Marianne Bynum	Classroom Teacher
Nikki Romano	Other School Staff
Emily Cullings	Parent or Community Member
Kristin Torun	Parent or Community Member
Sarah Pavlik	Parent or Community Member
Dacia Cassara	Parent or Community Member
Erica Rahall	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/2026.

Attested:



Principal, Tom Turner on 5/13/26



SSC Chairperson, Marianne Bynum on 5/13/26

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the Action/Service using the "Action/Service #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Action/Service

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Action/Service

For each Action/Service, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Action/Service where the expenditure first appears in the SPSA. Pursuant to Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

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; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019