



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Louis J. Villalovoz Elementary School	39-75499-6106488	April 28, 2026	June 9, 2026

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	40
Goal 3.....	44
Goal 4.....	47
Goal 5.....	50
Budget Summary	51
Budget Summary	51
Other Federal, State, and Local Funds	51
Budgeted Funds and Expenditures in this Plan.....	52
Funds Budgeted to the School by Funding Source.....	52
Expenditures by Funding Source	52
Expenditures by Goal.....	52
School Site Council Membership	53
Recommendations and Assurances	54
Instructions.....	55
Appendix A: Plan Requirements	62
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	65
Appendix C: Select State and Federal Programs	68

Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

The Villalovoz Elementary School SPSA has been created with input from all appropriate educational partners. We engaged with School Site Council, ELAC, Instructional Leadership Team, and staff. These groups meet regularly throughout the school year where there are opportunities to engage in data analysis, dialogue and input. The goals in our Single Plan for Student Achievement are linked to the Tracy Unified School District LCAP goals. The LCAP goals support the ESSA requirements.

Educational Partner Involvement

How, when, and with whom did Louis J. Villalovoz Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our plan has been developed by all appropriate educational partners. We engaged with School Site Council (SSC), English Language Advisory Committee (ELAC), Instructional Leadership Team, and staff. These groups meet regularly throughout the school year where there are opportunities to engage in dialogue and input.

SSC: 9/16/25, 10/14/25, 12/9/25, 1/13/26, 3/17/26, 4/14/26, 4/28/26

ELAC: 9/15/25, 11/3/25, 1/12/26, 3/23/26

Staff Meetings: Every Monday after school

Instructional Leadership Team: 8/25/25, 9/8/25, 10/13/25, 11/20/25, 1/28/26, 2/25/26, 3/20/26, 4/8/26, 5/12/26

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

After reviewing the California Data Dashboard information, it was observed that overall achievement in English Language Arts and Math is in the Red range for English Learners for the 2024 - 2025 school year. The California Data Dashboard information indicates that Villalovoz qualifies for ATSI in the areas of English Language Arts, Math for English Language Learners and Chronic Absenteeism. Goal 4 was continued from last year to provide a focus on the needs of English Language Learners. The following strategies/activities will support the EL student subgroup in ELA and Math in ATSI:

1.2 Math professional development for all teachers on number sense and math fluency

1.9 English Learner Paraprofessional to provide additional English Language Development and support with math and reading concepts

1.19 PANDA time(Personalized Academic Needs Through Data and Assessment - Differentiated Instruction time across grade levels for English Language Arts.

3.2 District TOSA to support staff with math conceptual learning

3.5 Paraprofessional II to provide before and after school math intervention

The following strategies/activities in addition to the support the Homeless subgroup in Chronic Absenteeism in ATSI,

2.5 Incentives for positive behavior and classroom and individual incentives for whole class attendance

2.8 Boys and Girls Club to support SEL needs and offer organized activities during lunch recess.

2.14 Notify parents through letters and phone calls on attendance concerns. Conduct School Attendance Review Meetings (SART) to develop a plan

2.16 Continue to provide support from the Office of Prevention Services for Homeless and Foster Youth to match community resources with individuals' needs

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

When referring to the California School Dashboard, the following state indicators have an overall performance category of "Red" or "Orange"

Suspension Rate is in the "Red" performance category. This rate increased by 2.4% for students suspended at least one day in 2023-2024 at 3.2% to 3.2% in 2024-2025. Villalovoz will continue to contract with Boys and Girls Club of Tracy to provide mentors during lunch recess. In 2025-2026 Villalovoz worked very hard on restorative practices and progressive discipline including the use of the district Intervention Room when possible and will continue this for 2026-2027.

English Language Arts is in the "Orange" performance category. This rate maintained -2.3 points from 51.2 points below standard in 2023-2024 to 53.5 points below standard in 2024-2025.

Mathematics is in the "Orange" performance category. This rate declined 9 points from 60.7 points below standard in 2023-2024 to 69.5 points below standard in 2024-2025

English Learner Progress is in the "Orange" performance category. The rate of ELs making progress increased 3.5% from 31 % in 2023 - 2024 to 34.5% in 2024-2025

Looking at data has become the norm at Villalovoz. During 2025-2026 teachers were provided with dedicated time to meet regularly in PLCs and this practice will continue for the 2026-2027 school year to help monitor student learning and ensure students who need support receive it through our MTSS offerings. In 2026-2027 all grade level teams will be required to create flexible intervention groupings for ELA.

Along with the Dashboard indicators, the site reviewed students' performance on the CAST. The data indicates all students in 5th grade decreased 4.5 points from 21.1 points below standard in 2022-2023 to 16.6 points below standard in 2023-2024. The only subgroup that decreased was students with disabilities, declining 1.9 points from 31.9 points below standard in 2022-2023 to 33.8 points below standard in 2023-2024. In 2025-2026 the Instructional Leadership Team (ILT) provided professional learning on Universal Design for Learning (UDL) and offered a series of optional science workshops. The site Instructional Leadership Team will continue providing professional development during Early Release Mondays on UDL strategies in Science and will schedule a new series of workshops in the 2026-2027 school year.

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

When referring to the California School Dashboard, Chronic Absenteeism is in the "Yellow" performance category. The three subgroups of English Learners, Homeless, and White are all in the "Red" performance category which is two performance levels below "all students". The Parent Liaison at Villalovoz will continue to educate parents on the importance of attendance through Cafecito presentations. The assistant principal will continue to work with the attendance clerk in identifying families with chronic absenteeism issues. Monthly meetings with families receiving the SART letters from Aeries and shown the correlation between student achievement and attendance rates. Individual and class incentive plans will continue to be put into place at the beginning of the 2026-2027 school year.

Other Needs

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

On the California School Dashboard English Language Arts and Mathematics both show English Learner Students are one performance level below "all students" . A Goal 4 addressing English Learners will continue to be in the SPSA which includes paid time for teachers to plan and prepare for designated ELD, and working with the district EL Coordinator to provide professional development for teachers to use the practice ELPAC assessments to develop effective ELD lessons.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.24%	%	%	1		
African American	2.42%	3.40%	2.68%	10	14	11
Asian	7.02%	7.28%	5.35%	29	30	22
Filipino	3.15%	2.67%	3.16%	13	11	13
Hispanic/Latino	65.13%	67.23%	70.32%	269	277	289
Pacific Islander	0%	0.49%	0.49%	0	2	2
White	16.22%	14.56%	14.84%	67	60	61
Two or More Races	5.81%	4.37%	3.16%	24	18	13
Not Reported	0%	%	%	0		
Total Enrollment				413	412	411

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	54	64	59
Grade 1	65	56	65
Grade 2	72	66	54
Grade3	69	77	67
Grade 4	79	67	75
Grade 5	74	82	67
Total Enrollment	413	412	411

Conclusions based on this data:

1. Student enrollment increased from 2023-2024 to 2024-2025 for the subgroups Filipino and Hispanic/Latino. Asian, African American, and Two or More Races subgroups decreased.
2. Student enrollment in 2023-2024 was 412. In 2024-2025 enrollment decreased by 1 student, however Villalovoz added 24 TK students.

3. Our largest subgroup is Hispanic/Latino students comprising 70.32% of the student population in 2024-2025.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	134	138	132	32.4%	33.5%	32.1%
Fluent English Proficient (FEP)	37	27	22	9.0%	6.6%	5.4%
Reclassified Fluent English Proficient (RFEP)	21	2	3	5.1%	14.3%	21.4%

Conclusions based on this data:

- Our number of English Learners increased by 6 students from 2023-2024 to 2024-2025.
33.5% of our students are English Learners.
- Our number of FEP (Fluent English Proficient) decreased 1.2% going from 6.6% in 2023-2024 to 5.4% in 2024-2025
- Our RFEP (Reclassified Fluent English Proficient) decreased by 16 students going from 21 students in 2022-2023 to 5 students in 2023-2024

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	72	79	68	68	77	66	68	77	66	94.4	97.5	97.1
Grade 4	84	68	78	80	64	76	80	64	76	95.2	94.1	97.4
Grade 5	70	85	63	70	80	62	70	80	62	100.0	94.1	98.4
All Grades	226	232	209	218	221	204	218	221	204	96.5	95.3	97.6

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	2399.	2389.	2388.	23.53	16.88	18.18	19.12	19.48	19.70	19.12	22.08	19.70	38.24	41.56	42.42
Grade 4	2424.	2390.	2400.	13.75	10.94	13.16	15.00	9.38	11.84	26.25	21.88	21.05	45.00	57.81	53.95
Grade 5	2456.	2462.	2447.	10.00	21.25	11.29	25.71	12.50	24.19	24.29	23.75	19.35	40.00	42.50	45.16
All Grades	N/A	N/A	N/A	15.60	16.74	14.22	19.72	14.03	18.14	23.39	22.62	20.10	41.28	46.61	47.55

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	16.18	11.69	10.61	55.88	57.14	51.52	27.94	31.17	37.88
Grade 4	12.50	6.25	5.26	60.00	53.13	56.58	27.50	40.63	38.16
Grade 5	7.14	16.25	9.68	65.71	43.75	54.84	27.14	40.00	35.48
All Grades	11.93	11.76	8.33	60.55	51.13	54.41	27.52	37.10	37.25

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	14.71	7.79	10.61	51.47	54.55	48.48	33.82	37.66	40.91
Grade 4	11.25	3.13	7.89	51.25	50.00	51.32	37.50	46.88	40.79
Grade 5	15.71	13.75	11.29	50.00	53.75	48.39	34.29	32.50	40.32
All Grades	13.76	8.60	9.80	50.92	52.94	49.51	35.32	38.46	40.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.76	10.39	4.55	69.12	64.94	71.21	19.12	24.68	24.24
Grade 4	2.50	9.38	6.58	75.00	59.38	57.89	22.50	31.25	35.53
Grade 5	5.71	7.50	4.84	72.86	61.25	61.29	21.43	31.25	33.87
All Grades	6.42	9.05	5.39	72.48	61.99	63.24	21.10	28.96	31.37

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	13.24	14.29	9.09	60.29	62.34	57.58	26.47	23.38	33.33
Grade 4	8.75	7.81	5.26	58.75	60.94	59.21	32.50	31.25	35.53
Grade 5	4.29	15.00	12.90	68.57	56.25	54.84	27.14	28.75	32.26
All Grades	8.72	12.67	8.82	62.39	59.73	57.35	28.90	27.60	33.82

Conclusions based on this data:

1. Third grade showed an overall increase of 1.52% in meeting or exceeding the standard from 36.36% in 2023 - 2024 to 37.88% in 2024 - 2025
Fourth grade showed an overall increase of 4.68% in meeting or exceeding the standard from 20.32% in 2023 - 2024 to 25% in 2024 - 2025
Fifth grade showed an overall increase of 1.73% in meeting or exceeding the standard from 33.75% in 2023 - 2024 to 35.48% in 2024 - 2025
2. In 2023-2024 30.77% of the students scored meeting or exceeding the overall standards. In 2024-2025 32.77% of students scored meeting or exceeding the overall standards. This was a 1.59% increase
3. 4th and 5th grade showed an increase of 2.46% and 4.53% respectively of students scoring Above Standard in Reading from 2023-2024 to 2024-2025
The average of All Grades showed an decrease of 6.23% students scoring Above, At or Near Standard from 2023-2024 to 2024-2025 in Research/Inquiry
4th grade showed an increase of 6.08% Above or Near Standard from 2023-2024 to 2024-2025 in Writing.

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	72	79	68	72	79	66	72	79	66	100.0	100	97.1
Grade 4	84	68	78	83	66	76	83	66	76	98.8	97.1	97.4
Grade 5	70	85	64	70	85	63	70	85	63	100.0	100	98.4
All Grades	226	232	210	225	230	205	225	230	205	99.6	99.1	97.6

* 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	2396.	2407.	2398.	15.28	24.05	16.67	22.22	24.05	24.24	20.83	11.39	18.18	41.67	40.51	40.91
Grade 4	2416.	2390.	2411.	6.02	3.03	9.21	21.69	15.15	18.42	22.89	24.24	18.42	49.40	57.58	53.95
Grade 5	2457.	2454.	2416.	7.14	17.65	7.94	18.57	10.59	4.76	24.29	17.65	26.98	50.00	54.12	60.32
Grade 11															
All Grades	N/A	N/A	N/A	9.33	15.65	11.22	20.89	16.52	16.10	22.67	17.39	20.98	47.11	50.43	51.71

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	27.78	34.18	21.21	31.94	31.65	42.42	40.28	34.18	36.36
Grade 4	10.84	7.58	10.53	36.14	27.27	32.89	53.01	65.15	56.58
Grade 5	8.57	18.82	4.76	38.57	32.94	39.68	52.86	48.24	55.56
Grade 11									
All Grades	15.56	20.87	12.20	35.56	30.87	38.05	48.89	48.26	49.76

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	16.67	22.78	16.67	37.50	35.44	42.42	45.83	41.77	40.91
Grade 4	8.43	3.03	9.21	44.58	40.91	36.84	46.99	56.06	53.95
Grade 5	5.71	10.59	4.76	61.43	44.71	49.21	32.86	44.71	46.03
All Grades	10.22	12.61	10.24	47.56	40.43	42.44	42.22	46.96	47.32

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	22.22	25.32	12.12	55.56	48.10	54.55	22.22	26.58	33.33
Grade 4	13.25	12.12	14.47	44.58	43.94	39.47	42.17	43.94	46.05
Grade 5	1.43	8.24	6.35	68.57	49.41	38.10	30.00	42.35	55.56
All Grades	12.44	15.22	11.22	55.56	47.39	43.90	32.00	37.39	44.88

Conclusions based on this data:

1. Third grade showed an overall decrease of 7.19% in meeting or exceeding the standard from 48.1% in 2023-2024 to 40.31% in 2024-2025
Fourth grade showed an overall increase of 9.45% in meeting or exceeding the standard from 18.18% in 2023-2024 to 27.63 in 2024-2025
Fifth grade showed an overall decrease of 16% in meeting or exceeding the standard from 28.24% in 2023-2024 to 12.1% in 2024-2025
2. In 2022-2023, 30.22% of students in all grades scored meeting or exceeding the overall standards. In 2023 - 2024 32.17% of students in all grades scored meeting or exceeding the overall standards. This was a 1.95% increase.
3. 5th grade showed an increase of 13.2% of students scoring Below Standards in the area of Communicating and Reasoning

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1397.8	1389.0	1421.2	1409.6	1407.6	1429.8	1369.6	1345.3	1401.0	17	30	16
1	1436.6	1422.6	1401.1	1449.0	1425.3	1417.8	1423.6	1419.6	1383.9	21	18	22
2	1444.1	1441.0	1459.5	1443.5	1451.1	1461.9	1444.2	1430.3	1456.6	27	24	20
3	1460.7	1455.0	1474.4	1458.2	1444.0	1483.7	1462.8	1465.6	1464.7	27	26	22
4	1479.6	1467.0	1470.8	1485.4	1467.2	1467.5	1473.3	1466.4	1473.7	32	26	28
5	1554.5	1496.0	1494.6	1555.9	1499.9	1503.1	1552.5	1491.5	1485.5	15	31	27
All Grades										139	155	135

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	10.00	12.50	17.65	16.67	50.00	70.59	43.33	12.50	11.76	30.00	25.00	17	30	16
1	0.00	0.00	0.00	38.10	33.33	22.73	38.10	27.78	31.82	23.81	38.89	45.45	21	18	22
2	3.70	0.00	10.00	14.81	37.50	35.00	59.26	37.50	25.00	22.22	25.00	30.00	27	24	20
3	3.70	0.00	0.00	29.63	23.08	36.36	29.63	42.31	45.45	37.04	34.62	18.18	27	26	22
4	12.50	3.85	10.71	25.00	30.77	21.43	40.63	30.77	17.86	21.88	34.62	50.00	32	26	28
5	46.67	3.23	11.11	26.67	38.71	33.33	26.67	32.26	22.22	0.00	25.81	33.33	15	31	27
All Grades	9.35	3.23	7.41	25.18	29.68	31.85	43.88	36.13	25.93	21.58	30.97	34.81	139	155	135

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	0.00	13.33	12.50	17.65	20.00	56.25	58.82	40.00	0.00	23.53	26.67	31.25	17	30	16
1	0.00	11.11	4.55	42.86	22.22	27.27	47.62	38.89	36.36	9.52	27.78	31.82	21	18	22
2	0.00	0.00	15.00	37.04	50.00	45.00	40.74	37.50	25.00	22.22	12.50	15.00	27	24	20
3	18.52	7.69	36.36	33.33	34.62	36.36	14.81	23.08	9.09	33.33	34.62	18.18	27	26	22
4	25.00	19.23	17.86	43.75	38.46	32.14	18.75	19.23	17.86	12.50	23.08	32.14	32	26	28
5	53.33	25.81	33.33	33.33	45.16	37.04	13.33	12.90	11.11	0.00	16.13	18.52	15	31	27
All Grades	15.11	13.55	20.74	35.97	35.48	37.78	30.94	27.74	17.04	17.99	23.23	24.44	139	155	135

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	6.67	18.75	6.25	13.33	0.00	25.00	36.67	81.25	68.75	43.33	0.00	16	30	16
1	0.00	0.00	4.55	27.78	16.67	22.73	38.89	50.00	13.64	33.33	33.33	59.09	18	18	22
2	7.41	0.00	10.00	33.33	25.00	35.00	33.33	33.33	25.00	25.93	41.67	30.00	27	24	20
3	0.00	0.00	0.00	13.04	3.85	9.09	43.48	53.85	50.00	43.48	42.31	40.91	23	26	22
4	3.85	3.85	0.00	26.92	11.54	17.86	30.77	26.92	28.57	38.46	57.69	53.57	26	26	28
5	7.69	0.00	0.00	11.54	6.45	22.22	50.00	51.61	22.22	30.77	41.94	55.56	26	31	27
All Grades	3.60	1.94	4.44	20.14	12.26	18.52	35.25	41.94	34.07	41.01	43.87	42.96	139	155	135

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	5.88	3.33	12.50	82.35	73.33	81.25	11.76	23.33	6.25	17	30	16
1	28.57	33.33	18.18	61.90	38.89	63.64	9.52	27.78	18.18	21	18	22
2	3.70	8.33	25.00	62.96	83.33	65.00	33.33	8.33	10.00	27	24	20
3	0.00	0.00	4.55	55.56	57.69	72.73	44.44	42.31	22.73	27	26	22
4	21.88	15.38	10.71	59.38	57.69	35.71	18.75	26.92	53.57	32	26	28
5	46.67	3.23	7.41	53.33	74.19	74.07	0.00	22.58	18.52	15	31	27
All Grades	15.83	9.03	12.59	61.87	65.81	63.70	22.30	25.16	23.70	139	155	135

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	0.00	23.33	25.00	70.59	50.00	43.75	29.41	26.67	31.25	17	30	16
1	0.00	0.00	9.09	85.71	66.67	45.45	14.29	33.33	45.45	21	18	22
2	25.93	8.33	15.00	55.56	79.17	70.00	18.52	12.50	15.00	27	24	20
3	29.63	23.08	45.45	33.33	38.46	36.36	37.04	38.46	18.18	27	26	22
4	37.50	34.62	21.43	46.88	46.15	42.86	15.63	19.23	35.71	32	26	28
5	80.00	58.06	55.56	13.33	25.81	29.63	6.67	16.13	14.81	15	31	27
All Grades	28.06	27.10	29.63	51.08	49.03	43.70	20.86	23.87	26.67	139	155	135

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	3.33	6.25	82.35	56.67	75.00	17.65	40.00	18.75	17	30	16
1	4.76	0.00	4.55	42.86	55.56	36.36	52.38	44.44	59.09	21	18	22
2	7.41	0.00	5.00	37.04	50.00	60.00	55.56	50.00	35.00	27	24	20
3	3.70	0.00	0.00	40.74	50.00	40.91	55.56	50.00	59.09	27	26	22
4	0.00	3.85	0.00	28.13	38.46	39.29	71.88	57.69	60.71	32	26	28
5	20.00	0.00	3.70	60.00	45.16	37.04	20.00	54.84	59.26	15	31	27
All Grades	5.04	1.29	2.96	44.60	49.03	45.93	50.36	49.68	51.11	139	155	135

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	23.53	13.33	37.50	41.18	40.00	43.75	35.29	46.67	18.75	17	30	16
1	4.76	0.00	0.00	80.95	66.67	57.14	14.29	33.33	42.86	21	18	21
2	14.81	4.17	20.00	62.96	66.67	60.00	22.22	29.17	20.00	27	24	20
3	11.11	3.85	0.00	44.44	73.08	72.73	44.44	23.08	27.27	27	26	22
4	15.63	15.38	3.57	59.38	46.15	50.00	25.00	38.46	46.43	32	26	28
5	26.67	12.90	3.70	73.33	58.06	44.44	0.00	29.03	51.85	15	31	27
All Grades	15.11	9.03	8.96	59.71	57.42	54.48	25.18	33.55	36.57	139	155	134

Conclusions based on this data:

- Overall, we had the highest number of EL students performing at Level 1 with 34.81% for the 2024 -2025 school year. The percentage of EL students in Levels 3 and 4 combined increased 6.35% from 29.68% in 2023-2024 to 31.85% in 2024-2025
- For Written Language we had the highest % of EL students performing at Level 1 with 43.87% for the 2023 - 2024 school year compared to the highest % at Level 1 with 41.01% for the 2022-2023 school year. This reflects an increase of 16 students taking the ELPAC in 2023-2024

For Oral Language we had the highest % of EL students performing at Level 3 with 35.48% for the 2023 - 2024 school year compared to the highest % at Level 3 with 35.97% for the 2022 -2023 school year. This reflects an increase of 16 students taking the ELPAC in 2023-2024

For Listening Domain we had the highest % of EL students performing at the Somewhat moderate level with 63.7%

For Speaking Domain we had the highest % of EL students performing at the Somewhat moderate level with 43.7%

For Reading Domain all grade levels increased in the Well Developed level by a minimum of 2.92% with the exception of 4th grade which decreased by 3.70%

For Writing Domain we had the highest % of EL students performing at the Somewhat moderate level with 54.48%

3. There was an 8.5 increase in the overall mean scale ELPAC summative scores for all students from 1445.1 in 2023-2024 to 1453.6 in 2024-2025

There was a decrease of 20 English Learners assessed from 155 students assessed in 2023-2024 to 135 students assessed in 2024-2025

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
411	79.6%	32.1%	0.0%
Total Number of Students enrolled in Louis J. Villalovoz 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	132	32.1%
Foster Youth	0	0.0%
Homeless	17	4.1%
Socioeconomically Disadvantaged	327	79.6%
Students with Disabilities	90	21.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.7%
American Indian	0	0.0%
Asian	22	5.4%
Filipino	13	3.2%
Hispanic	289	70.3%
Two or More Races	13	3.2%
Pacific Islander	2	0.5%
White	61	14.8%

Conclusions based on this data:

1. Our socioeconomically disadvantaged students decreased from 83.5% of our student population in 2023-2024 to 79.6% of our student population in 2024-2025 which is a 3.9% decrease.

2. English Learners showed a 1.4% decrease from 33.5% in 2023-2024 to 32.1% in 2024-2025
3. Students with disabilities comprise 21.9% of our student population.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In 2024 - 2025 English Language Arts, Math, and English Learner Progress were in the Orange range for the Overall Performance category.
2. In 2024 - 2025 Chronic Absenteeism was in the yellow range. The California Data Dashboard shows chronic absenteeism at 22.7%, an decrease of 6.5% from the 2023-2024 school year.

3. In 2024 - 2025 English Learner progress was in the Orange range which is an increase from the Red range in 2023-2024. The California Data Dashboard shows an increase of 3.5% of English Learners making adequate progress from 31% of English Learners making adequate progress in 2023-2024 to 34.5% of English Learners making adequate progress in 2024-2025

School and Student Performance Data

Academic Performance English Language Arts

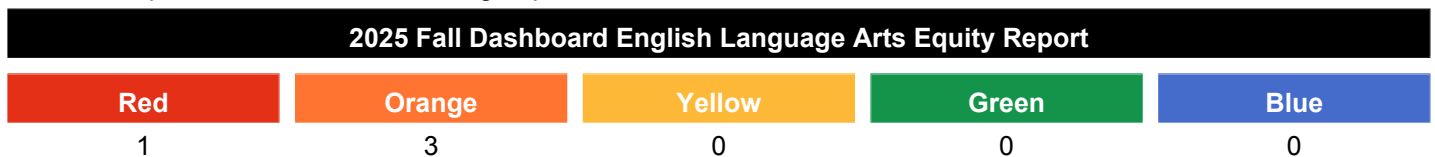
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 53.5 points below standard Maintained -2.3 points 193 Students	English Learners Red 96.1 points below standard Declined 17.5 points 79 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 111.5 points below standard Declined 13.8 points 19 Students	Socioeconomically Disadvantaged Orange 67.7 points below standard Declined 11 points 163 Students

Students with Disabilities  Orange 144.5 points below standard Increased 9.3 points 50 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 50.2 points below standard Increased 15.2 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 63.3 points below standard Declined 4.9 points 137 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 16.7 points below standard Increased 5.8 points 26 Students

Conclusions based on this data:

1. In 2024 -2025 All Students, Low SES, Students with Disabilities, and Hispanic subgroups scored in the Orange range in English Language Arts with All students scoring 53.5 points below standard, Students with Disabilities scoring 144.5 points below standard, low SES scoring 67.7 points below standard, and the Hispanic subgroup scoring 63.3 points below standard. English Learners scored 96.1 points below standard, placing them in the Red range.
2. In 2024-2025 Students with Disabilities had an increase of 9.3 points in English Language Arts going from 153.7 points below standard in 2023-2024 to 144.5 points below standard in 2024-2025
3. In 2024-2025 English Learners had a decline of 17.5 points in English Language Arts going from 78.6 points below standard in 2023-2024 to 96.1 points below standard in 2024-2025.

School and Student Performance Data

Academic Performance Mathematics

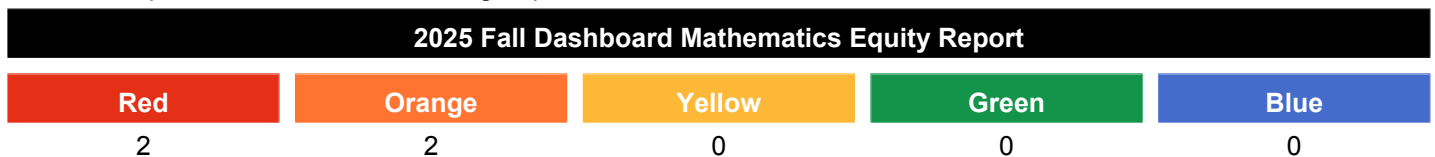
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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  Orange 69.6 points below standard Declined 9 points 194 Students	English Learners  Red 109.8 points below standard Declined 14 points 80 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 115.6 points below standard Maintained 2.5 points 19 Students	Socioeconomically Disadvantaged  Orange 81.6 points below standard Declined 13.2 points 164 Students

Students with Disabilities  Red 172.8 points below standard Declined 18.9 points 50 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 57.7 points below standard Increased 5.3 points 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 83.8 points below standard Declined 13.1 points 137 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 7.9 points below standard Increased 13.3 points 26 Students

Conclusions based on this data:

1. In 2024 -2025 mathematics performance for all students was in the orange range scoring 69.6 points below standard which is a point decline from 60.7 in 2023 - 2024
2. In 2024- 2025 White subgroup scored 7.9 points below standard. This was an increase of 13.3 points from 21.2 points below standard in 2023 - 2024.
3. In 2024 -2025 English Learners scored in the red range scoring 109.8 points below standard. This was decrease of 14 points from 95.8 points below standard in 2023 - 2024.

School and Student Performance Data

Academic Performance Science

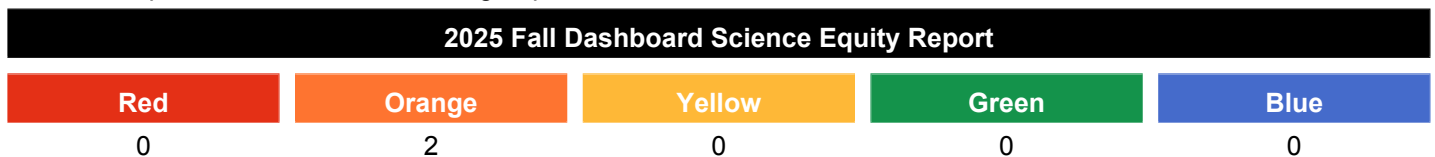
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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 Orange 41.4 science points Declined 6 points 61 Students	English Learners No Performance Color 32.3 science points Declined 11.6 points 29 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged Orange 39.5 science points Declined 8 points 51 Students

Students with Disabilities  No Performance Color 24.9 science points Declined 5.3 points 22 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 40.5 science points Declined 8 points 46 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. In 2024 -2025 Science performance for All Students was in the orange range scoring 41.4 points below standard which is a 6 point decline from 47.4 in 2024 - 2025
2. In 2024 - 2025 English Learner subgroup scored 32.3 points below standard. This was a decrease of 11.6 points from 20.7 points below standard in 2024 - 2025
3. In 2024- 2025 the Low SES subgroup scored 39.5 points below standard. This was an decrease of 8 points from 31.5 points below standard in 2024 - 2025.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
34.5 making progress.	making progress.
Number Students: 113 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
18.6%	46.9%	0%	34.5%

Conclusions based on this data:

1. In 2024 - 2025 our English Learner Progress increased from the red range in 2023-2024 with 31% of English Learners making progress towards English language proficiency to the orange range with 34.5% of English Learners making progress towards English language proficiency.
2. In 2024- 2025 18.6% of our English Learners decreased one ELPI level.
3. In 2024 - 2025 46.9% of our English Learners maintained ELPI Level 1, 2L, 2H, 3L, or 3H and 31% of our English Learners increased at least one ELPI level.

School and Student Performance Data

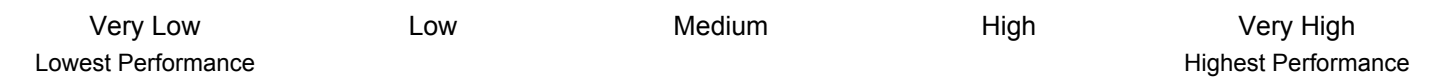
Academic Performance College/Career Report

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.

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

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

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



This section provides number of student groups in each level.



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. Louis J. Villalovoz Elementary School is a Pre-school - 5th grade school, therefore we have no data for the Academic Performance College/Career category.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 22.7% Chronically Absent Declined 3 441 Students	English Learners  Red 26.8% Chronically Absent Maintained 0.2 142 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  Red 39.5% Chronically Absent Increased 2.8 38 Students	Socioeconomically Disadvantaged  Orange 24.7% Chronically Absent Declined 1.8 364 Students

Students with Disabilities  Orange 28.6% Chronically Absent Declined 5.7 112 Students	African American  No Performance Color 30% Chronically Absent Increased 7.8 20 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 8.3% Chronically Absent Declined 11.1 24 Students	Filipino  No Performance Color 14.3% Chronically Absent Increased 6.6 14 Students	Hispanic  Yellow 24.2% Chronically Absent Declined 3.7 302 Students
Two or More Races  No Performance Color 23.1% Chronically Absent Declined 11.9 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Red 21.2% Chronically Absent Increased 1.9 66 Students

Conclusions based on this data:

1. Chronic Absenteeism for all students maintained the yellow range in 2024 - 2025 with 22.7% students chronically absent.
2. In 2024 - 2025 the English Learner, Homeless, and White subgroups were rated in the red range with increases of 0.2%, 2.8%, and 1.9% respectively
3. Chronic Absenteeism for the white subgroup changed from the yellow range in 2023 - 2024 with 19.4% students chronically absent to the red range in 2024-2025 with 21.2% students chronically absent. This was a 1.9% increase.

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.

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 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. Louis J. Villalovoz Elementary School is a Pre-K - 5th grade school, therefore there is no data for the Academic Graduation Rate category.

School and Student Performance Data

Conditions & Climate Suspension Rate

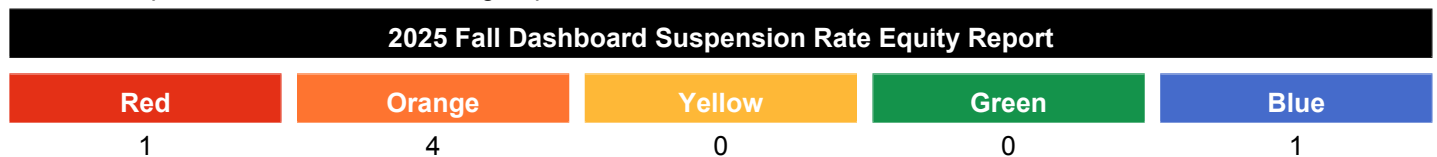
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Red 5.6% suspended at least one day Increased 2.4% 449 Students	 Orange 4.8% suspended at least one day Increased 0.7% 145 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 Blue 0% suspended at least one day Declined 6.7% 38 Students	 Red 5.7% suspended at least one day Increased 2.4% 371 Students

Students with Disabilities  Orange 4.4% suspended at least one day Increased 1.6% 114 Students	African American  No Performance Color 4.8% suspended at least one day Increased 4.8% 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 24 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Hispanic  Orange 5.6% suspended at least one day Increased 1.5% 306 Students
Two or More Races  No Performance Color 20% suspended at least one day Increased 20% 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 6% suspended at least one day Increased 2.8% 67 Students

Conclusions based on this data:

1. In 2024 -2025 the suspension rate was in the red range. The California Data Dashboard shows the suspension rate at 5.6%. This is a 2.4% increase from 2023 -2024
2. In 2024 -2025 the Low SES subgroup dropped from the orange range to the red range with 5.7% students suspended at least 1 day. This is a 2.4% increase.
In 2024-2025 Students with Disabilities and White subgroups went from the yellow range to the orange range with 1.6% and 4.4% students suspended at least 1 day respectively.
In 2024 -2025 the Hispanic subgroup stayed in the orange range with a 1.5% increase in students suspended at least 1 day
In 2024-2025 the Homeless subgroup went from the red range to the blue range with a 6.7% decline in students suspended at least 1 day
3. In 2024 -2025 6% of White students compared to 5.6% of Hispanic students suspended at least 1 day. This is a 0.4% difference.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Prepare our pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare our pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Identified Need

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

Only 32.36% of the 3-5 grade students scored in met or exceeded standards on the English Language Arts portion of the SBAC assessment.

72.69% of 3-5 grade students did not meet or exceed standards on the Mathematics portion of the SBAC.

English Learners scored in the Red range on the California Data Dashboard in both ELA and Math on SBAC.

15.88% of 5th grade students scored exceeded or met CAST Science standards on SBAC, this is well below the district at 25.68%

Use of Title I funds will be aligned with allowable expenditures.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the % of Standard Exceeded and Standard Met on Overall ELA achievement for all grades by at least 5% on SBAC	32.36% of students exceeded or met ELA standards on SBAC	37.36% of students will exceed or meet ELA standards on SBAC
Increase the % of Standard Exceeded and Standard Met for English Learners on Overall ELA achievement for all grades by at least 5% on SBAC	5.3% of English Learner students exceeded or met ELA standards on SBAC	10.3% of English Learner students will exceed or meet ELA standards on SBAC
Increase the % of Standard Exceeded and Standard Met on Overall Math achievement for all grades by at least 6% on SBAC	27.32% of students exceeded or met Math standards on SBAC	34.32% of students will exceed or meet Math standards on SBAC
Increase the % of Standard Exceeded and Standard Met on CAST Science by at least 10% on SBAC	15.88% of students exceeded or met CAST Science standards on SBAC	25.88% of students will exceed or meet CAST Science standards on SBAC
Increase the % of Standard Exceeded and Standard Met for English Learners	6.9% of English Learner students exceeded or met ELA standards on SBAC	11.9% of English Learner students will exceed or meet ELA standards on SBAC

on Overall Math achievement for all grades by at least 5% on SBAC

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Additional classroom materials/STEM Materials/ELD supplies. A supply closet will be available for teachers in addition to their start of classroom money as students are continually moving in and out of Villalovoz. Teachers will continue to use sense making notebooks for scientific drawings, labeling, line of learning and CER (Claims, Evidence, and Reasoning) notes during science. Extra STEM supplies accumulated this year can be used by teachers to supplement the current units of instruction and to keep the STEM lab supplied with consumable items as the classes use them during exploration and design challenges. Additional ELD supplies and materials can be used to support designated ELD and our newcomer second dose of ELD	All students	2696 Title I 500 LCFF 1403 LCFF - Supplemental Supplemental EL Funding 0710
1.2	Professional Development- Villalovoz staff can take advantage of professional learning opportunities such as CAFE and county trainings with a focus on English Language Development and math outside of the school district in addition professional learning opportunities from the county office will be provided on campus to improve instructional strategies to meet the needs of all students in the area of math fluency. This will support at risk students and the EL student subgroup in ATSI. Teachers/paraprofessional/admin that attend trainings will share the information learned at staff meetings and with grade level colleagues.	All students	20680 LCFF - Supplemental
1.3	Timesheets for Book Fair/ Library supplies	All Students	300 LCFF 750 LCFF
1.4	Purchase recess supplies that are utilized by all students on the campus. This funding will allow for the replacement of worn or broken equipment and for new supplies as our programs change and improve.	All students	400 LCFF
1.5	4th and 5th grade agendas and VES folders - Students in 4th and 5th grade are provided with an agenda to teach organizational skills and time management. Students are provided with a VES folder which has the school handbook printed on it. This folder is used to send home corrected work and for communication between school and home.	4th and 5th graders	1100 Title I 650 Title I
1.6	On or off site educational field trips or assemblies - Real life experiences are crucial to make subject	All students	12213 Title I

	matter more relevant and meaningful for students. This averages out to approximately \$450 per teacher and \$3,123 for schoolwide educational assemblies		
1.7	Additional books to provide schoolwide culture of reading	All Students	1500 LCFF - Supplemental
1.8	Ink for printers to support differentiated instruction and ELD	All students	1420 LCFF - Supplemental 1400 LCFF - Supplemental Supplemental EL Funding 0710
1.9	Paraprofessionals to support intervention / ELD- One 3 hour paraprofessional and one 2 hour paraprofessional to support classrooms with English Learners who are at the beginning or low intermediate level. These paraprofessionals can provide additional English Language Development outside of the designated ELD time, as well as preview/review lessons, or just in time extra support in class content. This will support our EL students in ATSI	EL Students	24299 LCFF - Supplemental Supplemental EL Funding 0710 13724 LCFF - Supplemental Supplemental EL Funding 0710
1.10	Corrective Reading Consumables for Tier 2 Reading Intervention	3rd - 5th Grade Students	485 Title I
1.11	Subs for PD/PLC meetings and professional learning for targeted MTSS planning for intervention and to support at risk students and the EL student subgroup in ATSI	All students	27200 Title I
1.12	Two three hour paraprofessionals to assist teacher led intervention for at risk and ELD students.	EL / at risk students	33479 Title I
1.13	Subs for SST/ 504 meetings to support students and provide parent communication and student progress	All students	3400 LCFF - Supplemental
1.14	Set aside for potential salary increase Title I and ELD paraprofessionals	All students	1674 Title I 1902 LCFF - Supplemental Supplemental EL Funding 0710
1.15	Counseling - In addition to the 4 days of VCC counseling funded by the district, Villalovoz will pay for 1 additional day to have a total of 5 days of VCC counseling	All Students	21600 Title I
1.16	Mystery Science Site Subscription	All Students	1799 Title I
1.17	Technology to be used as a tool to improve learning, management of classrooms, and efficiency in operations	All Students	4428 LCFF
1.18	STAR Reading Assessment to be used as a multiple measure for reading data	3rd - 5th Grade Students	1807 Title I

1.19	PANDA time(Personalized Academic Needs Through Data and Assessment - Differentiated Instruction time across grade levels for English Language Arts. This will provide support for at risk students and the EL student subgroup in ATSI.	All Students	
------	---	--------------	--

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

In 2025-2026 the Villalovoz staff was provided with 4 days of Universal Design for Learning (UDL) training over the course of the school year by one of the district TOSAs. This training was designed to train teachers on the foundations of designing learning experiences and assessments that are inclusive and accessible for all students. We continued our STEM focus and the Instructional Leadership Team (ILT) supported teachers in designing and implementing Universal Design for Learning strategies into all subjects. Five teachers were sent to an English Language Development training at the San Joaquin County Office of Education and two teachers were sent to the CAFE conference in March. However, with all this in place, ELA Overall student achievement shows a slight decline in performance with an increase in lower achievement levels over time. Across all grades, the percentage of students not meeting standard has steadily increased over the past three years(41.28% to 47.55%), while the percentage exceeding standard has declined (15.60% to 14.22%), indicating a widening performance gap. Overall math performance shows a declining trend over the past three years, with the percentage of students not meeting standards increasing (47.11% to 51.71%) and those exceeding standards decreasing from the 2023–24 peak. This indicates a growing need for targeted support.

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

This year additional funds were allocated for teachers to time sheet up to 5 hours to plan and prepare for designated ELD time. Because a significant amount of training during our ERM meetings revolved around best practices and research based strategies for English Learners the teachers did not utilize the majority of this funding.

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

In order to provide more systematic English Language Arts interventions, PANDA (Personalized Academic Needs through Data and Assessment) Time will be required in the 2026-2027 school year. A schedule will be developed for grade level differentiated instruction intervention that will incorporate the Resource program for supports in a Learning Center model. Math is an area of concern and this will be addressed in Goal 3. Professional Learning funding will be increased to continue training for addressing the needs of English Learners, and in addition bringing in Math professional learning from the County.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Provide a safe and equitable learning environment for all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and equitable learning environment for all students and staff.

Identified Need

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

Villalovoz Elementary School needs to continue to work to decrease suspension rates and chronic absenteeism. Villa needs to continue to support students with mental health counseling services and resources. Use of Title I funds will be aligned with allowable expenditures.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- Chronic Absenteeism All students K-5	22.7% Chronically absent decreased 3% from Fall 2024 460 students	10% decrease to no more than 12% chronic absenteeism
CA Dashboard - Chronic Absenteeism Hispanic	24.2% Chronically absent decreased 3.7% from Fall 2024 302 students	10% decrease to no more than 14% chronic absenteeism
CA Dashboard - Chronic Absenteeism Students with Disabilities	28.6% Chronically absent decreased 5.7% from Fall 2024 112 students	10% decrease to no more than 18% chronic absenteeism
ADA Monthly Reports	Average ADA (August 2024- March 2025) 93% maintained from 2025-2025	4% increase to 97%
CA Dashboard - Suspension Rate All students K-5	5.6% suspended Increased 2.4% 449 students	Decrease by 2% to 3.6%
CA Dashboard - Suspension Rate English Learners	4.8 suspended Increase by 0.7% 145 students	Decrease by 2.8% to 2%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will receive a budget of \$12 per student + \$1 site + an additional \$100 to purchase classroom supplies and resources for students to support instruction. Classroom supplies such as crayons, scissors, glue, pencils, paper, notebooks, etc that are determined as necessary will be provided to all students.	All students	5400 Title I 2500 LCFF
2.2	Ricoh- copy machine lease and toner	All students	3,500 LCFF 1,500 Title I
2.3	FedEx - Teacher copies to support communication, family outreach, and student learning	All students	1,000 Title I
2.4	Postage fees for mailing parent communication	All students	800 LCFF
2.5	Character/Student of the Trimester awards for each assembly/Provide trimester incentives for positive behavior and classroom and individual incentives for whole class attendance. This will support our Homeless subgroup in ATSI to encourage attendance.	All students	1640 LCFF
2.6	Promote Student Safety (Nurses supplies)	All students	300 LCFF
2.7	Professional development and support for lunch/ recess supervision. We have seen an increase in student behaviors and we have had a turnover in lunch supervision. The assistant principal will hold 6 meetings with the 5 lunch supervisors to address needs and provide training.	All students	660 LCFF
2.8	Boys and Girls Club to support SEL needs and offer organized activities during lunch recess. The Boys and Girls Club will be on campus with 2 staff for the 2025-2026 school year 5 days per week during lunch. They will provide structured activities and games to support the SEL needs of our students. This will support the SEL needs of our Homeless subgroup in ATSI to encourage attendance.	All students	8446 Title I
2.9	Interpreters for meetings, parent teacher conferences, and communication	All students	600 LCFF - Supplemental Supplemental EL Funding 0710
2.10	Office budget to purchase supplies to support our school	All students	450 LCFF

2.11	Purchase visitor stickers for identification before heading onto campus (Raptor System)	All students	150 LCFF
2.12	Office support to promote involvement and communication	All students	500 LCFF
2.13	FedEx (monthly newsletters, school events, and communication)	All students	400 Title I
2.14	Notify parents through letters and phone calls on attendance concerns. Conduct School Attendance Review Meetings (SART) to develop a plan. This will support our Homeless subgroup in ATSI to encourage attendance.	All students	0 District Funded
2.15			
2.16	Continue to provide support from the Office of Prevention Services for Homeless and Foster Youth to match community resources with individuals' needs. This will support our Homeless subgroup in ATSI to encourage attendance.	Homeless and Foster Youth Students	0 District Funded
2.17	Host family education nights	All students	200 Title I
2.18	Host parent group meetings such as parent volunteers, Cafecito, Latino Family Literacy and offer child care	All students	1200 Title I

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Chronic absenteeism for all students decreased, however when looking at subgroups chronic absenteeism slightly increased for Homeless and White student subgroups. We were able to implement attendance incentives for 6 out of the 10 months of school. Students did not seem to be motivated by the whole class incentives. We added a Very Important Panda (VIP) table at lunch on Fridays and students must be present to win. Data showed that we had a 5.6% increase in suspensions during the 24-25 school year. This year, the administrative team worked hard on a progressive discipline model with restorative conversations. In September, TUSD started an Intervention Room at North Elementary School as an alternate for suspension for students who would benefit from a structured learning environment and SEL lessons. We have utilized the intervention room as part of our progressive discipline model. With these strategies for discipline in place we have seen a decrease from 26 suspensions at this same time last year to 17 suspensions.

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

No major differences in intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Due to students not responding well to whole class attendance incentives, a plan will be put in place to increase individual incentives which will increase the amount of funding to strategy/activity 2.5. We will also incorporate a plan for whole class incentives through our ASB. We will continue contacting families through various methods such as Parent

Square, parent newsletter, and phone calls to discuss the importance of student attendance. A comprehensive attendance incentive plan will be developed to incentivize consistent attendance. Villalovoz will continue to contract with Boys and Girls Club to run structured activities and promote sportsmanship during lunch recess, however we will drop from having 3 mentors to 2 mentors and monitor lunch time referrals. This will be a decrease of \$6,944 in funding.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

By the end of 5th grade, all students will demonstrate proficiency in number sense and mathematical fluency—accuracy, efficiency, and flexibility with numbers—as measured by district and site assessments, and will be able to explain and justify their mathematical thinking.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Identified Need

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

72.68% of our 3rd - 5th grade students did not meet the standard in overall achievement of Mathematics on the CAASPP. This is a decrease of 4.85% from 32.17% in 2023-2024. Overall 3rd - 5th grade students were 69.6 points below standard in mathematics on the CAASPP. On the Winter FastBridge aMath assessment 41.2% of 2nd - 5th grade students were at or above benchmark.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Overall Achievement in Math	27.32% of students met or exceeded standard	Increase to 38% or more met or exceeded standard
CAASPP Math 3rd Grade	40.91% of students scored above standard	Increase above standard to 51%
CAASPP Math 4th Grade	27.63% of students scored above standard	Increase above standard to 38%
CAASPP Math 5th Grade	12.7% of students scored above standard	Increase above standard to 23%
2024 -2025 Winter FastBridge - aMath 2nd - 5th Grade	59% of students scored below benchmark (high risk/some risk)	Decrease to 40% of students scoring below benchmark (high risk/some risk)
CAASPP Overall Math All Students Distance from Standard	69.6 points below standard	Decrease to no more than 50 points below standard
CAASPP Overall Math English Learners Distance from Standard	109.8 points below standard	Decrease to no more than 90 points below standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Professional Development for math from the county office will be provided on campus to improve instructional strategies to meet the needs of all students in the area of math fluency and number sense. 1- 2 hour whole staff training. 4 full release days and 4 full coaching days. Funding allocated in Goal 1	All Students	0
3.2	Math fluency and number sense support from district TOSA during MTSS grade level days and ERMs	All Students	0 District Funded
3.3	MyPath Math program	All students	0 District Funded
3.4	Subs for PD/ PLC meetings and professional learning - Funding allocated in Goal 1	All students	0
3.5	2 eight hour paras to support before and after school math interventions, This will provide support for at risk and the EL student subgroup in ATSI	At risk students	0 District Funded

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Goal 3 for the 2025-2026 school year was to prepare students with the skills needed to read at grade level by the end of third grade. All classrooms K-5 continued to use the Imagine Reading program for at least portion of their students for a minimum of 20 minutes per day. Students in 3rd – 5th grade practiced throughout the year with CAASPP FIABs as this was part of the district benchmark assessments. Students stated they were comfortable starting the state testing because it was the same as what they had been doing. The second grade team started the school year with flexible differentiate reading intervention groups between teachers. This targeted instruction has shown to be successful as second grade showed a 5% increase in students scoring at or above benchmark on the Winter FastBridge assessment. Our overall academic performance in ELA on the CAASPP maintained with 32.36% of student meeting or exceeding standards. All kindergarten through third grade teachers were trained through the Professional Learning Department on The Science of Reading. Evidence of this training was frequently seen primarily in kindergarten through second grade classrooms. Our assistant principal took on the project of coaching the third grade team in the Science of Reading, along with using data to drive instruction for small group interventions in their classrooms.

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

The 2025-2026 school year was challenging with staffing for our intervention programs. To date our general education intervention paraprofessionals have only been fully staffed 2 out of 8 months. Villalovoz has also had a total of 14 Special Education IEP paraprofessionals assigned to individual students. Many of these positions have remained vacant for most of the year. When substitute IEP paraprofessionals for these positions do not show up, our general education intervention paraprofessionals are frequently reclassified to fill the position as they are required by the IEP. This created unfortunate inconsistencies in how we were able to run our targeted reading interventions. The 5th grade Corrective Reading group folded, and the 3rd and 4th grade Corrective Reading groups were run no more than 3 days per week on average.

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

While we did not grow overall in our ELA scores we did maintain and through a deep data dive, teachers determined through a needs assessment that our focus for Goal 3 needed to be math. With the inconsistencies in being about to run our intervention programs for reading, in the 2026-2027 school year, all grade levels will be required to run a minimum of 30 minutes of PANDA time with their grade level colleagues. This is Personalized Academic Needs through Data and Assessment, or differentiated reading groups to meet the needs of all students, whether our intervention paraprofessionals are present or not. For math, 72.68% of our 3rd - 5th grade students did not meet the standard in overall achievement of Mathematics on the CAASPP. Overall 3rd - 5th grade students were 69.6 points below standard in mathematics on the CAASPP. In analyzing the data teachers determined the best focus would be number sense and number fluency in all grade levels. This will aide in conceptual understanding, strategic thinking, and build confidence as accuracy improves. As noted above, our new Goal 3 will be By the end of 5th grade, all students will demonstrate proficiency in number sense and mathematical fluency—accuracy, efficiency, and flexibility with numbers—as measured by district and site assessments, and will be able to explain and justify their mathematical thinking. Our metrics will align with improvement on the math portions of the CAASPP and FastBridge. Strategies and activities will include an emphasis on before and afterschool math intervention and professional development provided by the county office of education to support number sense and fluency.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Prepare English learners (ELs) in the areas of listening, speaking, reading, and writing to achieve English language proficiency within five years of initial identification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Identified Need

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

In 2024-2025 Villalovoz had 132 students designated as English Language Learners. 34.5% of these students made progress in English Language Acquisition on the ELPAC which is a 3.5% increase from 31%% in 2023-2024. English Learners scored in the red category in both English Language Arts and Math on the California Data Dashboard: In English Language Arts, English Learners scored 96.1 points below standard decreasing 17.5points from 78.5 points below standard in 2023-2024. In Math, English Learners scored 109.8 points below standard decreasing 14 points from 95.8 points below standard in 2023-2024.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Overall Performance Level (ELPI)	34.5% of English Learners progressed at least one ELPI level on the Summative ELPAC Assessment	Increase to 44% of English Learners progressing at least one ELPI level on the Summative ELPAC Assessment
Summative ELPAC Overall Performance Level (ELPI)	18.6% of English Learners decreased at least one ELPI level on the Summative ELPAC Assessment	Decrease to no more than 10% of English Learners decreasing at least one ELPI level on the Summative ELPAC Assessment
Summative ELPAC Overall Performance Level (ELPI)	46.9% of English Learners scored Level 1 on the Written Language portion of the Summative ELPAC	Decrease the number of English Learners scoring a Level 1 on the Written Language portion of the Summative ELPAC to 36%
Summative ELPAC Overall Performance Level (ELPI)	51.11% of English Learners scored Level 1 on the Reading Domain portion of the Summative ELPAC	Decrease the number of English Learners scoring a Level 1 on the Reading Domain portion of the Summative ELPAC to 41%
CA Dashboard Academic Performance English Language Arts - English Learners	CA Dashboard shows English Learners scored 96.1 points below standard on the Smarter Balanced Summative Assessment in English Language Arts	Decrease the number of points below standard for English Learners on the Smarter Balanced Summative Assessment in English Language Arts to 86 points below standard.

CA Dashboard Academic Performance Mathematics- English Learners	CA Dashboard shows English Learners scored 109.8 points below standard on the Smarter Balanced Summative Assessment in Mathematics	Decrease the number of points below standard for English Learners on the Smarter Balanced Summative Assessment in mathematics to 89 points below standard.
---	--	--

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Paraprofessionals to support intervention / ELD- One 3 hour paraprofessionals and one 2 hour paraprofessional to support classrooms with English Learners who are at the beginning or intermediate level. These paraprofessionals can provide additional English Language Development outside of the designated ELD time, as well as preview/review lessons, or just in time extra support in class content. Funding allocated in Goal 1	English Learners	0
4.2	Additional ELD supplies and materials can be used to support designated ELD and our newcomer second dose of ELD - Funded in Goal 1	English Learners	0
4.3	Continue frequency of walkthroughs during ELD to a minimum of once per trimester	English Learners	0
4.4	Engage Families as Partners in Reading through Latino Family Literacy and Cafecito providing hospitality and child care- Funding allocated in Goal 2	All students	0
4.5	PD with TUSD EL Coordinator during ERM on using ELPA practice tests to frame designated ELD	English Learners	0

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The majority of staff development that occurred in our ERMs focused around UDL strategies, with an emphasis on supporting English Learners. 5 teachers attended a county training on English Language Development and 2 teachers attended one day of CAFE. All teachers shared what they learned during grade level collaboration time. Our Instructional Leadership Team (ILT) ran a series of STEM UDL workshops with an emphasis on English Learners. Villalovo had nine participants graduate from Latino Literacy this year, and an average of 10 parents attending Cafecito every Thursday learning ways to support their students in their educational journey.

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

No major differences in intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

There will be two budgeted expenditures that will be changed from the 2025-2026 budget. In 2025-2026 teachers were allotted up to 5 hours for after school planning time for Designated ELD time. This funding was not utilized so it will be removed from the current budget. In addition, the 2 hour and the 3 hour EL paraprofessional positions will both be funded out of Targeted EL 0710 funds. This will take the paraprofessional out of ELPAC testing, allowing for more direct student intervention with ELD.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$210,055.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$122,849.00

Subtotal of additional federal funds included for this school: \$122,849.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF	\$16,878.00
LCFF - Supplemental	\$70,328.00

Subtotal of state or local funds included for this school: \$87,206.00

Total of federal, state, and/or local funds for this school: \$210,055.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF	16,878.00
LCFF - Supplemental	70,328.00
Title I	122,849.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	180,809.00
Goal 2	29,246.00
Goal 3	0.00
Goal 4	0.00

School Site Council Membership

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

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

Name of Members	Role
Marji Baumann	Principal
Aline Trueba Fregoso	Other School Staff
Micaela Vergara	Classroom Teacher
Duane Voller	Classroom Teacher
Hanna Zepeda	Classroom Teacher
Lindsay Lewis	Parent or Community Member
Diana Lopez	Parent or Community Member
Susan Simas	Parent or Community Member
Terra Romero	Parent or Community Member
Favian Velasquez	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 4-28-26.

Attested:




Principal, Marji Baumann on 4-28-26

SSC Chairperson, Hanna Zepeda on 4-28-2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023