



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Art Freiler School	39-75499-6118699	April 29, 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 Art Freiler 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.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	16
Student Population.....	20
Overall Performance	22
Academic Performance.....	24
Academic Engagement	32
Conditions & Climate.....	35
Goals, Strategies, & Proposed Expenditures.....	37
Goal 1.....	37
Goal 2.....	40
Goal 3.....	44
Goal 4.....	46
Goal 5.....	48
Budget Summary	49
Budget Summary	49
Other Federal, State, and Local Funds	49
Budgeted Funds and Expenditures in this Plan.....	50
Funds Budgeted to the School by Funding Source.....	50
Expenditures by Funding Source	50
Expenditures by Goal.....	50
School Site Council Membership	51
Recommendations and Assurances	52
Instructions.....	53
Appendix A: Plan Requirements	60
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	63
Appendix C: Select State and Federal Programs	66

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 Art Freiler 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

Our plan has been created with input from all appropriate educational partners. Input from staff was collected during a staff meeting survey and potential changes were presented. School Site Council and the Freiler Staff Parent Association also provided input that served to shape the goals outlined in this document. Art Freiler school qualifies for Additional Targeted Support and Improvement (ATSI) due to very high levels of suspension, chronic absenteeism for African-American students, and ELA and Mathematics performance for students with disabilities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following educational partners were consulted with as a part of the planning process for the SPSA review and development:

- Art Freiler School staff (February 23, 2026)
- School Site Council (April 1st, 2026)
- Freiler Staff Parent Association (April 14, 2026)

Resource Inequities

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

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

Based on 2025 California School Dashboard data, Art Freiler School continues to demonstrate resource inequities impacting student outcomes, particularly for Long-Term English Learners, English Learners, and Students with Disabilities, who perform significantly below the All Students group in English Language Arts and Mathematics. In addition, Chronic Absenteeism and Suspension Rate remain in the Orange category, indicating unequal access to consistent instructional time and supportive learning environments. These disparities highlight the need to expand targeted interventions, strengthen Learning Centers, and increase academic and behavioral supports to ensure equitable outcomes for all student groups.

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.

Referring to the 2025 California School Dashboard and local data, several indicators continue to reflect significant areas of need, including both orange and red performance levels, particularly in subgroup achievement and school climate.

While overall English Language Arts and Mathematics performance remains in the yellow category, persistent achievement gaps continue for key student groups. The most critical area of concern is Long-Term English Learners in Mathematics, which remains in the red performance category, indicating the lowest level of performance and continued decline despite prior efforts. In addition, English Learners and Students with Disabilities continue to perform in the

orange category in both ELA and Mathematics, reflecting sustained gaps in access and mastery of grade-level standards. School climate indicators also remain areas of need. Freiler teachers regularly look at student assessment data during time allotted for Professional Learning Communities weekly during after school staff meetings. In addition to weekly time, teachers will have three release days throughout the school year to look at student data and determine what types of intervention tools are needed to help students perform at grade level. All teachers will continue to use FIABS to prepare students for state testing. Freiler will employ two full time intervention paraprofessionals, two EL paraprofessionals, four RSP teachers and four Special Education paraprofessionals to work with students performing below grade level in grades K-5. The Learning Center (LC) model is a structured intervention system within general education that provides targeted academic and behavioral support to both general education students and students with disabilities. Staffed through collaboration between general education and special education teachers and supported by paraprofessionals and related service providers as needed, LCs deliver focused instruction in areas such as reading, math, and social-emotional learning. This model emphasizes inclusion by supporting students in flexible groups based on need while maintaining access to grade-level content and promoting collaboration between general and special education staff to design and deliver effective interventions. The Middle School Study Skills class is an intervention support course designed for students in grades 6–8 who are performing below grade level on state assessments or who have not demonstrated proficiency in their core ELA or math classes. This course provides targeted academic support focused on strengthening foundational skills, improving study habits, and increasing student access to grade-level content. Instruction is delivered through a collaborative teaching model in which special education and general education teachers work together to provide differentiated support, small group instruction, and skill-building aligned to student needs, including IEP goals when applicable. The course emphasizes structured academic routines, organization, and strategies for success in core content areas, while also ensuring students receive consistent, strategic intervention aligned with classroom instruction and PLC collaboration. All grade levels will have access to IXL curriculum, for both math and ELA as supplemental program to help students perform at grade level.

The suspension Rate is in the orange category, signaling ongoing challenges with student engagement, attendance, and behavioral outcomes. Although the suspension rate has shown improvement compared to prior years, it has not yet reached a stable positive performance level. In response, the school continues to prioritize targeted interventions for Long-Term English Learners, strengthen inclusive supports for Students with Disabilities, and implement coordinated attendance and behavior systems that include restorative practices, family engagement, and tiered supports to reduce chronic absenteeism and improve student connectedness.

Freiler has contracted with Boys and Girls Club of Tracy to provide mentors during lunch recess. With the addition of the mentors, two full-time behaviorists, one part-time behaviorist and an additional tier three mental health counselor, students will be able to have restorative conversations with these staff members when they receive referrals in order to reduce suspension rate. The district has also implemented an alternative suspension system that will continue to be used during the 2026-27 school year.

Chronic Absenteeism remains in the Orange performance category. The school will continue to implement positive attendance incentives to increase student attendance and reduce tardiness, reinforcing the connection between consistent attendance and academic success. In grades K–5, efforts will focus on building strong attendance habits early by promoting the importance of daily attendance for academic growth. In grades 6–8, a targeted tardy reduction initiative will continue to emphasize punctuality and its impact on learning and preparedness. Incentives and recognition systems will be used to celebrate students who demonstrate consistent attendance and on-time arrival. In addition, the assistant principal and attendance clerk will continue to monitor attendance data closely, identify students with chronic absenteeism, and engage families through monthly SART meetings to strengthen understanding of how attendance directly impacts student achievement.

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.

Referring to the California School Dashboard, at least one student group demonstrated performance two or more levels below the All Students group. Specifically, Long-Term English Learners in Mathematics were in the Red performance category while All Students were in the Yellow category, indicating a significant and persistent achievement gap that requires targeted intervention and support.

Other Needs

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

Based on the staff needs assessment survey at Art Freiler School, locally collected data highlight several priority areas for improvement and expansion of services. Staff identified a need to continue AVID classes five days a week to strengthen college and career readiness for middle school students. In response to the growing population of newcomer and English Learner students, the site will expand professional learning opportunities for teachers through participation in the CAFE Conference, California Assessment Conference, and GLAD workshops, while continuing to implement and

strengthen the use of Rosetta Stone and other targeted EL supports. The school will also continue to develop and refine Learning Centers as a structured intervention model to provide tiered academic and behavioral support for both general education students and students with disabilities.

Staff also expressed a need for increased academic intervention beyond the school day, and the site will collaborate with the district to utilize ELOP funds to provide afterschool tutoring for students needing additional support in ELA and mathematics. In addition, staff identified a need for expanded social-emotional learning supports beyond the current Second Step curriculum, including the potential use of motivational speakers and expanded peer mentorship opportunities to strengthen student connectedness and engagement. Additional professional development has also been identified as a need for special education paraprofessionals to strengthen instructional support for students with disabilities. Finally, staff emphasized the importance of increasing family engagement opportunities through events such as Science Night, multicultural celebrations, and parent education classes to strengthen school-home partnerships and support student success.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.39%	0.39%	0.50%	3	3	4
African American	6.01%	5.70%	7.81%	46	44	62
Asian	23.37%	24.74%	24.18%	179	191	192
Filipino	4.83%	4.15%	2.90%	37	32	23
Hispanic/Latino	41.91%	43.26%	43.45%	321	334	345
Pacific Islander	0.65%	0.65%	1.01%	5	5	8
White	16.45%	15.28%	13.35%	126	118	106
Multiple/No Response	6.40%	5.83%	6.55%	49	45	52
Total Enrollment				766	772	794

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	22	43	44
Kindergarten	66	63	67
Grade 1	68	63	75
Grade 2	74	67	68
Grade3	64	81	68
Grade 4	66	74	85
Grade 5	68	68	86
Grade 6	111	98	96
Grade 7	107	111	93
Grade 8	119	104	112
Total Enrollment	766	772	794

Conclusions based on this data:

1. Total enrollment has remained relatively steady over time, with 772 students in 2024–25 compared to 766 in 2023–24 and 768 in 2022–23.

2. Hispanic/Latino students remain the largest group at 43.26%, and Asian students increased to 24.74%, continuing an upward trend over the past three years.
3. Across grade levels, enrollment remains relatively balanced from year to year, with no extreme increases or decreases in any single grade span.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	218	185	180	27.5%	28.5%	22.7%
Fluent English Proficient (FEP)	83	120	123	12.4%	10.8%	15.5%
Reclassified Fluent English Proficient (RFEP)				9.9%		

Conclusions based on this data:

1. The percentage of English Learners decreased from 28.5% in 2023–24 to 24.0% in 2024–25, reflecting a notable reduction in students classified as EL.
2. FEP students increased from 10.8% in 2023–24 to 15.5% in 2024–25, indicating that more students are demonstrating sufficient English skills to be considered fluent but not yet reclassified.
3. Nearly one in four students still classified as EL, continued focus on structured ELD instruction and reclassification pathways remains essential for sustained progress.

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	73	71	80	70	71	79	70	71	79	95.9	100	98.8
Grade 4	70	72	78	70	69	77	70	69	77	100.0	95.8	98.7
Grade 5	87	69	72	86	68	72	86	68	72	98.9	98.6	100
Grade 6	103	110	102	100	108	100	100	108	100	97.1	98.2	98
Grade 7	108	107	111	107	103	110	107	103	109	99.1	96.3	99.1
Grade 8	113	116	104	112	114	103	112	114	103	99.1	98.3	99
All Grades	554	545	547	545	533	541	545	533	540	98.4	97.8	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2396.	2351.	2392.	12.86	2.82	11.39	25.71	12.68	24.05	25.71	25.35	27.85	35.71	59.15	36.71
Grade 4	2473.	2456.	2438.	25.71	17.39	18.18	31.43	26.09	19.48	17.14	23.19	16.88	25.71	33.33	45.45
Grade 5	2484.	2522.	2519.	15.12	29.41	23.61	25.58	38.24	36.11	29.07	7.35	23.61	30.23	25.00	16.67
Grade 6	2495.	2471.	2494.	15.00	6.48	13.00	27.00	23.15	31.00	21.00	29.63	19.00	37.00	40.74	37.00
Grade 7	2509.	2538.	2511.	7.48	15.53	13.76	28.04	39.81	23.85	28.04	16.50	23.85	36.45	28.16	38.53
Grade 8	2547.	2526.	2547.	8.04	11.40	21.36	34.82	28.95	25.24	36.61	21.93	21.36	20.54	37.72	32.04
All Grades	N/A	N/A	N/A	13.21	13.13	16.67	28.99	28.52	26.48	26.97	21.20	22.04	30.83	37.15	34.81

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	10.00	2.82	8.86	62.86	54.93	67.09	27.14	42.25	24.05
Grade 4	17.14	15.94	9.09	72.86	62.32	67.53	10.00	21.74	23.38
Grade 5	11.63	17.65	13.89	62.79	67.65	75.00	25.58	14.71	11.11
Grade 6	19.00	9.26	11.00	43.00	49.07	51.00	38.00	41.67	38.00
Grade 7	16.82	21.36	9.17	50.47	47.57	62.39	32.71	31.07	28.44
Grade 8	8.93	14.04	17.48	66.07	50.00	54.37	25.00	35.96	28.16
All Grades	13.94	13.70	11.67	58.72	53.85	61.85	27.34	32.46	26.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.14	2.82	5.06	64.29	39.44	51.90	28.57	57.75	43.04
Grade 4	21.43	13.04	16.88	57.14	62.32	46.75	21.43	24.64	36.36
Grade 5	19.77	32.35	25.00	53.49	50.00	65.28	26.74	17.65	9.72
Grade 6	9.00	3.70	15.00	51.00	51.85	49.00	40.00	44.44	36.00
Grade 7	5.61	24.27	18.35	57.01	49.51	43.12	37.38	26.21	38.53
Grade 8	9.82	11.40	22.33	61.61	53.51	44.66	28.57	35.09	33.01
All Grades	11.56	14.07	17.22	57.25	51.22	49.26	31.19	34.71	33.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.86	2.82	5.06	75.71	63.38	69.62	21.43	33.80	25.32
Grade 4	11.43	11.59	3.90	74.29	73.91	74.03	14.29	14.49	22.08
Grade 5	10.47	14.71	9.72	70.93	73.53	76.39	18.60	11.76	13.89
Grade 6	11.00	12.04	10.00	75.00	63.89	68.00	14.00	24.07	22.00
Grade 7	10.28	8.74	9.17	67.29	80.58	79.82	22.43	10.68	11.01
Grade 8	10.71	12.28	14.56	80.36	66.67	68.93	8.93	21.05	16.50
All Grades	9.72	10.51	9.07	73.94	70.17	72.78	16.33	19.32	18.15

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	7.14	4.23	13.92	64.29	63.38	64.56	28.57	32.39	21.52
Grade 4	17.14	15.94	7.79	75.71	68.12	67.53	7.14	15.94	24.68
Grade 5	15.12	23.53	20.83	61.63	66.18	61.11	23.26	10.29	18.06
Grade 6	14.00	10.19	19.00	61.00	61.11	52.00	25.00	28.70	29.00
Grade 7	12.15	26.21	12.84	62.62	49.51	59.63	25.23	24.27	27.52
Grade 8	15.18	12.28	22.33	68.75	66.67	60.19	16.07	21.05	17.48
All Grades	13.58	15.38	16.30	65.32	61.91	60.37	21.10	22.70	23.33

Conclusions based on this data:

1. In 2024–25, 43.15% of students met or exceeded standards (16.67% exceeded + 26.48% met), an increase from 41.65% in 2023–24. Additionally, the percentage of students not meeting standards decreased from 37.15% to 34.81%, indicating gradual upward movement in overall student performance.
2. The percentage of students above standard in writing increased to 17.22%, up from 14.07% in 2023–24, reflecting growth in higher-level writing skills. However, 33.52% of students are still below standard, showing only slight improvement from 34.71%.
3. In 2024–25, 61.85% of students performed at or near standard in reading, up from 53.85% in 2023–24, while the percentage below standard decreased from 32.46% to 26.48%. However, students above standard declined slightly (13.70% to 11.67%), suggesting that while more students are moving toward proficiency, fewer are reaching advanced levels.

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	74	71	80	72	71	79	72	71	79	97.3	100	98.8
Grade 4	70	72	78	70	70	78	70	70	78	100.0	97.2	100
Grade 5	87	69	72	86	69	72	86	69	72	98.9	100	100
Grade 6	103	110	102	101	109	100	101	109	100	98.1	99.1	98
Grade 7	108	107	111	107	105	111	107	105	110	99.1	98.1	100
Grade 8	113	116	104	112	114	104	112	114	104	99.1	98.3	100
All Grades	555	545	547	548	538	544	548	538	543	98.7	98.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2418.	2389.	2407.	15.28	2.82	13.92	27.78	30.99	20.25	29.17	29.58	30.38	27.78	36.62	35.44
Grade 4	2486.	2499.	2450.	27.14	27.14	10.26	27.14	28.57	28.21	30.00	31.43	29.49	15.71	12.86	32.05
Grade 5	2500.	2523.	2522.	19.77	30.43	30.56	24.42	21.74	22.22	24.42	26.09	20.83	31.40	21.74	26.39
Grade 6	2485.	2471.	2491.	21.78	6.42	20.00	13.86	18.35	18.00	20.79	31.19	25.00	43.56	44.04	37.00
Grade 7	2484.	2527.	2496.	7.48	25.71	14.55	15.89	14.29	14.55	31.78	23.81	21.82	44.86	36.19	49.09
Grade 8	2500.	2489.	2529.	7.14	6.14	26.92	17.86	11.40	8.65	24.11	32.46	15.38	50.89	50.00	49.04
Grade 11															
All Grades	N/A	N/A	N/A	15.51	15.43	19.34	20.26	19.52	17.86	26.46	29.18	23.39	37.77	35.87	39.41

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	16.67	9.86	13.92	54.17	47.89	50.63	29.17	42.25	35.44
Grade 4	28.57	32.86	23.08	47.14	57.14	39.74	24.29	10.00	37.18
Grade 5	23.26	37.68	38.89	54.65	42.03	40.28	22.09	20.29	20.83
Grade 6	20.79	7.34	19.00	32.67	45.87	43.00	46.53	46.79	38.00
Grade 7	11.21	24.76	15.45	42.99	38.10	36.36	45.79	37.14	48.18
Grade 8	8.93	5.26	19.23	52.68	50.88	37.50	38.39	43.86	43.27
Grade 11									
All Grades	17.34	17.84	20.81	46.90	46.65	40.88	35.77	35.50	38.31

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	11.27	10.13	51.39	50.70	59.49	31.94	38.03	30.38
Grade 4	27.14	22.86	12.82	52.86	61.43	52.56	20.00	15.71	34.62
Grade 5	18.60	21.74	19.44	44.19	49.28	48.61	37.21	28.99	31.94
Grade 6	17.82	4.59	14.00	36.63	54.13	55.00	45.54	41.28	31.00
Grade 7	6.54	20.00	12.73	55.14	45.71	50.91	38.32	34.29	36.36
Grade 8	4.46	5.26	24.04	51.79	59.65	40.38	43.75	35.09	35.58
All Grades	14.05	13.20	15.65	48.54	53.53	50.83	37.41	33.27	33.52

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	6.94	4.23	12.66	75.00	61.97	59.49	18.06	33.80	27.85
Grade 4	22.86	32.86	10.26	61.43	57.14	57.69	15.71	10.00	32.05
Grade 5	10.47	24.64	23.61	68.60	47.83	59.72	20.93	27.54	16.67
Grade 6	15.84	8.26	16.00	54.46	63.30	44.00	29.70	28.44	40.00
Grade 7	7.48	22.86	11.82	61.68	52.38	60.00	30.84	24.76	28.18
Grade 8	6.25	7.02	20.19	60.71	59.65	46.15	33.04	33.33	33.65
All Grades	11.13	15.61	15.65	62.96	57.43	53.96	25.91	26.95	30.39

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards increased to 37.2% (19.34% exceeded + 17.86% met), up from approximately 34.95% in the prior year.
2. Grade 5 and Grade 8 showed strong increases in students exceeding standards (Grade 8 increased to 26.92% exceeded), while other grades, particularly Grade 7, saw an increase in students not meeting standards (49.09%).
3. There were slight increases in students performing Above Standard in Concepts & Procedures (20.81%) and Problem Solving (15.65%), and a decrease in students below standard in Problem Solving compared to prior years.

However, over one-third of students still perform below standard across domains, particularly in Communicating Reasoning (30.39% below).

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	1412.6	1404.5	1424.7	1419.9	1416.3	1423.2	1395.6	1376.9	1428.0	19	28	27
1	1445.8	1444.8	*	1464.3	1448.6	*	1426.8	1440.5	*	19	22	10
2	1481.4	1503.9	1457.5	1486.0	1498.9	1465.5	1476.3	1508.3	1449.1	23	23	18
3	1496.0	1477.5	1489.6	1486.7	1478.5	1502.4	1504.8	1476.2	1476.3	21	28	18
4	1525.0	1520.8	1501.9	1518.3	1523.9	1500.7	1531.2	1517.0	1502.4	20	22	27
5	1534.9	1518.2	1535.8	1525.5	1518.2	1537.9	1544.0	1517.8	1533.3	31	19	21
6	1503.1	1536.6	1524.7	1493.0	1540.4	1522.5	1512.9	1532.3	1526.1	19	29	26
7	1550.2	1534.7	1521.0	1546.7	1536.5	1523.3	1553.4	1532.3	1518.3	21	23	22
8	1550.9	1565.0	1530.1	1547.1	1587.7	1531.4	1554.3	1542.0	1528.2	19	15	16
All Grades										192	209	185

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	10.53	10.71	18.52	26.32	42.86	44.44	52.63	25.00	22.22	10.53	21.43	14.81	19	28	27
1	0.00	9.09	*	31.58	36.36	*	57.89	31.82	*	10.53	22.73	*	19	22	*
2	8.70	21.74	0.00	52.17	56.52	38.89	34.78	17.39	44.44	4.35	4.35	16.67	23	23	18
3	14.29	7.14	16.67	57.14	28.57	33.33	9.52	39.29	27.78	19.05	25.00	22.22	21	28	18
4	30.00	27.27	18.52	45.00	40.91	44.44	15.00	18.18	22.22	10.00	13.64	14.81	20	22	27
5	29.03	26.32	19.05	45.16	42.11	57.14	22.58	10.53	23.81	3.23	21.05	0.00	31	19	21
6	0.00	34.48	26.92	47.37	34.48	30.77	31.58	10.34	19.23	21.05	20.69	23.08	19	29	26
7	42.86	39.13	13.64	33.33	17.39	27.27	14.29	13.04	36.36	9.52	30.43	22.73	21	23	22
8	21.05	40.00	6.25	42.11	20.00	50.00	26.32	20.00	25.00	10.53	20.00	18.75	19	15	16
All Grades	18.23	22.97	15.14	42.71	35.89	40.54	28.65	21.05	28.11	10.42	20.10	16.22	192	209	185

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	10.53	10.71	22.22	21.05	53.57	44.44	52.63	17.86	18.52	15.79	17.86	14.81	19	28	27
1	26.32	18.18	*	26.32	27.27	*	47.37	40.91	*	0.00	13.64	*	19	22	*
2	30.43	34.78	16.67	43.48	56.52	44.44	21.74	8.70	27.78	4.35	0.00	11.11	23	23	18
3	33.33	14.29	27.78	47.62	42.86	44.44	0.00	21.43	16.67	19.05	21.43	11.11	21	28	18
4	55.00	50.00	33.33	35.00	31.82	48.15	0.00	4.55	11.11	10.00	13.64	7.41	20	22	27
5	38.71	47.37	42.86	45.16	36.84	42.86	12.90	0.00	14.29	3.23	15.79	0.00	31	19	21
6	15.79	48.28	42.31	36.84	31.03	30.77	36.84	10.34	11.54	10.53	10.34	15.38	19	29	26
7	42.86	43.48	31.82	42.86	17.39	36.36	9.52	21.74	18.18	4.76	17.39	13.64	21	23	22
8	36.84	46.67	25.00	36.84	26.67	43.75	15.79	20.00	12.50	10.53	6.67	18.75	19	15	16
All Grades	32.81	33.49	30.81	38.02	36.84	40.54	20.83	16.27	17.30	8.33	13.40	11.35	192	209	185

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		10.71	29.63		14.29	22.22		57.14	37.04		17.86	11.11		28	27
1		4.55	*		31.82	*		31.82	*		31.82	*		22	*
2		21.74	0.00		52.17	33.33		17.39	22.22		8.70	44.44		23	18
3		0.00	0.00		14.29	33.33		50.00	27.78		35.71	38.89		28	18
4		18.18	3.70		27.27	33.33		36.36	40.74		18.18	22.22		22	27
5		10.53	4.76		26.32	33.33		31.58	42.86		31.58	19.05		19	21
6	5.26	10.34	11.54	15.79	37.93	23.08	42.11	20.69	26.92	36.84	31.03	38.46	19	29	26
7	23.81	21.74	9.09	23.81	21.74	22.73	33.33	13.04	31.82	19.05	43.48	36.36	21	23	22
8	5.26	20.00	6.25	36.84	26.67	12.50	42.11	13.33	50.00	15.79	40.00	31.25	19	15	16
All Grades	9.38	12.44	8.65	32.81	27.75	27.57	36.46	31.58	34.59	21.35	28.23	29.19	192	209	185

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	15.79	17.86	14.81	68.42	64.29	70.37	15.79	17.86	14.81	19	28	27
1	31.58	13.64	*	68.42	77.27	*	0.00	9.09	*	19	22	*
2	34.78	30.43	22.22	60.87	69.57	72.22	4.35	0.00	5.56	23	23	18
3	42.86	14.29	22.22	47.62	60.71	50.00	9.52	25.00	27.78	21	28	18
4	65.00	72.73	25.93	35.00	18.18	66.67	0.00	9.09	7.41	20	22	27
5	32.26	31.58	14.29	58.06	57.89	85.71	9.68	10.53	0.00	31	19	21
6	0.00	20.69	15.38	73.68	55.17	65.38	26.32	24.14	19.23	19	29	26
7	19.05	17.39	13.64	61.90	47.83	63.64	19.05	34.78	22.73	21	23	22
8	26.32	40.00	12.50	52.63	46.67	62.50	21.05	13.33	25.00	19	15	16
All Grades	30.21	27.27	19.46	58.33	55.98	65.95	11.46	16.75	14.59	192	209	185

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	21.05	28.57	22.22	52.63	53.57	59.26	26.32	17.86	18.52	19	28	27
1	21.05	13.64	*	73.68	68.18	*	5.26	18.18	*	19	22	*
2	39.13	39.13	5.56	56.52	60.87	83.33	4.35	0.00	11.11	23	23	18
3	38.10	32.14	55.56	42.86	50.00	33.33	19.05	17.86	11.11	21	28	18
4	40.00	45.45	51.85	50.00	40.91	37.04	10.00	13.64	11.11	20	22	27
5	61.29	68.42	76.19	35.48	15.79	23.81	3.23	15.79	0.00	31	19	21
6	42.11	72.41	57.69	47.37	24.14	26.92	10.53	3.45	15.38	19	29	26
7	76.19	56.52	59.09	19.05	30.43	27.27	4.76	13.04	13.64	21	23	22
8	52.63	80.00	56.25	42.11	13.33	31.25	5.26	6.67	12.50	19	15	16
All Grades	44.79	46.89	45.41	45.83	41.15	42.16	9.38	11.96	12.43	192	209	185

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.26	3.57	14.81	73.68	67.86	74.07	21.05	28.57	11.11	19	28	27
1	5.26	18.18	*	47.37	45.45	*	47.37	36.36	*	19	22	*
2	17.39	0.00	5.56	56.52	82.61	50.00	26.09	17.39	44.44	23	23	18
3	9.52	0.00	0.00	57.14	50.00	38.89	33.33	50.00	61.11	21	28	18
4	20.00	9.09	3.70	65.00	63.64	59.26	15.00	27.27	37.04	20	22	27
5	16.13	15.79	4.76	74.19	47.37	71.43	9.68	36.84	23.81	31	19	21
6	0.00	6.90	15.38	26.32	55.17	26.92	73.68	37.93	57.69	19	29	26
7	23.81	17.39	9.09	42.86	39.13	31.82	33.33	43.48	59.09	21	23	22
8	5.26	26.67	6.25	63.16	20.00	43.75	31.58	53.33	50.00	19	15	16
All Grades	11.98	9.57	7.57	57.29	54.07	50.81	30.73	36.36	41.62	192	209	185

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	42.11	39.29	62.96	36.84	42.86	25.93	21.05	17.86	11.11	19	28	27
1	5.26	0.00	*	78.95	81.82	*	15.79	18.18	*	19	22	*
2	17.39	34.78	11.11	69.57	60.87	72.22	13.04	4.35	16.67	23	23	18
3	28.57	3.57	11.11	61.90	82.14	72.22	9.52	14.29	16.67	21	28	18
4	35.00	36.36	3.70	55.00	50.00	81.48	10.00	13.64	14.81	20	22	27
5	32.26	26.32	0.00	61.29	42.11	100.00	6.45	31.58	0.00	31	19	21
6	21.05	20.69	23.08	63.16	62.07	61.54	15.79	17.24	15.38	19	29	26
7	33.33	13.04	13.64	57.14	65.22	68.18	9.52	21.74	18.18	21	23	22
8	5.26	0.00	0.00	94.74	86.67	87.50	0.00	13.33	12.50	19	15	16
All Grades	25.00	20.10	17.30	64.06	63.16	69.73	10.94	16.75	12.97	192	209	185

Conclusions based on this data:

1. During the 2024-25 school year 15.14% of students scored at Level 4, a decrease from 22.97% in 2023–24. The majority of students (40.54%) remain at Level 3. This indicates that while many students are approaching proficiency, fewer are reaching full proficiency,
2. Approximately 45.41% of students scored “Well Developed” in speaking of the 2024-25 ELPAC exam.
3. Only 7.57% of students scored “Well Developed” in reading, a decline from 9.57% in the previous year, while 41.62% remain at the Beginning level. This confirms that reading continues to be the weakest domain of the 2024-25 ELPAC exam.

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
772	75.3%	24%	0.8%
Total Number of Students enrolled in Art Freiler 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	185	24%
Foster Youth	6	0.8%
Homeless	42	5.4%
Socioeconomically Disadvantaged	581	75.3%
Students with Disabilities	121	15.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	5.7%
American Indian	3	0.4%
Asian	191	24.7%
Filipino	32	4.1%
Hispanic	334	43.3%
Two or More Races	45	5.8%
Pacific Islander	5	0.6%
White	118	15.3%

Conclusions based on this data:

1. Approximately 75.3% of students are identified as socioeconomically disadvantaged, showing that this remains a consistent and dominant characteristic of the student population.

2. English Learners make up 24% of the student population (185 students), a slight decrease from the previous year. Despite this shift, nearly one in four students requires designated and integrated English Language Development.
3. Hispanic students comprise 43.3% of the population, maintaining their position as the largest ethnic group. Additionally, there is significant representation of Asian (24.7%) and White (15.3%) students.

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

Conclusions based on this data:

- Academic performance in both English Language Arts and Mathematics increased from orange to yellow, indicating that while students are not yet meeting grade-level standards, there has been some growth.
- English Learner Progress is Orange, showing that multilingual students are not making sufficient progress toward language proficiency. Additionally, Chronic Absenteeism (Orange) points to attendance challenges that may be impacting academic outcomes.

3. The Suspension Rate improved from Red to Orange, indicating that efforts to strengthen behavior supports and student interventions are having a positive impact.

School and Student Performance Data

Academic Performance English Language Arts

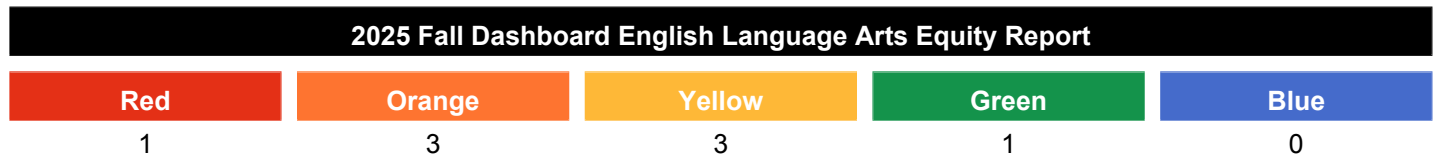
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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  Yellow 24 points below standard Increased 6 points 503 Students	English Learners  Yellow 50.3 points below standard Increased 11.2 points 176 Students	Long-Term English Learners  Red 104.6 points below standard Maintained 2.8 points 41 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 66.9 points below standard Increased 46.3 points 17 Students	Socioeconomically Disadvantaged  Yellow 36.5 points below standard Increased 4.3 points 382 Students

Students with Disabilities  Orange 123.4 points below standard Increased 15.8 points 95 Students	African American  No Performance Color 91.2 points below standard Declined 14.8 points 26 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 6.2 points above standard Increased 20.7 points 111 Students	Filipino  No Performance Color 55 points above standard Increased 15.1 points 26 Students	Hispanic  Orange 45.1 points below standard Maintained 2.4 points 222 Students
Two or More Races  Yellow 25.2 points below standard Increased 29.7 points 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Orange 9.2 points below standard Maintained 2.9 points 81 Students

Conclusions based on this data:

1. Overall ELA performance is improving, but most students are still not meeting grade-level standards. All Students increased by +6 points yet remain 24 points below standard (Yellow) as measured by the 2025 CAASPP ELA assessment,
2. Long-Term English Learners are in the Red (-104.6 points) with minimal growth, and Students with Disabilities are Orange (-123.4 points) despite improvement. These groups are performing farthest from standard as measured by the 2025 CAASPP ELA assessment.
3. English Learners (+11.2), Two or More Races (+29.7), Asian (+20.7), and Homeless students (+46.3) all showed notable increases as measured by the 2025 CAASPP ELA assessment.

School and Student Performance Data

Academic Performance Mathematics

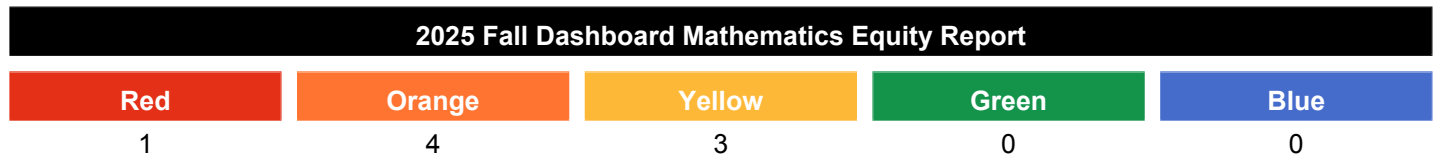
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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  Yellow 43.1 points below standard Increased 4.5 points 510 Students	English Learners  Orange 81.5 points below standard Declined 5.9 points 183 Students	Long-Term English Learners  Red 136.6 points below standard Declined 4.1 points 41 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 103.8 points below standard Increased 20.3 points 21 Students	Socioeconomically Disadvantaged  Orange 60.4 points below standard Maintained -1.4 points 389 Students

Students with Disabilities  Orange 143.2 points below standard Increased 3.9 points 95 Students	African American  No Performance Color 112.3 points below standard Declined 12.4 points 26 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 26.5 points below standard Maintained 1.2 points 114 Students	Filipino  No Performance Color 69.3 points above standard Increased 33.6 points 26 Students	Hispanic  Yellow 62.9 points below standard Increased 6.1 points 223 Students
Two or More Races  Yellow 38.5 points below standard Increased 17.8 points 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 29.6 points below standard Increased 3.1 points 84 Students

Conclusions based on this data:

1. Overall math performance is low, with no student groups meeting or exceeding standards. The majority of groups fall in Orange (4) and Yellow (3), with 1 in Red. All Students are still 43.1 points below standard (Yellow) despite growth.
2. English Learners (-81.5 points, Orange) and Long-Term English Learners (-136.6 points, Red) are performing significantly below standard, and both declined in performance. Long-Term English Learners, in particular, represent the lowest-performing group overall
3. Several groups (All Students, Hispanic, White, Students with Disabilities, and Two or More Races) increased in points, with notable growth among Two or More Races (+17.8) and Homeless (+20.3).

School and Student Performance Data

Academic Performance Science

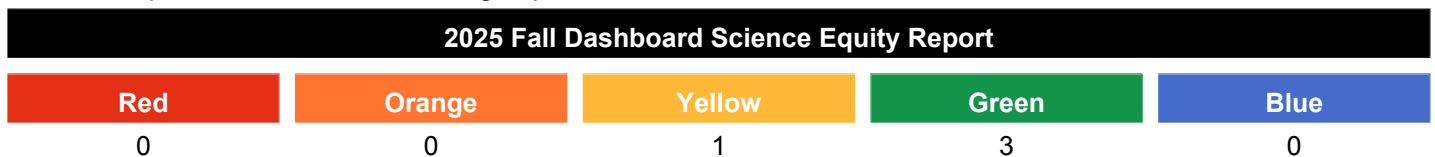
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Green 54.3 science points Increased 2 points 163 Students	English Learners Green 47.3 science points Increased 2.9 points 55 Students	Long-Term English Learners No Performance Color 34.5 science points Declined 6.7 points 13 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged Green 51.6 science points Increased 2.2 points 112 Students

Students with Disabilities  No Performance Color 36.2 science points Maintained 0.5 points 24 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  Green 55.5 science points Increased 2.8 points 41 Students	Filipino  No Performance Color 66.8 science points Increased 4.4 points 12 Students	Hispanic  Yellow 51.9 science points Maintained 0.4 points 66 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 57 science points Maintained 1.3 points 32 Students

Conclusions based on this data:

- Overall performance is improving, with most major student groups in the Green. All Students, English Learners, Socioeconomically Disadvantaged students, and Asian students are all in the green performance level and showed positive growth (about +2 to +2.9 points).
- Long-Term English Learners declined -6.7 points and have the lowest performance (34.5 points) among reported groups. This indicates a need for targeted supports.
- Some groups are stable but not improving, indicating a need for acceleration. Hispanic students (Yellow), Students with Disabilities, and White students all maintained with minimal growth (0.4–1.3 points) rather than making strong gains

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	 Orange
44.5 making progress.	51.6 making progress.
Number Students: 146 Students	Number Students: 31 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
24%	31.5%	3.4%	41.1%

Conclusions based on this data:

- 44.5% of students are making progress towards English Language proficiency as measured by the English Learner Progress Indicator (ELPI).
- 41.1% of EL students progressed at least one ELPI level on the 2025 Fall Dashboard.
- 51.6% of students are making progress on the Long-Term English Learners.

School and Student Performance Data

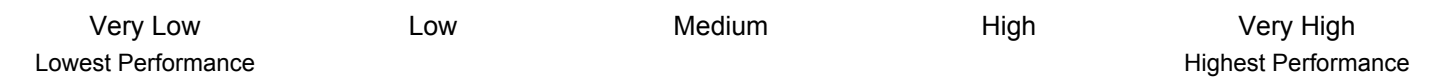
Academic Performance College/Career Report

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:

- No data

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.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 Yellow
20% Chronically Absent	15.7% Chronically Absent	16.3% Chronically Absent
Maintained 0.4	Declined 1.1	Declined 15
828 Students	229 Students	43 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
36.4% Chronically Absent	36.8% Chronically Absent	21.1% Chronically Absent
0	Increased 7.3	Declined 0.7
11 Students	57 Students	636 Students

Students with Disabilities  Yellow 27.5% Chronically Absent Declined 6.8 153 Students	African American  Red 44.4% Chronically Absent Increased 2.4 63 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Red 11.4% Chronically Absent Increased 6.1 201 Students	Filipino  Orange 15.2% Chronically Absent Increased 4.3 33 Students	Hispanic  Yellow 23.6% Chronically Absent Declined 3.2 347 Students
Two or More Races  Orange 19.6% Chronically Absent Increased 2.6 51 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Yellow 12.8% Chronically Absent Declined 2.4 125 Students

Conclusions based on this data:

1. Overall student engagement as measured by attendance is average, with 20% of students chronically absent during the 2024-25 school year.
2. Foster Youth, Homeless and African American groups show an increase in chronic absenteeism for the 2024-25 school year. African Americans show the largest percentage (44.4%) which is an increase of 2.4%.
3. Chronic absenteeism for students with disabilities, Hispanic and White declined an average of 4% for the 2024-25 school year.

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. No data

School and Student Performance Data

Conditions & Climate Suspension Rate

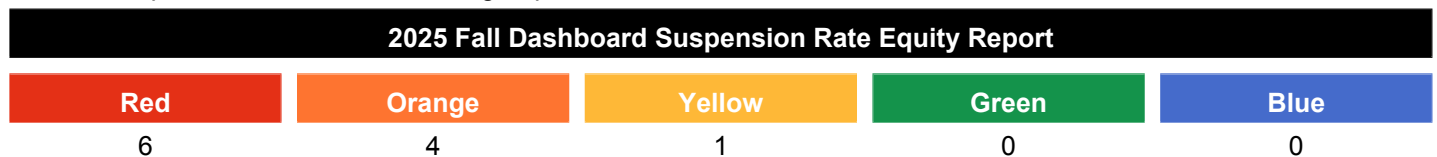
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Orange 9.1% suspended at least one day Declined 0.5% 850 Students	English Learners Red 8.2% suspended at least one day Increased 0.8% 233 Students	Long-Term English Learners Orange 7% suspended at least one day Declined 9.3% 43 Students
Foster Youth No Performance Color 45.5% suspended at least one day 11 Students	Homeless Red 15.3% suspended at least one day Increased 6.6% 59 Students	Socioeconomically Disadvantaged Orange 10.2% suspended at least one day Declined 0.6% 654 Students

Students with Disabilities  Red 15.9% suspended at least one day Increased 3.2% 157 Students	African American  Orange 16.9% suspended at least one day Declined 9.1% 65 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Yellow 3.4% suspended at least one day Declined 1.9% 206 Students	Filipino  Orange 3% suspended at least one day Increased 0.3% 33 Students	Hispanic  Red 10.6% suspended at least one day Increased 0.5% 358 Students
Two or More Races  Red 11.5% suspended at least one day Increased 2.3% 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Red 10.2% suspended at least one day Increased 0.4% 128 Students

Conclusions based on this data:

1. Overall suspension rate was high, with 9.1% of students being suspended at least one day in 2024-25. This is a .5% decrease from 2024.
2. There was a significant decrease in the suspension rate for African American students (9.1%), Asian students (1.9%), Socioeconomically Disadvantaged (.6%) and Long Term English Learners (9.3%).
3. The suspension rate for students with disabilities, homeless students, English Learners, Hispanic and White students increased.

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 each student for college and careers and ensure each student meets grade level standards with a focus on narrowing the achievement gap between each student group using accelerate learning and tiered supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare each student for college and careers and ensure each student meets grade level standards with a focus on narrowing the achievement gap between each student group using accelerate 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.

Based on 2025 California School Dashboard and local assessment data, there is a continued need to significantly increase the number of students meeting or exceeding grade-level standards in English Language Arts and Mathematics. While overall performance shows modest growth, the majority of students remain below proficiency, with persistent achievement gaps among English Learners, Long-Term English Learners, and Students with Disabilities. In addition, key indicators such as Chronic Absenteeism and Suspension Rate remain in the orange category, impacting consistent access to instruction. Targeted academic interventions strengthened Tier 1 instruction, and expanded supports through Learning Centers and after-school tutoring are needed to accelerate student learning and close equity gaps across all student groups.

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
Student enrollment in AVID Elective courses	13 - 7th grade, and 5- 8th grade students enrolled in AVID Elective courses.	Maintain full student roster for the 2026-27 school year with AVID elective running 5 days a week.
CAASPP English Language Arts and Mathematics Proficiency Data	Writing: 65.2% of students near or above grade level standard (2025 CAASPP ELA Writing) Reading: 73.5% of students near or above grade level standard (2025 CAASPP ELA Reading)	Writing: Increase the percentage of students performing near or above standard from 65.2% to at least 68.2% as measured by CAASPP ELA Writing. Reading: Increase the percentage of students performing near or above standard from 73.5% to at least 76.5% as measured by CAASPP ELA Reading.
California School Dashboard English Language Arts and Mathematics Data	ELA: 43.15% of students met or exceeded standards as measured by the 2025 CAASPP Mathematics: 37.20% of students met or exceeded standards as measured by the 2025 CAASPP (19.34% exceeded + 17.86% met)	ELA: Increase the percentage of students meeting or exceeding standards from 43.15% to at least 46.15% as measured by the 2026 CAASPP. Mathematics: Increase the percentage of students meeting or exceeding standards from 37.20% to at least

		40.20% as measured by the 2026 CAASPP.
FastBridge English Language Arts and Mathematics Data	44% of students scored “College Pathway” or “Low Risk” as measured by Winter 2025 FastBridge aReading assessment. 27% of students scored “High Risk” as measured by Winter 2025 FastBridge aReading assessment. 65% of students scored “Low Risk” as measured by Winter 2025 FastBridge AUTOreading assessment	Increase to 47% of students scoring “College Pathway” or “Low Risk” as measured by Winter 2026 FastBridge aReading assessment (3% increase).
ELPAC Assessment Data	15.1% of students met language proficiency standard for reclassification as measured by the ELPAC	Increase the percentage of students meeting language proficiency standards for reclassification by at least 3%, as measured by the ELPAC. Decrease to 24% of students scoring “High Risk” as measured by Winter 2026 FastBridge aReading assessment (3% decrease). Increase to 68% of students scoring “Low Risk” as measured by Winter 2026 FastBridge AUTOreading assessment (3% increase).

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	Use AVID instructional strategies regularly in grades 6-8 with a focus on organization.	All students in grades 6-8.	14,077 LCFF - Supplemental None Specified
1.2	SEL Guest speakers/assemblies to address student mental health, bullying prevention and SEL development		9543 LCFF - Supplemental
1.3	Students will experience rigorous, relevant, and engaging learning activities daily (classroom supplies and materials, supplemental supplies and materials, classroom digital subscriptions, supplemental digital subscriptions, printing costs, training/sub-release, Professional Development, conferences field trips.)	All students.	81902 Title I 23583 LCFF - Supplemental 22480 LCFF
1.4	Students who are English Learners will develop English proficiency through daily engagement in Designated English Language instruction (Paraprofessionals to support English Language Development instruction, supplies, digital subscriptions, training/sub-release, Professional Development).	All students who are English Learners.	21000 Title I 71808 LCFF - Supplemental
1.5	Students will engage with research-based tier 1 early literacy instruction (AR)	All students in grades TK-5	5695 Title I

1.6	Students will receive additional academic support through before school, lunchtime, and after school tutoring and intervention.	All students.	26200 Title I 2000 LCFF - Supplemental
1.7	Students will remediate or enrich learning through a Multi-Tiered System of Support that intervenes to address learning gaps and extends learning for students who have already mastered skills.	All students.	5000 Title I 2000 LCFF - Supplemental
1.8	Provide release time for CAASPP coordinator to ensure preparation and completion of state mandated testing for ELPAC and CAASPP	All Students	1000 LCFF

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.

Art Freiler School implemented a comprehensive approach to support student achievement through the use of AVID strategies, high-quality Tier 1 instruction, and a Multi-Tiered System of Supports (MTSS). In grades 6–8, AVID strategies were consistently integrated to strengthen organization, critical thinking, and college and career readiness skills. Across all grade levels, students engaged in rigorous and standards-aligned instruction supported by supplemental materials, technology, and ongoing professional development for teachers.

Targeted supports were provided to meet the diverse needs of students. English Learners received daily Designated English Language Development (ELD) instruction with additional support from paraprofessionals, resulting in increased opportunities for language acquisition. Early literacy instruction in grades TK–5 emphasized foundational reading skills, while additional academic interventions, including before-school, lunchtime, and after-school tutoring, helped address learning gaps.

The implementation of MTSS allowed staff to identify student needs through data and provide timely interventions and enrichment opportunities. Overall, these strategies contributed to maintaining stable performance levels and showed progress in targeted areas; however, data indicate a continued need to strengthen outcomes in English Language Arts and Mathematics, particularly for student groups with identified achievement gaps. Ongoing refinement of instructional practices, targeted interventions, and expanded support systems will be essential to increase the number of students meeting or exceeding grade-level standards.

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 exist.

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.

The site will provide additional behavioral support by securing a behaviorist one day per week to address student behaviors that impact academic performance and social-emotional well-being. The school will also host guest speakers and assemblies focused on social-emotional topics such as bullying prevention, mental health awareness, substance abuse (including vaping and drugs), and appropriate language use.

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.

Establish and sustain a safe and inclusive learning environment that supports the academic success and well-being of 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.

Based on a review of Dashboard and local data, the school has identified a need to improve student engagement and school climate. Suspension rates remain an area of concern, and chronic absenteeism is in the orange performance level, indicating a need for continued improvement in attendance and student connectedness. Additionally, targeted student groups, including students with disabilities and African American students, demonstrate higher rates of absenteeism and behavioral incidents. These trends highlight the need for enhanced social-emotional supports, proactive behavior interventions, and strategies to increase student engagement and attendance.

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
Social-Emotional Learning (Second Step) Activity Completion Log	100% of scheduled social-emotional learning lessons completed	100% of scheduled social-emotional learning lessons completed
FastBridge MySAEBRS Social-Emotional Learning Survey	Based on Winter data, 28% of students scored in the "Some Risk" or "High Risk" categories, while 72% of students scored "Low Risk." This indicates that over one-quarter of students demonstrate some level of social-emotional or behavioral risk.	Increase "Low Risk" to at least 75% and reduce "Some/High Risk" to 25% or below.
Suspension Rate	Suspension rate is in the orange performance level based on the most recent Dashboard data.	Decrease suspension rate to the yellow performance level or maintain orange with a reduction in overall suspension percentage and disproportionality among student groups
Parent engagement in Freiler Staff Parent Association Parent meetings, STEM Nights, Back to School Night, Open House, and other community outreach events	Average attendance of 7 parents/community members at Freiler Staff Parent Association Meetings. Average of 200-300 parents attending Back to School Night and Open House. Average of 150-200 parents attending STEM and Science Night.	3% increase in engagement for all events

California School Dashboard Chronic Absenteeism Student Engagement Data	Chronic absenteeism is in the orange performance level, indicating a significant percentage of students missing 10% or more of school days.	Decrease chronic absenteeism to the yellow performance level or demonstrate a 3–5% reduction in the number of chronically absent students.
Behavior Incidents	Office discipline referrals and behavior incidents remain an area of concern, particularly among targeted student groups.	Decrease office discipline referrals and major behavior incidents by 5–10%, with a focus on reducing disproportionality among student groups.
SEL Implementation	SEL supports are in place (e.g., Second Step, behaviorists, counseling), but additional supports are needed.	Increase student participation in SEL activities (assemblies, mentorship, interventions) and demonstrate improved behavior and engagement outcomes.

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	Students will develop social-emotional skills through engagement in weekly social-emotional learning lessons and activities (supplemental supplies and materials).	All students.	5000 Title I
2.2	Students will engage in classroom activities through regular use of cooperative learning structures.	All students.	0
2.3	Families will be engaged in the school community through focused monthly Freiler Staff Parent Association (FSPA) meetings, subject-area learning nights, and other parent and community engagement events. Materials needed for these events.	All students.	5912 Title I 2600 LCFF
2.4	Student achievement will be celebrated through Honor Roll assemblies and awards.	Students in grades 6 - 8.	0
2.5	Families will receive information and support to meet attendance engagement criteria and students will be rewarded for weekly and trimester perfect attendance.	Students who were chronically absent during the 2024-25 school year and students who have an average of 2 or more absences per month.	None Specified
2.6	Students will be supported in acquiring social-emotional behavioral and coping skills through individual and small group mentorship and mental health services.	All students identified by the Coordination of Services Team (COST), including students in sub groups who have been suspended at high levels.	17280 Title I
2.7	Office supplies, materials and postage costs to maintain daily operations with staff, students and parents.	All students	2500 LCFF
2.8	Students will learn in a safe, equitable, and orderly environment (safety equipment and resources).	All students.	3800 LCFF
2.9		All Students	None Specified

--	--	--	--

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.

Art Freiler School implemented a comprehensive set of strategies to promote a safe, inclusive, and supportive learning environment for all students and staff. Cooperative learning structures were regularly incorporated into classroom instruction to increase student engagement, collaboration, and positive peer interactions. Schoolwide efforts to support social-emotional learning included guest speakers and assemblies focused on mental health awareness, bullying prevention, and positive decision-making, which contributed to increased student awareness and dialogue around these topics.

Student achievement and positive behavior were reinforced through recognition systems such as Honor Roll assemblies and attendance incentives, helping to build a positive school culture and motivate students. Family engagement efforts, including monthly Freiler Staff Parent Association (FSPA) meetings, academic family nights, and community events, strengthened school-home connections and increased parent participation in student learning.

Additionally, targeted supports were provided through small group and individual mentorship, as well as mental health services, to address students' social-emotional and behavioral needs. Attendance initiatives, including regular communication and incentives, supported improved student engagement, although chronic absenteeism remains an area for continued focus.

Overall, these strategies were effectively implemented and contributed to a positive school climate and increased student engagement. While progress has been made, ongoing refinement of attendance supports, behavioral interventions, and targeted outreach to student groups with higher needs will be necessary to further improve outcomes and ensure equitable success for all students.

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 implementation.

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.

Based on the analysis of implementation and effectiveness, several adjustments will be made to strengthen outcomes for Goal 2. While the overall goal will remain unchanged, refinements will be made to the strategies and measurable outcomes to better address identified needs in student behavior, attendance, and social-emotional support.

Strategies will be expanded to include increased access to social-emotional learning supports, such as the addition of a part-time behaviorist, enhanced small group and individual counseling services, and a structured series of SEL-focused guest speakers and assemblies. The school will also implement Learning Centers to provide targeted academic and behavioral support within a structured environment, helping to address student needs through tiered interventions and increase overall student engagement and success.

Attendance strategies will be strengthened through more targeted interventions, including increased monitoring of chronic absenteeism, expanded family outreach, and continued implementation of incentives for attendance and punctuality. Additionally, opportunities for student engagement and connectedness will be enhanced through expanded mentorship and recognition programs.

Metrics and expected outcomes will be refined to include more specific targets for reducing suspension rates, decreasing chronic absenteeism, and increasing the percentage of students identified as "Low Risk" on the MySAEBRS assessment. These changes are reflected in the updated Metrics/Indicators, Baseline Data, and Expected Outcomes sections under Goal 2, as well as in the revised Actions/Services descriptions within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Use PLCs and Learning Centers to identify priority standards, create common assessments, and implement tiered instructional supports for student learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engage families and community partners to support student academic achievement, social-emotional well-being, and college and career readiness (Goals 1, 2,3)

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.

A review of Dashboard and local assessment data indicates a continued need to strengthen instructional alignment, consistency in Tier 1 instruction, and targeted intervention supports to close achievement gaps across student groups. While Professional Learning Communities (PLCs) have supported collaborative planning and use of common assessments, data shows that additional structured intervention time is needed to ensure students who are below grade level receive timely, targeted support.

To address these needs, the school will expand the use of Learning Centers to provide systematic, data-driven intervention and enrichment aligned to PLC-identified priority standards. This will support improved student outcomes on Common Formative Assessments and increase the percentage of students meeting proficiency targets across grade levels and student groups.

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
Common Formative Assessment Data from PLC Cycles	Achievement levels vary across grade levels and student groups, with inconsistent mastery of priority standards.	80% of students will meet or exceed proficiency on Common Formative Assessments by the end of the school year.
Analyze the percent of students meeting or exceed proficiency	Compare percentage of students who have met or exceeded proficiency based on each PLC cycle.	80% of students will meet or exceed proficiency by the end of the school year.
Pre- and post-assessment data from Learning Centers	Students participating in intervention show an average 3–4% gain per PLC cycle.	Students receiving Learning Center interventions will demonstrate a minimum 5% increase per PLC cycle.

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	Teachers will work together regularly in Professional Learning Communities during Early	All students.	42220 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.

During the 2024-25 school year each grade level Professional Learning Community received three full day release days to work together on common assessments, data analysis and intervention planning and they will continue to do that during the 2025-26 school year. Overall, Goal 3 strategies are being implemented through consistent PLC collaboration and the integration of Learning Centers as a structured intervention system. Teachers are using common assessments and data analysis to identify student needs and adjust instruction accordingly. Learning Centers provide targeted support and enrichment, ensuring students receive additional instruction aligned to priority standards. This combined approach is strengthening instructional alignment, improving responsiveness to student data, and supporting increased student achievement across grade levels.

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 exist.

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.

Based on data analysis, Goal 3 has been refined to include Learning Centers as a structured intervention and enrichment support aligned to PLC practices. Metrics and expected outcomes have been updated to more clearly measure student proficiency and growth through Common Formative Assessments and intervention cycles. These changes are reflected in the revised Goal 3 description, Metrics/Indicators, Baseline Data, Expected Outcomes, and Actions/Services sections of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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.

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	\$111,932.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$365,600.00
Total Federal Funds Provided to the School from the LEA for CSI	\$199,567.00

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	\$210,209.00

Subtotal of additional federal funds included for this school: \$210,209.00

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
LCFF	\$32,380.00
LCFF - Supplemental	\$123,011.00

Subtotal of state or local funds included for this school: \$155,391.00

Total of federal, state, and/or local funds for this school: \$365,600.00

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
LCFF	32,380.00
LCFF - Supplemental	123,011.00
Title I	210,209.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	286,288.00
Goal 2	37,092.00
Goal 3	42,220.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Maureen Riley	Principal
Audrey Donovan	Classroom Teacher
Vicki Headley	Classroom Teacher
Megan Williams	Classroom Teacher
Alexandra Sommers	Other School Staff
Heidi Horner	Parent or Community Member
Gerald Pickett	Parent or Community Member
Jennifer Adamo	Parent or Community Member
Suzie Tomlinson	Parent or Community Member
Rachelle Abreu	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 April 30, 2026.

Attested:



Principal, Maureen Riley on April 30, 2026



SSC Chairperson, Heidi Horner on April 30, 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