

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central School	Elementary	39-75499-6042832	April 28, 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 Central Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Our plan has been developed with input from all appropriate educational partner groups. The educational partners involved in the development of this plan included the School Site Council (including the English Learner Advisory Committee representatives), the Site Leadership Team, Instructional Leadership Team and all Central teachers. The site teachers all take a survey on needs and provided input and feedback on the plan. Central School will continue to have a Reading Support Teacher focusing on Grades K–3, utilizing Core Learning and implementing the Science of Reading. The development is based upon the needs and interests expressed by the educational partners they represent and alignment to LCAP and Title I requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Central School's school plan has been developed with input from all appropriate stakeholders groups.

ELAC - September 9, 2025, December 4, 2025, February 3, 2026 and April 27, 2026.

School Site Council - September 23, 2025, October 28, 2025, December 9, 2025, January 27, 2026, February 24, 2026 and March 31, 2026.

School staff - Staff meetings August 2025, December 2025, January 2026, and April 2026.

School staff - Team discussions and surveys on priorities, goals and expenditures November 2025 and January 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.

A review of the 2025 California School Dashboard for Central Elementary reveals multiple areas of persistent and significant resource inequities impacting the school's most vulnerable student groups. Despite progress in some areas, performance and engagement disparities continue to disproportionately affect English Learners, Students with Disabilities, Homeless youth, Socioeconomically Disadvantaged students, and several racial/ethnic subgroups.

Central Elementary continues to qualify for Additional Targeted Support and Improvement (ATSI).

A review of the 2025 California School Dashboard reveals significant and persistent resource inequities at Central Elementary that continue to disproportionately impact the school's most vulnerable student groups.

English Language Arts performance remains low, with students scoring 67.1 points below standard and declining by 5.5 points from the prior year, while English Learners, Homeless students, and Socioeconomically Disadvantaged students all remain in the Red performance band, and Students with Disabilities and Hispanic students perform in the Orange band, demonstrating substantial gaps in access to high-quality literacy instruction and intervention supports.

Mathematics performance shows similar inequities, with the school 80.5 points below standard overall, and Homeless students and Students with Disabilities performing in the Red band, while English Learners and Socioeconomically Disadvantaged students remain in the Orange band, indicating a continued need for strengthened core instruction, inclusive practices, and targeted intervention resources.

Although the English Learner Progress Indicator improved to 36% making progress and is rated Yellow, English Learners continue to demonstrate significant academic deficits, signaling disparities in the consistency and quality of designated and integrated ELD implementation.

Chronic Absenteeism remains a major barrier to equitable access, with the school in the Red band at 29.6% and English Learners, Hispanic, and Socioeconomically Disadvantaged students also in the Red band, while Homeless students, Students with Disabilities, and White students perform in the Orange band, reflecting gaps in access to attendance supports, transportation, health services, and family engagement systems.

School climate inequities are also evident, as the Suspension Rate has risen to 8.7% and is rated Red, with English Learners, Hispanic students, Students with Disabilities, Socioeconomically Disadvantaged students, and White students all in the Red band, indicating inconsistent access to positive behavior interventions, restorative practices, and mental health supports.

Collectively, these disproportionalities demonstrate ongoing inequities in instruction, intervention access, attendance, and behavioral supports, underscoring the need for expanded investments in targeted academic interventions; strengthened inclusive instructional practices; enhanced attendance and engagement systems; and additional behavioral, mental health, and culturally responsive professional development to ensure all students—, especially those historically underserved, receive equitable opportunities and outcomes.

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 California School Dashboard, Central Elementary had several indicators in the Red or Orange performance categories based on the April 2025 Dashboard results.

Chronic Absenteeism – Red

The school’s Chronic Absenteeism rate increased to 29.6% and remains in the Red performance level. Several major student groups also performed in the Red band, including English Learners (25.1%), Hispanic students (29.2%), and Socioeconomically Disadvantaged students (30.5%). Students with Disabilities (32.1%), Homeless students (27.8%), and White students (35.9%) performed in the Orange band, indicating widespread challenges in consistent student attendance across subgroups.

Suspension Rate – Red

The Suspension Rate rose sharply to 8.7%, placing the school in the Red performance level. Multiple subgroups were also Red, including English Learners (7.3%), Hispanic students (8.7%), Socioeconomically Disadvantaged students (8.5%), Students with Disabilities (9.6%), and White students (11.9%). Asian (4.3%) and Homeless students (7.5%) were in the Orange band. This reflects disproportionate disciplinary outcomes and the need for stronger behavior and SEL supports.

English Language Arts – Orange

ELA performance for “All Students” is in the Orange band, with students scoring 67.1 points below standard, a decline of 5.5 points from the previous year. Several subgroups performed in the Red band: English Learners (–82.7), Homeless students (–84), and Socioeconomically Disadvantaged students (–72.7). Hispanic students (–67.5) and Students with Disabilities (–123.6) performed in the Orange band. These results indicate persistent academic gaps and insufficient access to effective literacy instruction and intervention.

Mathematics – Yellow

Math performance improved slightly (+3.4 points) but remains in the Yellow performance band, with students scoring 80.5 points below standard. Subgroup performance reflects significant inequities: Homeless students (–110.5) and Students with Disabilities (–144.3) are in the Red band; English Learners (–88) and Socioeconomically Disadvantaged

students (–84.8) are in the Orange band; and Hispanic students (–77) are in the Yellow band. Gaps in foundational numeracy and intervention access remain substantial.

English Learner Progress Indicator – Yellow

English Learner Progress improved to 36% making progress and is rated Yellow. Although progress increased by 4.1%, EL students continue to perform significantly below standard in both ELA and Math, indicating gaps in the consistency and implementation of integrated and designated ELD instruction.

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.

Compared to “All Students,” several student groups demonstrated performance gaps equivalent to two or more Dashboard color levels:

In ELA, “All Students” were Orange, while English Learners, Homeless students, and Socioeconomically Disadvantaged students were Red, reflecting two-level gaps for multiple high-need groups. Students with Disabilities remained in the Orange band but had the largest numeric gap at 123.6 points below standard, the lowest of all groups.

In Mathematics, “All Students” were Yellow, while Homeless students and Students with Disabilities were Red, indicating two-level gaps between them and the overall population. English Learners and SED students were in Orange, also showing large discrepancies. Students with Disabilities’ score of 144.3 points below standard reflects the most severe gap on the Math indicator.

Chronic Absenteeism showed the widest schoolwide disparities. “All Students” were Red, and major subgroups, Hispanic (29.2%), SED (30.5%), EL (25.1%), also remained Red, while SWD (32.1%), Homeless (27.8%), and White (35.9%) were Orange. These patterns reflect systemic barriers to consistent attendance and access to services impacting multiple student groups.

Other Needs

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

Behavior and SEL Supports

Local LCAP and school survey data indicate ongoing needs in social-emotional learning and behavior intervention. The school provides mental-health supports—including a full-time therapist, two counselors, and a school behaviorist—and conducts regular COST meetings to support students with academic, behavioral, or emotional needs.

Academic Gaps & Intervention Access

Teachers report continued challenges with reading comprehension and foundational math skills. There is a need for sustained professional learning in the Science of Reading and structured intervention practices. Beginning in 2025–26, Central will add a Reading Support Teacher for Grades K–3 to expand early literacy intervention using Core Learning and Science-of-Reading aligned strategies.

Support for English Learners

Teachers identified limited instructional supports for English Learners beyond assessment, highlighting the need for expanded ELD resources, professional development, and increased monitoring of language development to ensure sustained progress.

Special Education Participation

Central continues to work toward meaningful inclusion for Students with Disabilities. Staff collaborate to provide appropriate supports, accommodations, and access to general education settings when appropriate. Continued focus on co-teaching, inclusive practices, and accommodations is needed to reduce academic and social marginalization.

Family Engagement

The school strengthened family-school partnerships through cultural events (Hispanic Heritage, Black History Celebration) and Family Engagement Nights centered on literacy, math, STEM, and Autism Awareness. These events support culturally responsive engagement and build community participation.

Tutoring and Enrichment

Students receive academic interventions through MTSS supports provided by teachers and paraprofessionals during the school day and in extended learning sessions. Small-group instruction aims to increase equitable access to targeted academic supports for all learners.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.20%	%		1	
African American	2.35%	3.05%	3.70%	10	15	17
Asian	6.34%	7.33%	8.71%	27	36	40
Filipino	1.41%	3.05%	2.18%	6	15	10
Hispanic/Latino	75.12%	74.95%	75.60%	320	368	347
Pacific Islander	1.17%	1.02%	1.09%	5	5	5
White	9.15%	7.33%	5.45%	39	36	25
Multiple/No Response	4.46%	3.05%	3.27%	19	15	15
Total Enrollment				426	491	459

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		41	40
Kindergarten	67	76	63
Grade 1	69	69	72
Grade 2	69	62	68
Grade3	70	76	63
Grade 4	79	83	72
Grade 5	64	84	81
Total Enrollment	426	491	459

Conclusions based on this data:

1. Total enrollment at Central has continued to grow and reached its highest level in three years, increasing from 393 students in 2022-23 to 491 in 2024-25.
2. Central's student subgroup composition remains primarily Hispanic/Latino, now totaling 368 students (74.95%), while several smaller subgroups, including African American, Asian, and Filipino students, have experienced notable increases over the past three years.

3. Enrollment in upper elementary grades (Grades 4 and 5) has risen substantially, with Grade 4 increasing from 67 to 83 students and Grade 5 increasing from 51 to 84 students since 2022–23.

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	204	220	192	45.3%	47.9%	41.8%
Fluent English Proficient (FEP)	31	37	38	6.6%	7.3%	8.3%
Reclassified Fluent English Proficient (RFEP)				1.3%		

Conclusions based on this data:

1. Despite a slight percentage decrease from 47.9% to 44.8%, the actual number of EL students has increased by 42 students over the three-year period, reflecting overall growth in school enrollment.
2. The number and proportion of Fluent English Proficient (FEP) students have increased steadily, rising from 26 students (6.6%) in 2022–23 to 37 students (7.5%) in 2024–25.
3. The number of Reclassified Fluent English Proficient (RFEP) students decreased in 2024–25, with only 5 students reported—reflecting a drop from prior years and signaling a need to strengthen EL progress monitoring and reclassification support.

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	82	75	76	77	69	72	77	69	72	93.9	92	94.7
Grade 4	67	83	91	66	78	87	66	78	87	98.5	94	95.6
Grade 5	52	67	87	52	63	87	52	63	87	100.0	94	100
All Grades	201	225	254	195	210	246	195	210	246	97.0	93.3	96.9

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	2395.	2391.	2387.	23.38	15.94	13.89	14.29	21.74	20.83	18.18	24.64	27.78	44.16	37.68	37.50
Grade 4	2379.	2394.	2384.	3.03	8.97	6.90	13.64	15.38	14.94	19.70	15.38	18.39	63.64	60.26	59.77
Grade 5	2414.	2420.	2428.	5.77	4.76	8.05	13.46	20.63	11.49	21.15	17.46	20.69	59.62	57.14	59.77
All Grades	N/A	N/A	N/A	11.79	10.00	9.35	13.85	19.05	15.45	19.49	19.05	21.95	54.87	51.90	53.25

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	11.69	10.14	5.56	54.55	59.42	62.50	33.77	30.43	31.94
Grade 4	6.06	5.13	3.45	48.48	58.97	63.22	45.45	35.90	33.33
Grade 5	1.92	4.76	3.45	53.85	63.49	59.77	44.23	31.75	36.78
All Grades	7.18	6.67	4.07	52.31	60.48	61.79	40.51	32.86	34.15

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	16.88	10.14	6.94	48.05	55.07	58.33	35.06	34.78	34.72
Grade 4	1.52	3.85	9.30	40.91	47.44	31.40	57.58	48.72	59.30
Grade 5	7.69	7.94	8.05	42.31	36.51	47.13	50.00	55.56	44.83
All Grades	9.23	7.14	8.16	44.10	46.67	44.90	46.67	46.19	46.94

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	10.39	13.04	8.33	64.94	65.22	69.44	24.68	21.74	22.22
Grade 4	3.03	5.13	1.15	66.67	67.95	60.92	30.30	26.92	37.93
Grade 5	7.69	3.17	4.60	61.54	65.08	74.71	30.77	31.75	20.69
All Grades	7.18	7.14	4.47	64.62	66.19	68.29	28.21	26.67	27.24

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	11.69	20.29	18.06	59.74	49.28	58.33	28.57	30.43	23.61
Grade 4	9.09	3.85	4.60	54.55	66.67	57.47	36.36	29.49	37.93
Grade 5	3.85	4.76	8.05	57.69	52.38	54.02	38.46	42.86	37.93
All Grades	8.72	9.52	9.76	57.44	56.67	56.50	33.85	33.81	33.74

Conclusions based on this data:

1. Overall ELA achievement declined in 2024–25, with the percentage of students meeting or exceeding standards decreasing from 29.05% in 2023–24 to 24.80% in 2024–25.
2. Performance in key ELA claim areas (Reading, Writing, Listening, and Research/Inquiry) shows mixed results, with declines in “Above Standard” across most domains and increases in “Below Standard” in several grade levels.
3. Despite participation rates improving to 96.9%, results indicate a need for stronger Tier 1 instruction and targeted intervention, as a majority of students continue to score “Nearly Met” or “Not Met” in ELA across all tested grade 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	82	75	76	81	73	73	81	73	73	98.8	97.3	96.1
Grade 4	67	83	91	67	80	89	67	80	89	100.0	96.4	97.8
Grade 5	52	67	87	52	65	87	52	65	87	100.0	97	100
All Grades	201	225	254	200	218	249	200	218	249	99.5	96.9	98

* 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	2384.	2383.	2399.	4.94	10.96	10.96	23.46	21.92	19.18	28.40	16.44	28.77	43.21	50.68	41.10
Grade 4	2396.	2384.	2394.	5.97	1.25	2.25	10.45	8.75	14.61	25.37	32.50	28.09	58.21	57.50	55.06
Grade 5	2396.	2412.	2413.	1.92	4.62	4.60	11.54	4.62	8.05	11.54	32.31	16.09	75.00	58.46	71.26
Grade 11															
All Grades	N/A	N/A	N/A	4.50	5.50	5.62	16.00	11.93	13.65	23.00	27.06	24.10	56.50	55.50	56.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.35	21.92	20.55	46.91	36.99	47.95	40.74	41.10	31.51
Grade 4	10.45	3.75	7.87	20.90	32.50	34.83	68.66	63.75	57.30
Grade 5	3.85	3.08	3.45	21.15	30.77	27.59	75.00	66.15	68.97
Grade 11									
All Grades	9.50	9.63	10.04	31.50	33.49	36.14	59.00	56.88	53.82

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	9.88	8.22	9.59	44.44	43.84	43.84	45.68	47.95	46.58
Grade 4	4.48	1.25	3.37	41.79	38.75	38.20	53.73	60.00	58.43
Grade 5	1.92	3.08	4.60	34.62	49.23	36.78	63.46	47.69	58.62
All Grades	6.00	4.13	5.62	41.00	43.58	39.36	53.00	52.29	55.02

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	7.41	4.11	6.85	61.73	60.27	58.90	30.86	35.62	34.25
Grade 4	4.48	1.25	5.62	46.27	47.50	46.07	49.25	51.25	48.31
Grade 5	1.92	6.15	4.60	46.15	40.00	36.78	51.92	53.85	58.62
All Grades	5.00	3.67	5.62	52.50	49.54	46.59	42.50	46.79	47.79

Conclusions based on this data:

- Overall mathematics achievement remained largely unchanged, with only slight increases in the percentage of students meeting or exceeding standards (from 17.43% in 2023–24 to 19.27% in 2024–25), while more than half of students (56.63%) continue to perform below standard. Despite small improvements, the majority of students remain in the Not Met category, indicating a continued need for foundational math support and targeted intervention.
- Performance on the Mathematics Claims demonstrates persistent challenges in conceptual understanding and problem-solving, with only modest improvements in Concepts & Procedures and Problem Solving, and mixed results in Communicating Reasoning. These results indicate that while a slightly higher percentage of students can demonstrate grade-level reasoning or problem-solving, the majority continue to struggle with core mathematical concepts.
- Overall, Grades 3 and 4 show modest improvements, while Grade 5 reflects increased difficulty with grade-level math content, particularly in Problem Solving and multi-step reasoning.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1463.8	1392.3	1400.4	1458.0	1399.7	1409.4	1477.3	1374.8	1379.4	26	38	41
1	1442.7	1382.0	1419.9	1446.0	1384.4	1427.0	1438.9	1379.2	1412.4	33	26	40
2	1469.9	1442.6	1442.1	1476.1	1446.7	1446.2	1463.2	1437.9	1437.6	39	32	25
3	1456.2	1463.0	1466.0	1455.3	1451.6	1451.9	1456.8	1473.8	1479.4	36	41	38
4	1487.5	1486.1	1481.5	1477.7	1472.4	1469.9	1497.0	1499.2	1492.6	31	35	39
5	1492.8	1497.9	1495.3	1492.3	1476.6	1488.3	1492.8	1518.7	1501.9	24	26	34
All Grades										189	198	217

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	26.92	2.63	4.88	30.77	31.58	31.71	42.31	34.21	34.15	0.00	31.58	29.27	26	38	41
1	6.06	0.00	2.56	27.27	19.23	25.64	45.45	34.62	35.90	21.21	46.15	35.90	33	26	39
2	5.13	0.00	4.00	56.41	28.13	36.00	25.64	43.75	8.00	12.82	28.13	52.00	39	32	25
3	8.33	9.76	2.63	22.22	34.15	26.32	33.33	19.51	47.37	36.11	36.59	23.68	36	41	38
4	19.35	17.65	5.13	35.48	17.65	43.59	16.13	32.35	10.26	29.03	32.35	41.03	31	34	39
5	4.17	26.92	11.76	29.17	26.92	29.41	29.17	19.23	26.47	37.50	26.92	32.35	24	26	34
All Grades	11.11	9.14	5.09	34.39	26.90	31.94	31.75	30.46	28.24	22.75	33.50	34.72	189	197	216

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	34.62	10.53	9.76	26.92	23.68	29.27	38.46	31.58	29.27	0.00	34.21	31.71	26	38	41
1	12.12	3.85	12.82	45.45	19.23	35.90	24.24	42.31	28.21	18.18	34.62	23.08	33	26	39
2	28.21	12.50	28.00	41.03	37.50	20.00	23.08	28.13	16.00	7.69	21.88	36.00	39	32	25
3	13.89	24.39	7.89	44.44	21.95	26.32	19.44	19.51	44.74	22.22	34.15	21.05	36	41	38
4	41.94	17.65	23.08	16.13	47.06	33.33	12.90	14.71	17.95	29.03	20.59	25.64	31	34	39
5	20.83	23.08	23.53	45.83	38.46	35.29	20.83	15.38	17.65	12.50	23.08	23.53	24	26	34
All Grades	24.87	15.74	16.67	37.04	30.96	30.56	22.75	24.87	26.39	15.34	28.43	26.39	189	197	216

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		2.63	2.44		31.58	21.95		44.74	46.34		21.05	29.27		38	41
1		0.00	2.56		11.54	15.38		34.62	33.33		53.85	48.72		26	39
2		0.00	4.00		18.75	32.00		43.75	12.00		37.50	52.00		32	25
3		7.32	0.00		19.51	26.32		31.71	42.11		41.46	31.58		41	38
4		20.59	0.00		5.88	43.59		29.41	5.13		44.12	51.28		34	39
5		15.38	2.94		23.08	23.53		23.08	32.35		38.46	41.18		26	34
All Grades	6.35	7.61	1.85	28.57	18.78	26.85	30.69	35.03	29.63	34.39	38.58	41.67	189	197	216

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	42.31	15.79	9.76	57.69	68.42	70.73	0.00	15.79	19.51	26	38	41
1	33.33	15.38	20.51	54.55	50.00	56.41	12.12	34.62	23.08	33	26	39
2	17.95	0.00	28.00	71.79	75.00	36.00	10.26	25.00	36.00	39	32	25
3	25.00	17.07	15.79	50.00	51.22	57.89	25.00	31.71	26.32	36	41	38
4	45.16	47.06	35.90	32.26	35.29	41.03	22.58	17.65	23.08	31	34	39
5	25.00	30.77	14.71	58.33	42.31	67.65	16.67	26.92	17.65	24	26	34
All Grades	30.69	20.81	20.37	54.50	54.31	56.02	14.81	24.87	23.61	189	197	216

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	23.08	13.16	17.07	73.08	39.47	46.34	3.85	47.37	36.59	26	38	41
1	12.12	0.00	5.26	54.55	42.31	68.42	33.33	57.69	26.32	33	26	38
2	46.15	31.25	16.00	43.59	46.88	44.00	10.26	21.88	40.00	39	32	25
3	16.67	19.51	13.16	55.56	43.90	50.00	27.78	36.59	36.84	36	41	38
4	35.48	23.53	17.95	19.35	44.12	46.15	45.16	32.35	35.90	31	34	39
5	50.00	42.31	41.18	29.17	34.62	32.35	20.83	23.08	26.47	24	26	34
All Grades	30.16	21.32	18.14	46.03	42.13	48.37	23.81	36.55	33.49	189	197	215

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	23.08	2.63	0.00	76.92	73.68	75.61	0.00	23.68	24.39	26	38	41
1	21.21	3.85	10.26	36.36	46.15	28.21	42.42	50.00	61.54	33	26	39
2	2.56	0.00	4.00	74.36	56.25	44.00	23.08	43.75	52.00	39	32	25
3	8.33	7.32	2.63	27.78	51.22	63.16	63.89	41.46	34.21	36	41	38
4	12.90	20.59	2.56	51.61	23.53	48.72	35.48	55.88	48.72	31	34	39
5	0.00	23.08	2.94	50.00	42.31	44.12	50.00	34.62	52.94	24	26	34
All Grades	11.11	9.14	3.70	52.38	49.75	51.39	36.51	41.12	44.91	189	197	216

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	73.08	36.84	26.83	26.92	44.74	41.46	0.00	18.42	31.71	26	38	41
1	6.06	0.00	2.63	72.73	52.17	63.16	21.21	47.83	34.21	33	23	38
2	15.79	3.13	16.00	65.79	71.88	36.00	18.42	25.00	48.00	38	32	25
3	11.11	4.88	2.63	61.11	60.98	78.95	27.78	34.15	18.42	36	41	38
4	9.68	14.71	5.13	64.52	58.82	56.41	25.81	26.47	38.46	31	34	39
5	0.00	15.38	2.94	58.33	50.00	61.76	41.67	34.62	35.29	24	26	34
All Grades	18.09	13.40	9.30	59.57	56.70	57.21	22.34	29.90	33.49	188	194	215

Conclusions based on this data:

1. Across all grades, the percentage of students in Level 4 decreased from 9.14% to 5.09%, and Level 3 decreased from 26.90% to 31.94%, while Level 1 increased from 33.50% to 34.72%. This shift shows that more students are scoring at the beginning proficiency level and fewer are demonstrating overall proficiency growth.
2. Student performance decreased in the highest proficiency band (Level 4 / Well Developed) across all ELPAC domains—including Oral Language, Written Language, Listening, Speaking, Reading, and Writing—indicating a schoolwide need for stronger language development supports.

3. Although performance improved slightly within isolated grade levels, the overall trend shows increased numbers of students at the “Beginning” level—especially in Reading and Writing—indicating that foundational literacy skills remain a significant area of need for English Learners. This increase in early proficiency levels suggests that many students are not yet mastering foundational reading and writing skills, which aligns with similar trends seen in CAASPP ELA results.

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
491	90.2%	44.8%
Total Number of Students enrolled in Central Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.
		Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	220	44.8%
Foster Youth	4	0.8%
Homeless	65	13.2%
Socioeconomically Disadvantaged	443	90.2%
Students with Disabilities	126	25.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	3.1%
American Indian	1	0.2%
Asian	36	7.3%
Filipino	15	3.1%
Hispanic	368	74.9%
Two or More Races	15	3.1%
Pacific Islander	5	1%
White	36	7.3%

Conclusions based on this data:

- Central Elementary continues to serve a high-needs student population, with 90.2% of students identified as Socioeconomically Disadvantaged and 13.2% identified as Homeless. This demonstrates that nearly all students

face economic hardship, and more than one in ten students experience housing instability—factors that significantly influence attendance, engagement, and academic performance.

2. A substantial portion of Central's enrollment requires specialized instructional supports, with 44.8% of students identified as English Learners and 25.7% identified as Students with Disabilities. Nearly half of all students need ongoing English language development, and one-quarter require special education services, highlighting the need for strengthened inclusive practices, intervention supports, and targeted language instruction.
3. Central Elementary's total enrollment increased to 491 students in 2024–25, reflecting continued growth in the student population. Enrollment increased by 65 students compared to 2023–24, indicating rising demand for services, classrooms, staffing, and resources to meet the needs of an expanding and diverse student body.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA declined and remains Orange, while Math improved slightly but is still in the Yellow band. These results confirm that improving core instruction and academic interventions in both literacy and mathematics should remain schoolwide priorities.
2. English Learner Progress improved to the Yellow performance level, showing moderate progress among English Learners; however, the indicator still reflects ongoing needs in language development and instructional supports.

3. Chronic absenteeism increased to 29.6%, and suspension rates rose to 8.7%, placing both indicators in the lowest performance category. These trends highlight the need for strengthened attendance interventions, restorative practices, and expanded social-emotional and behavioral supports.

School and Student Performance Data

Academic Performance English Language Arts

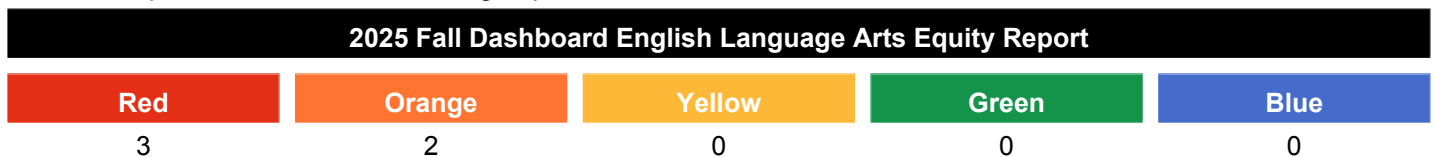
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 67.1 points below standard Declined 5.5 points 231 Students	English Learners Red 82.7 points below standard Declined 20.7 points 119 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless Red 84 points below standard Declined 4.5 points 37 Students	Socioeconomically Disadvantaged Red 72.7 points below standard Declined 9.5 points 213 Students

Students with Disabilities  Orange 123.6 points below standard Increased 9.9 points 68 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 110.7 points below standard Declined 74 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 67.5 points below standard Maintained -1.9 points 178 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 5 Students	White  No Performance Color 63.1 points below standard Increased 28.4 points 14 Students

Conclusions based on this data:

1. Overall ELA performance for Central Elementary declined, with All Students scoring 67.1 points below standard and dropping by 5.5 points, resulting in an Orange performance level.
2. Several key student groups showed significant declines and remain in the Red performance level, including English Learners (-82.7 DFS, declined 20.7 points), Homeless students (-84 DFS, declined 4.5 points), and Socioeconomically Disadvantaged students (-72.7 DFS, declined 9.5 points).
3. While Students with Disabilities and Hispanic students remain below standard, their performance was comparatively more stable, with Students with Disabilities improving by 9.9 points (staying Orange) and Hispanic students maintaining performance at -67.5 DFS.

School and Student Performance Data

Academic Performance Mathematics

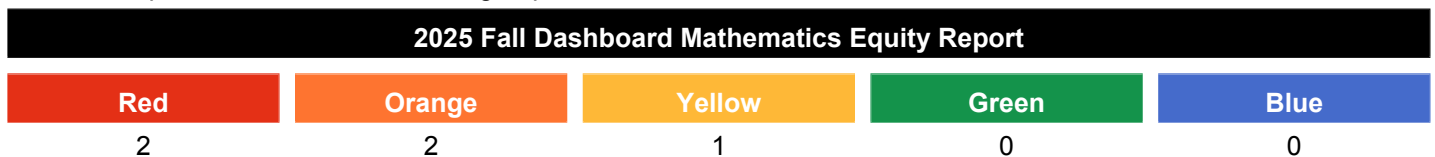
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides 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 80.5 points below standard Increased 3.4 points 232 Students	English Learners  Orange 88 points below standard Maintained -1.1 points 121 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Red 110.5 points below standard Declined 7.2 points 39 Students	Socioeconomically Disadvantaged  Orange 84.8 points below standard Maintained 2.8 points 214 Students

Students with Disabilities  Red 144.3 points below standard Maintained -1.1 points 68 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 103.5 points below standard Declined 28.5 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 77 points below standard Increased 6.6 points 180 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 5 Students	White  No Performance Color 96.1 points below standard Increased 26.7 points 13 Students

Conclusions based on this data:

1. Overall mathematics performance remained low but showed slight improvement, with All Students scoring 80.5 points below standard and increasing by 3.4 points, resulting in a Yellow performance level.
2. Students with Disabilities and English Learners maintained their performance from the prior year (no improvement), while Homeless students declined by 7.2 points, indicating widening gaps for some of the school's most vulnerable student groups.
3. Hispanic students demonstrated improvement, increasing performance by 6.6 points and scoring 77 points below standard, placing them in the Yellow performance level, one of the only student groups to show notable positive progress.

School and Student Performance Data

Academic Performance Science

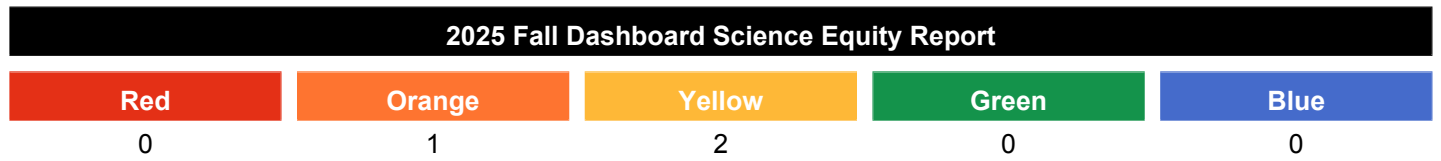
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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  Yellow 43.1 science points Increased 2.8 points 82 Students	English Learners  Orange 42.7 science points Maintained -0.5 points 43 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 36.9 science points Maintained -0.5 points 17 Students	Socioeconomically Disadvantaged  Yellow 41.4 science points Increased 2 points 72 Students

Students with Disabilities  No Performance Color 28.9 science points Declined 6.8 points 28 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 44.8 science points Increased 5.2 points 62 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Overall Science performance for Central Elementary improved slightly, with All Students scoring 43.1 points and increasing by 2.8 points, resulting in a Yellow performance level.
2. Most student groups performed in the Yellow or Orange levels, with Socioeconomically Disadvantaged students (41.4 points, +2.0) and Hispanic students (44.8 points, +5.2) improving, while English Learners (42.7 points, -0.5) remained in the Orange performance level.
3. Students with Disabilities showed a decline of 6.8 points, scoring 28.9 points and remaining without a color designation due to low enrollment, suggesting continued challenges with accessing science content aligned to grade-level expectations. This decline highlights the need for strengthened inclusive science instruction and supports for students receiving special education services.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
36 making progress.	making progress.
Number Students: 164 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.7%	46.3%	0%	36%

Conclusions based on this data:

- Central Elementary is in the Yellow performance level for English Learner Progress, with 36% of English Learners making progress toward English proficiency.
- No students maintained ELPI Level 4, indicating that advanced proficiency levels remain an area needing additional instructional support.
- Although progress has improved relative to last year, the overall distribution—36% progressing, 46.3% maintaining, and 17.7% decreasing—shows that targeted, systematic ELD instruction and monitoring remain essential schoolwide priorities for the coming year. These results highlight the need to continue strengthening both designated and integrated ELD, providing additional supports for students who are struggling to advance beyond early and intermediate proficiency levels.

School and Student Performance Data

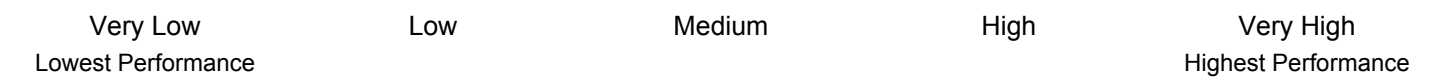
Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:
1.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Red

29.6% Chronically Absent

Increased 1.1

533 Students

English Learners



Red

25.1% Chronically Absent

Increased 1.3

239 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Homeless



Orange

27.8% Chronically Absent

Declined 1.8

79 Students

Socioeconomically Disadvantaged



Red

30.5% Chronically Absent

Increased 1.5

488 Students

Students with Disabilities  Orange 32.1% Chronically Absent Declined 2.2 156 Students	African American  No Performance Color 52.6% Chronically Absent 0 19 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 18.6% Chronically Absent Maintained 0.4 43 Students	Filipino  No Performance Color 40% Chronically Absent 0 15 Students	Hispanic  Red 29.2% Chronically Absent Increased 1.2 390 Students
Two or More Races  No Performance Color 29.4% Chronically Absent Increased 8.4 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Orange 35.9% Chronically Absent Declined 1.3 39 Students

Conclusions based on this data:

1. Chronic absenteeism increased schoolwide to 29.6% and remains in the Red performance level, indicating worsening attendance trends compared to the previous year.
2. Several high-need student groups demonstrated increases in chronic absenteeism and remain in the Red performance level, including English Learners (25.1%, up 1.3), Socioeconomically Disadvantaged students (30.5%, up 1.5), and Hispanic students (29.2%, up 1.2).
3. While some student groups performed slightly better, such as Homeless students (27.8%, down 1.8) and Students with Disabilities (32.1%, down 2.2), both groups remain in the Orange performance level, demonstrating that absenteeism continues to impede learning across multiple subgroups.

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.

School and Student Performance Data

Conditions & Climate Suspension Rate

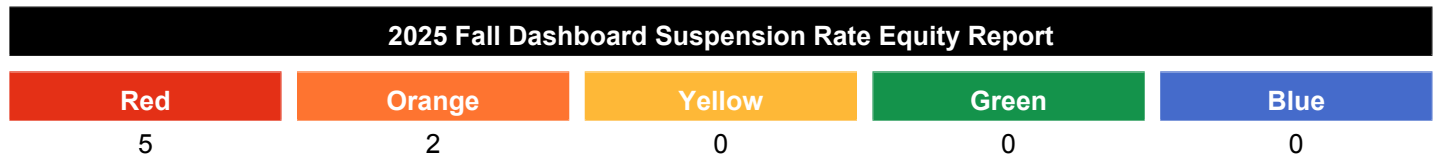
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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  Red 8.7% suspended at least one day Increased 3.7% 553 Students	English Learners  Red 7.3% suspended at least one day Increased 2.6% 247 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  Orange 7.5% suspended at least one day Declined 4.4% 80 Students	Socioeconomically Disadvantaged  Red 8.5% suspended at least one day Increased 3.3% 508 Students

Students with Disabilities  Red 9.6% suspended at least one day Increased 2.9% 166 Students	African American  No Performance Color 15% suspended at least one day Increased 5.9% 20 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 4.3% suspended at least one day Increased 4.3% 47 Students	Filipino  No Performance Color 0% suspended at least one day 15 Students	Hispanic  Red 8.7% suspended at least one day Increased 2.8% 402 Students
Two or More Races  No Performance Color 5.9% suspended at least one day Increased 5.9% 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Red 11.9% suspended at least one day Increased 7.5% 42 Students

Conclusions based on this data:

1. Central Elementary's overall suspension rate increased significantly to 8.7%, placing the school in the Red performance level and indicating a notable rise of 3.7 percentage points from the previous year.
2. Several high-need student groups are also in the Red performance level and experienced increases in suspension rates, including English Learners (7.3%, up 2.6), Socioeconomically Disadvantaged students (8.5%, up 3.3), Students with Disabilities (9.6%, up 2.9), and Hispanic students (8.7%, up 2.8).
3. While the Homeless and Asian subgroups fall in the Orange performance level, the White subgroup demonstrated one of the highest suspension increases and remains in the Red level, underscoring the need for targeted supports across multiple demographic groups. Despite a decline among Homeless students, overall suspension patterns reveal broad, schoolwide challenges related to behavior, student support, and consistent implementation of alternatives to suspension.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A review of current California School Dashboard data and local assessment data (including FastBridge aReading and aMath, SBAC, and ELPAC) indicates several critical areas requiring focused improvement:

Reading and Math Achievement Gaps (FastBridge)

FastBridge data highlights significant academic risk levels across grade levels:

aReading:

9% College Pathway

23% Low Risk

24% Some Risk

44% High Risk

** 68% of students fall within Some or High Risk categories, signaling an urgent need for literacy intervention and structured Tier 2/3 supports.

aMath:

4% College Pathway

21% Low Risk

34% Some Risk

41% High Risk

** 75% of students fall within Some or High Risk categories, demonstrating a need for strengthened foundational math skills, small-group intervention, and accelerated support structures.

Early Literacy (DIBELS 8: Composite).

Mid-Year (MOY) schoolwide DIBELS shows 64% of students Below/Well Below benchmark (50% Well Below; 14% Below) and 36% At/Above (23% At; 13% Above) across 266 students.

Grade-level MOY highlights further underscore the need for early literacy intervention:

Kindergarten 75% Below/Well Below (25% At/Above),

Grade 1 56% Below/Well Below (44% At/Above),

Grade 2 66% Below/Well Below (34% At/Above),

Grade 3 61% Below/Well Below (39% At/Above).

These results point to urgent needs in phonological awareness, phonics, fluency, and systematic Tier 2/3 supports with tight progress monitoring.

ELA and Math Performance on SBAC

Dashboard data shows:

ELA: 67.1 points below standard, color rating Orange, with a 5.5-point decline.

Math: 80.5 points below standard, color rating Yellow, with a 3.4-point increase.

ELA is 67.1 points below standard and Math is 80.5 points below standard, indicating significant gaps in grade-level performance that align with the DIBELS risk profile.

Only 29.05% met/exceeded in ELA and 17.43% met/exceeded in Math, indicating substantial gaps in grade-level mastery.

English Learner Progress

Only 36% of EL students are making progress, earning a Yellow rating on the Dashboard.

This is well below state expectations, indicating a need for: structured language development, consistent ELPAC-aligned progress monitoring, expanded designated/integrated ELD instruction.

Science Achievement

CAST performance: 43.1 points, Yellow rating.

Only 23.05% of 5th graders met/exceeded standards, showing gaps in science content access.

Additional Areas Impacting Achievement

Chronic absenteeism: 29.6%, Red rating (increased by 1.1%).

Suspension rate: 8.7%, Red rating (increased 3.7%).

Both conditions indicate significant needs for climate, attendance, and engagement supports.

Current performance data across SBAC, FastBridge, and ELPAC demonstrates a clear need to strengthen:

Tiered academic intervention systems
 High-quality first instruction
 EL language development
 Rigorous instructional practices
 Culture, climate, and attendance supports

Central Elementary will address these gaps through targeted professional development, intervention blocks, small-group instruction, and structured progress monitoring.

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
Fastbridge ELA and Math	Reading 9% College Pathway 23% Low Risk 24% Some Risk 44% High Risk **68% Some/High Risk (baseline) Math 4% College Pathway 21% Low Risk 34% Some Risk 41% High Risk **75% Some/High Risk (baseline)	By Winter administration 2026, the percentage of students performing at College Pathway or Low Risk on FastBridge aReading will increase from 32% to at least 37%, and the percentage of students in Some Risk or High Risk will decrease from 68% to 58% through targeted Tier 2/3 literacy interventions and progress monitoring. By Winter administration 2026, the percentage of students performing at College Pathway or Low Risk on FastBridge aMath will increase from 25% to at least 30%, and the percentage of students in Some Risk or High Risk will decrease from 75% to 65% through strengthened foundational instruction and math intervention supports.
Dibels 8 - Composite - K-3rd grade	At/Above: 36% (At 23%, Above 13%); Below/Well Below: 64% (Below 14%, Well Below 50%) Students tested in K-3 = 266	By end-of-year DIBELS administration, the percentage of K–3 students performing At or Above Benchmark will increase from 36% to at least 41%, and the percentage performing Below or Well Below Benchmark will decrease from 64% to 54%, as measured through structured early literacy instruction and Tier 2/3 intervention delivery.
SBAC ELA Proficiency: Increase the % of Standard Exceeded and Standard Met on Overall ELA achievement for all grades by at least 5% on SBAC	24.8% of the students were standard met/exceeds on the ELA SBAC	On the next SBAC administration, the percentage of students scoring Standard Met or Standard Exceeded in ELA will increase by at least 5 percentage points, reflecting improved access to grade-level instruction and targeted academic supports.
SBAC MATH Proficiency: Increase the % of Standard Exceeded and Standard Met on Overall Mathematics	19.27% of the students were standard met/exceeds on the MATH SBAC	On the next SBAC administration, the percentage of students scoring Standard Met or Standard Exceeded in

achievement for all grades by at least 5% on SBAC		Mathematics will increase by at least 5 percentage points through strengthened core instruction, intervention blocks, and progress monitoring.
Percent of students showing one year of EL proficiency growth on ELPAC	36% of English Learners made progress of at least one ELPAC proficiency level.	By the next ELPAC administration, the percentage of English Learners demonstrating at least one year of English language proficiency growth will increase from 36% to at least 41%, supported by expanded designated and integrated ELD instruction and regular progress monitoring.
Increase the points for 5th grade CAST	43.1 Science points (Yellow) - had an increase of 2.8 points	On the next CAST administration, Grade 5 science performance will improve by at least 5 points, reflecting increased access to standards-aligned science instruction and instructional supports.

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	Tier 1 Classroom Instructional Supports: Provide classroom instructional materials and supports to strengthen Tier 1 core instruction across all grade levels. Materials will support standards-aligned instruction in English Language Arts, Mathematics, and STEM, increase student engagement, and ensure access to grade-level content for all students.	All students	2000 LCFF 13000 Title I 1500 LCFF - Supplemental Targeted (EL) RS 0710
1.2	Consumables and intervention/classroom support; Purchase instructional consumables and intervention materials to support Tier 2 and Tier 3 literacy and mathematics instruction. Materials will be used during intervention blocks and small-group instruction to address skill gaps identified through FastBridge, DIBELS, and formative classroom assessments.	All students	1500 LCFF 10000 Title I 1500 LCFF - Supplemental Targeted (EL) RS 0710
1.3	Teacher Collaboration & PLC Time; Provide before- and after-school planning time for grade-level teams to collaborate through Professional Learning Communities (PLCs). PLC time will focus on instructional planning, data analysis, progress monitoring, and coordination of tiered academic interventions.	All students	28600 Title I
1.4	Provide substitute coverage (27 subs at \$280 per day) to support Professional Learning Communities (PLCs) and San Joaquin County Office of Education (SJCOE) Language & Literacy professional development and coaching days. Substitute coverage will allow teachers to collaborate during PLCs and vertical articulation to analyze assessment data (FastBridge, DIBELS,	All students	7560 LCFF - Supplemental Targeted (EL) RS 0710

	ELPAC, common formative assessments) and adjust instruction within the MTSS framework. Professional development and coaching days with SJCOE will be used to strengthen Designated ELD implementation through SJCOE coaching, data-driven instructional planning, targeted Tier 2 and Tier 3 interventions, and progress monitoring, with a focus on improving literacy, language development, and mathematics instruction.		
1.5	Support the Instructional Leadership Team (ILT) in planning and facilitating job-embedded professional development, including mentoring new teachers, collaborative lesson planning, and co-teaching support. Focus areas include effective instructional strategies, Universal Design for Learning (UDL), integrated STEM instruction, and data-informed instructional practices. Subs @\$280/day - District Funded	All students	0 District Funded
1.6	Real World Learning Experiences and Enrichment; Provide real-world learning and enrichment opportunities, including academic field trips, assemblies, and extension activities. These experiences will increase student engagement, support access to grade-level standards, and connect classroom learning to real-world applications.	All students	9000 Title I
1.7	Visual and Performing Arts Instruction; Provide visual arts instruction through the SJCOE-licensed art program funded by Proposition 28 to support student creativity, engagement, and standards-aligned arts education.	All students	0 Other Prop 28
1.8	Organizational Systems: Implement AVID-based organizational strategies to strengthen student academic habits, organization, and time management. Students in grades 3–5 will use academic agendas, and all students will utilize a Central Folder to support organization, home-school communication, and reinforcement of academic expectations.	All students	1500 LCFF - Supplemental
1.9	Library Instructional Supplies: Purchase library supplies to support literacy development, student access to diverse texts, and engagement with reading across grade levels.	All students	597 LCFF
1.10	Provide substitute coverage to support Kindergarten and Grade 1 teachers in administering trimester assessments and K–3 DIBELS/Lectura assessments. This will ensure accurate data collection, timely progress monitoring, and informed instructional decision-making for early literacy development. - 16 subs @\$280 - District Funded	Primary students	0 District Funded
1.11	Professional Development, Training, and Instructional Resources; Provide ongoing professional development, instructional resources, book studies, conferences, and training opportunities to strengthen teacher capacity in literacy, mathematics, English Learner instruction,	All students	17000 Title I 14400 LCFF - Supplemental Targeted (EL) RS 0710

	and evidence-based instructional practices aligned to student data.		
1.12	Substitute Coverage for Professional Development; Provide substitute coverage to allow teachers to attend conferences and professional development opportunities, including SJCOE trainings, and other instructional learning opportunities aligned to school goals.	All students	8400 Title I
1.13	School culture & climate focus meetings (2 days x 1 sub @\$280/day) Provide dedicated time for staff to participate in school culture and climate meetings focused on strengthening student engagement, behavior supports, attendance, and positive school climate practices that support academic success.	All students	560 LCFF
1.14	Three salaried paraprofessionals - Provide targeted Tier 2 and Tier 3 intervention in ELA, Mathematics and English Learner support for Newcomers and Level 1. Paraprofessional will support small-group instruction.	All students	26611 Title I 13874 LCFF - Supplemental 14941 LCFF - Supplemental Targeted (EL) RS 0710
1.15	Designated English Language Development (ELD) Support Provide additional designated ELD instructional supports and coordination time to strengthen English Learner services, improve instructional alignment, and ensure fidelity of ELD implementation schoolwide.	Principal	1000 LCFF - Supplemental 1000 LCFF - Supplemental Targeted (EL) RS 0710
1.16	ELPAC administration - teacher sub days (1 teacher x 5 days x \$280) Provide substitute coverage for EL coordinator to administer and ensure accurate monitoring of English Learner progress and to inform designated and integrated ELD instructional planning.	EL students	1400 LCFF - Supplemental Targeted (EL) RS 0710
1.17	ELL morning/after school intervention; Provide morning and/or after-school English Learner intervention focused on language acquisition, academic vocabulary development, and progress toward English proficiency.	EL students	2000 LCFF - Supplemental Targeted (EL) RS 0710
1.18	Extended Day Academic Intervention; Provide before and/or after-school academic intervention, including teacher-led instructional support to address identified literacy and mathematics skill gaps.	All students	2000 LCFF - Supplemental
1.19	Tier 2 & Tier 3 Intervention; Purchase intervention programs and instructional resources (including WonderWorks) to support Tier 2 and Tier 3 literacy and mathematics instruction. Resources will be used for targeted remediation, progress monitoring, and accelerated learning.	All students	2000 Title I 4000 LCFF - Supplemental Targeted (EL) RS 0710
1.20	Student Study Team (SST) and 504 Meetings; Provide substitute coverage for Student Study Team (SST) and Section 504 meetings. These meetings will review academic, behavioral, and social-emotional data; monitor student progress;	All students needing SST	2520 Title I

	and develop or revise intervention plans aligned to the MTSS framework. (9 days x 1 teacher x \$280)		
1.21	Technology Resources and Instructional Technology Programs: Invest in instructional technology, digital learning programs to enhance instructional delivery, student engagement, assessment, and differentiated learning opportunities across content areas.	All students	4989 Title I 4000 LCFF - Supplemental 2000 LCFF - Supplemental Targeted (EL) RS 0710
1.22	Service contracts on copiers/maintenance/communiques	Principal	11000 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.

During the 2025–26 school year, Central Elementary implemented Goal 1 strategies with an increased focus on tiered academic supports, early literacy, mathematics intervention, and English Learner development in response to identified needs from FastBridge, DIBELS, SBAC, ELPAC, and local data. Professional Learning Communities (PLCs), vertical articulation, and data review cycles were consistently implemented to analyze universal screening data (FastBridge and DIBELS) and adjust instruction and intervention supports.

Targeted Tier 2 and Tier 3 interventions were provided in both literacy and mathematics using a combination of classroom teachers, intervention paraprofessionals, extended-day tutoring, and intervention resources (e.g., WonderWorks, small-group supports). These efforts aligned with the significant percentage of students identified as Some Risk or High Risk on FastBridge aReading (68%) and aMath (75%), as well as DIBELS data showing 64% of K–3 students Below or Well Below Benchmark mid-year. Structured intervention blocks, progress monitoring, and SST processes supported students with the greatest academic need.

During the 2025–26 school year, teachers strengthened instructional practice through targeted, job-embedded professional learning. Classroom teachers partnered with the San Joaquin County Office of Education (SJCCE) Mathematics Department to participate in staff development sessions during Early Release Mondays, grade-level–focused professional development, and coaching cycles that included in-classroom co-teaching and co-coaching support. These supports strengthened math instructional delivery, student discourse, and alignment to grade-level standards.

In addition, Kindergarten through Grade 3 teachers participated in the first three sessions of CORE Literacy Training, building foundational knowledge in the Science of Reading, including phonological awareness, phonics, fluency, and structured literacy practices. This professional learning directly supported the implementation of more intentional early literacy instruction aligned to DIBELS and FastBridge data.

With the addition of a Reading Support Teacher, the school also increased its capacity to provide focused Tier 2 and Tier 3 literacy interventions. Students identified through screening and progress-monitoring data received targeted small-group instruction, allowing for more intensive and systematic support to address identified reading gaps. These combined efforts strengthened the school's tiered system of supports and improved instructional consistency across classrooms.

English Learner supports included designated and integrated ELD, ELPAC testing and monitoring, and targeted EL intervention programs. While these supports increased consistency in instruction, ELPAC data (36% progress baseline) indicates that EL growth remains an area needing continued focus and refinement. During the 26-27 School year,

Central School will team up with SJCOE's Language & Literacy Department for focused Designated ELD and effective strategies to support English Learner students.

Additionally, the school invested in STEM instruction, real-world learning experiences, AVID organizational strategies, technology supports, and school culture initiatives, which positively impacted student engagement and instructional coherence. Overall, the strategies implemented led to improved instructional practices and early indicators of progress on local assessments; however, SBAC, CAST, and ELPAC outcomes confirm the ongoing need for stronger intervention intensity, particularly in mathematics, early literacy, and English Learner progress.

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

While the majority of Goal 1 strategies were implemented as planned, our paraprofessionals focused on grade K-3 Reading Intervention, working closely with the Reading Support Teacher. The paraprofessionals did push-in to 4th and 5th grade classrooms, assisting with small group instruction on teacher directed in the moment needs for students, whether it be math or reading.

Additionally, while professional development was fully implemented, some activities shifted in structure. Math professional learning was expanded beyond the original plan through a partnership with the San Joaquin County Office of Education (SJCOE) Mathematics Department, resulting in additional ERM sessions, grade-level professional development, and in-class co-coaching support that exceeded initial expectations. Similarly, K-3 teachers participated in the first three sessions of CORE Literacy Training, increasing the focus on the Science of Reading beyond what was originally planned.

District-funded supports (e.g., STEM professional development and Prop 28 Artist-in-Residence programming) helped offset costs and ensured that core academic, STEM, and engagement-focused strategies remained fully supported.

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

In response to this analysis, the following changes will be made to increase effectiveness, consistency, and fidelity of implementation:

Strengthen instructional leadership through the STEM ILT, which will focus on lesson studies, co-planning, and direct collaboration with grade levels during Early Release Mondays and release days to improve instructional practices in math, science, and integrated STEM instruction.

Expand early literacy implementation (K-3) by continuing CORE Literacy Training and aligning instruction more closely to DIBELS and FastBridge data with tighter progress monitoring.

Prioritize mathematics professional development and coaching, continuing the partnership with SJCOE to strengthen math discourse, and grade-level instructional alignment.

Strengthen English Learner supports, including increased designated and integrated ELD, expanded push-in and pull-out interventions, extended-day EL supports, and collaboration with SJCOE's Language & Literacy Department.

Refine PLC structures to place greater emphasis on data-based decision-making, monitoring tiered interventions, and tracking progress of priority student groups.

Maintain and expand real-world learning opportunities, including academic field trips, STEM integration, and hands-on learning experiences to support engagement and access to rigorous instruction.

These changes are reflected in the updated Goal 1 strategies, proposed expenditures, and Annual Measurable Outcomes within the SPSA for the upcoming cycle.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Provide a safe, inclusive, and equitable learning environment that supports student well-being, positive behavior, and strong family-school partnerships in order to improve attendance, reduce suspensions, and promote social-emotional growth for all students.

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.

A review of California School Dashboard and local school data indicates that while Central Elementary has established foundational systems to support student behavior, engagement, and wellness, significant needs persist in the areas of chronic absenteeism, suspension rates, and social-emotional supports, particularly for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Homeless Youth, and Hispanic students.

According to the 2025 California School Dashboard, Central Elementary's Chronic Absenteeism rate is 29.6%, placing the school in the Red performance category. Rates are disproportionately higher for Students with Disabilities (32.1%), Socioeconomically Disadvantaged students (30.5%), English Learners (25.1%), and Hispanic students (29.2%). Despite continued attendance incentives, communication efforts, and SARB coordination, average daily attendance remains below the desired 95% benchmark, indicating a need for strengthened family engagement and targeted early attendance interventions.

The Suspension Rate increased to 8.7%, also placing the school in the Red performance category, with disproportionate impact on English Learners, Students with Disabilities (9.6%), Socioeconomically Disadvantaged students, and Hispanic students. While current-year suspension numbers remain below district thresholds, Dashboard trend data signals a need for expanded proactive behavioral supports and restorative practices.

In response, Central Elementary has implemented the Second Step Social-Emotional Learning curriculum schoolwide, aligned with the Character Counts framework, and added a full-time behaviorist through the Community Schools Grant to provide individual and group counseling, restorative circles, and targeted social-skills instruction. Family engagement efforts—including Parent Cafés, PIQE workshops, and parent education series—continue to grow; however, participation remains below desired levels, highlighting the need for expanded outreach, improved language access, and flexible scheduling.

Continued, targeted efforts are needed to improve school climate outcomes, reduce disproportionality, and strengthen family-school partnerships.

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
Attendance data: Average Daily Attendance Rate	Average Daily Attendance for Months 1–9 was 92.05%, reflecting minimal improvement from the previous year and remaining below the schoolwide goal of 95%. Month 1: 94.77% Month 2: 93.36% Month 3: 92.43% Month 4: 91.47% Month 5: 90.80% Month 6: 91.90% Month 7: 90.65% Month 8: 90.99% Month 9: 92.11%	Increase monthly average attendance toward the target of 95%.
Suspension data	There have been 1 In-house suspensions, 9 Intervention Rooms and 20 suspensions for the 25-26 school year. Of the 30 suspensions, this is only 6.8% of our students receiving at least one suspension.	Maintain total suspensions below 35 and reduce the percentage of students receiving one or more suspensions to below 5%.
Parent attendance at Parent Cafe/family workshops	Average parent attendance at Parent café/workshops is 12 participants, below the school goal of 20. The PIQE Math Family Engagement Workshops had 15 graduating families.	Increase our parent cafe attendance to an average of 20 parents.
SARB letters and meetings	Letter 1 - 65 Letter 2 - 32 Letter 3 - 20 School site SARB meetings - 50 SARB hearings - 10	Reduce the total number of SARB letters and meetings by 10% through earlier attendance interventions and family outreach.

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	Coats for Kids Grant - distribute coats and shoes to students in need	All students	0 Other Coats for Kids Grant
2.2	Implement schoolwide positive behavior supports through the Character Counts framework and Second Step SEL curriculum. This includes consistent instruction of behavioral expectations, explicit SEL lessons, and incentives and recognition to promote positive behavior, attendance, and student engagement.	All students	5000 LCFF - Supplemental
2.3	VCC counseling - Provide on-site counseling services through VCC, including a counselor and therapist available five days per week to support student mental health and social-emotional wellness.	All students	0 District Funded

2.4	360 Behaviorist - Provide full-time behaviorist support (5 days per week) through the Community Schools Grant, including individual counseling, small groups, restorative practices, and social-skills instruction.	All students	0 District Funded
2.5	Provide translation and interpretation services to ensure equitable family access to school information, including SST and 504 meetings, parent-teacher conferences, Open House, family engagement events, and ongoing written and electronic communications (paper, text, and email).	All students	4000 LCFF - Supplemental Targeted (EL) RS 0710
2.6	Provide additional copying and printing services (FedEx) to support family engagement, attendance outreach, and school-home communication efforts.	All families	1500 LCFF - Supplemental Targeted (EL) RS 0710
2.7	Provide food, refreshments, and materials to support family participation in Parent Cafés, family workshops, and parent education events, reducing barriers to attendance and increasing engagement.	All families	650 LCFF - Supplemental Targeted (EL) RS 0710
2.8	Provide classified and certificated overtime to support family orientation events, Parent Cafés, workshops, and school engagement activities occurring outside of the regular school day, increasing accessibility and participation. (\$65/hr for certificated staff)	All students	3600 Title I
2.9	Postage for Parent Communication	All families	1000 LCFF
2.10	Additional Instructional Copies - FedEx	All students	2000 Title I
2.11	General school operations, safety, technology, furniture replacement (etc.)	All students	353 Title I 51 LCFF - Supplemental 366 LCFF - Supplemental Targeted (EL) RS 0710

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.

Overall, Goal 2 strategies were implemented with consistency and fidelity, resulting in strengthened systems to support a positive school climate and student well-being. Schoolwide positive behavior initiatives, including Character Counts incentives, attendance recognition, and social-emotional learning supports, were implemented throughout the year and contributed to improved awareness of behavioral expectations and increased student recognition for positive choices.

The implementation of the Second Step SEL curriculum provided a common language around emotional regulation and problem-solving; however, implementation varied across classrooms, indicating a need for additional monitoring and professional support. The addition of a full-time behaviorist through the Community Schools Grant significantly enhanced

student support services. The behaviorist provided individual and small-group counseling, facilitated restorative circles, and supported targeted student populations, including kindergarten social-skills groups and fifth-grade transition groups.

Family engagement strategies, including Parent Cafés, PIQE workshops, and bilingual communication, supported ongoing school-home connections. While attendance at select family engagement events increased, overall participation remained inconsistent. Chronic absenteeism and suspension rates did not meet desired performance targets, particularly among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, indicating the continued need for targeted interventions and enhanced outreach.

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

As a result of this analysis, Central School will maintain Goal 2 while refining strategies to better address chronic absenteeism, suspension disproportionality, and family engagement. For the upcoming school year, the school will:

Strengthen monitoring and coaching for consistent Second Step and Character Counts SEL implementation across all classrooms.

Expand Family Engagement workshops to help support home/school connection with academics, attendance and behavior.

Increase targeted attendance interventions through earlier outreach, improved incentives, and continued SARB coordination.

Expand the role of the Parent Liaison to increase engagement with underrepresented linguistic and cultural groups beyond Spanish-speaking families.

Maintain counseling and behaviorist supports to ensure proactive, restorative responses to student behavior.

These refinements are reflected within the Strategies/Activities and Annual Measurable Outcomes sections of Goal 2 in the SPSA.

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.

For the 2026–27 school year, Central School will continue implementing family workshops. Certificated and classified staff will continue to receive timecarded support for family engagement events to ensure strong implementation and attendance. The role of the Parent Liaison will be expanded to increase outreach efforts, with a focus on engaging families beyond her usual Spanish-speaking contacts, including underrepresented linguistic and cultural groups.

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.

Increase early literacy achievement so that a greater percentage of students are reading at or above grade level by the end of Grade 3, with accelerated growth for students performing below grade level. This goal prioritizes explicit instruction in foundational reading skills, consistent Tier 1 literacy practices, and targeted Tier 2 and Tier 3 interventions. Progress will be monitored through CAASPP ELA outcomes, DIBELS 8th Edition benchmark data, and local reading assessments to ensure measurable growth for all student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will read at grade level by the end of 3rd grade.

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.

Review of 2024–25 CAASPP ELA, California Dashboard, and local literacy assessment data indicates a continued and urgent need for stronger foundational literacy instruction and early intervention at Central Elementary School.

CAASPP ELA results show that overall achievement declined in 2024–25. The percentage of students meeting or exceeding the ELA standard decreased from 29.05% in 2023–24 to 24.80% in 2024–25, and 53.25% of students across grades 3–5 scored “Not Met.” All student groups remain substantially below standard, with Dashboard results showing 67.1 points below standard schoolwide, indicating a decline of 5.5 points from the previous year. Subgroup performance gaps persist, particularly for Students with Disabilities (123.6 points below standard), English Learners (82.7 points below), and Socioeconomically Disadvantaged students (72.7 points below).

Local screening data from DIBELS 8th Edition (MOY 2025–26) further confirms significant foundational literacy gaps in the early grades. At mid-year:

64% of students (K–3) scored Below or Well Below Benchmark on the DIBELS Composite Score.

Only 36% of students scored At or Above Benchmark, indicating that a majority of students are not yet meeting grade-level expectations in phonemic awareness, phonics, fluency, and early comprehension.

Grade 3 data showed a decline from BOY to MOY in the percentage of students scoring Above Benchmark, reinforcing the need for more consistent, systematic instruction.

These trends highlight the need for stronger Tier 1 literacy instruction, earlier intervention in Grades K–3, and more consistent use of data to guide instruction. In response, Central Elementary added a Reading Support Teacher in 2025–26 to provide targeted Tier 1, Tier 2, and Tier 3 literacy support and to build teacher capacity around evidence-based reading practices aligned with CORE Learning and structured literacy principles.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Overall Achievement: Dashboard	67.1 points below standard	Increase by 10 points schoolwide
CAASPP ELA – Percent Met/Exceeded (Grades 3–5, All Students)	24.80% Met/Exceeded	Increase to 35% Met/Exceeded
CAASPP 3rd Grade ELA Met/Exceeds Standard	Met: 20.83% Exceeded: 13.89% (Total: 34.72%)	Increase combined Met/Exceeded to 45%
CAASPP 4th Grade ELA Met/Exceeds Standard	Met: 14.94% Exceeded: 6.90%	Increase combined Met/Exceeded to 30%
CAASPP 5th Grade ELA Met/Exceeds Standard	Met: 11.49% Exceeded: 8.05%	Increase combined Met/Exceeded to 30%
CA Dashboard ELA - Subgroups	EL: –82.7 pts SED: –72.7 pts SWD: –123.6 pts	Decrease distance from standard by 10 pts (EL/SED) and 15 pts (SWD)
CA Dashboard EL Progress	36% of ELs making progress	Increase to 45% making progress
FastBridge aReading Grade 3-5 (Fall & Winter)	45% of students identified as Low Risk; 48% Some Risk; 89% High Risk, indicating that a significant portion of students are at risk for reading difficulties	Increase Low Risk to 55% or higher; reduce High Risk by at least 15 percentage points through targeted Tier 1 and Tier 2 instruction
STAR reading results	100 students in grades 2-5 have gained a year or more in reading levels this school year. Broken down by grade level; 0 1st graders 24 2nd graders 20 3rd graders 27 4th graders 29 5th graders	Average growth of 0.4 instructional reading levels per trimester
DIBELS 8th Edition (MOY K–3)	64% Below/Well Below Benchmark	Reduce to 50% or less Below/Well Below Benchmark
DIBELS At/Above Benchmark (K–3)	36% At/Above Benchmark	Increase to 50% At/Above Benchmark

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	Implement a minimum of 60 minutes of daily Priority Individualized Reading (PIR) using explicit, systematic, standards-aligned instruction. Instruction will include differentiated small-group and targeted instruction based on DIBELS, FastBridge, and classroom assessment data to address phonemic awareness, phonics, fluency, vocabulary, and comprehension.	All students	0

3.2	Implement schoolwide literacy engagement events (e.g., Read Across America, family literacy nights) to increase student motivation, foster positive attitudes toward reading, and strengthen family involvement in supporting literacy development.	All students	500 LCFF
3.3	Expand and refresh classroom libraries with high-interest, culturally responsive, and leveled texts to support student choice, reading volume, and stamina during independent and guided reading.	All students	2000 Title I 2400 LCFF - Supplemental
3.4	Increase and update the school library collection with diverse fiction and informational texts aligned to grade-level standards, instructional goals, and student interests to support comprehension, vocabulary development, and interdisciplinary literacy.	All students	1000 Title I 1000 LCFF - Supplemental 1000 LCFF - Supplemental Targeted (EL) RS 0710
3.5	Provide authentic classroom periodicals and reading materials to strengthen nonfiction reading, vocabulary, and comprehension skills.	All students	3,500 Title I
3.6	Purchase Priority Individualized Reading (PIR) instructional materials and evidence-based intervention resources, including LLI and CORE-aligned materials, to support differentiated Tier 1 instruction and targeted Tier 2 and Tier 3 interventions. Including LLI intervention materials.	All students	2680 Title I
3.7	Provide take-home books for students to increase access to reading materials, promote daily reading practice beyond the school day, and support family engagement in literacy.	All students	0
3.8	Encourage reading with Birthday Book giveaways	All students	0
3.9	Implement schoolwide initiatives to increase reading motivation, stamina, and volume, including assemblies, recognition programs, and classroom reading challenges aligned to literacy goals.	All students	3000 Title I
3.10	Provide CORE Learning professional development and coaching, and utilize the Reading Support Teacher to deliver Tier 1, Tier 2, and Tier 3 literacy instruction in Grades K–3.	K-3 grade students	0 District Funded
3.11	Support reading growth through structured reading programs and incentives (e.g., AR, LLI, CORE-aligned practices).	All students	0

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–26 school year, Central School implemented a comprehensive set of literacy strategies focused on strengthening foundational reading skills, increasing instructional coherence, and promoting a schoolwide culture of reading. Key strategies included daily Priority Individualized Reading (PIR), expanded access to high-interest and culturally responsive texts, literacy engagement events, and the use of multiple data sources to guide instruction.

Implementation of PIR and differentiated small-group instruction provided consistent opportunities for targeted reading support across grade levels. Schoolwide literacy initiatives—such as Read Across America, expanded classroom and library collections, classroom periodicals, and reading incentives—supported increased student engagement and reading volume. These strategies contributed to positive outcomes on local measures, including STAR Reading, where 100 students in Grades 2–5 demonstrated one year or more of reading growth, with an average gain of 0.4 instructional reading levels per trimester.

Despite these gains, outcome data indicates that overall literacy performance remains below desired levels. CAASPP ELA results for 2024–25 show that the percentage of students meeting or exceeding standards declined to 24.80%, with over half of students in Grades 3–5 scoring “Not Met.” California Dashboard results reflect continued performance gaps for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, reinforcing the need for intensified support.

Local assessment data further highlights areas of concern. DIBELS 8th Edition Mid-Year data showed that 64% of K–3 students scored Below or Well Below Benchmark, and only 36% scored At or Above Benchmark, indicating significant gaps in foundational literacy skills such as phonemic awareness, phonics, fluency, and early comprehension. Similarly, FastBridge aReading results showed that a substantial proportion of students remained at Some Risk or High Risk, underscoring the need for more systematic Tier 1 instruction and timely Tier 2 intervention.

These findings confirm that while implementation fidelity improved and pockets of growth were achieved, stronger instructional consistency, earlier intervention, and more strategic use of assessment data are necessary to accelerate outcomes—particularly in Grades K–3.

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

There were no significant differences between intended implementation and budgeted expenditures. All planned strategies were carried out as designed. However, delivery of reading intervention relied primarily on classroom teachers, which limited the intensity and frequency of targeted instruction for students with the greatest needs. Allocated funds for instructional materials, classroom libraries, and schoolwide literacy resources were fully expended and directly supported implementation of the strategies outlined in Goal 3.

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 analysis of CAASPP, Dashboard, DIBELS, FastBridge, and STAR Reading data, Central Elementary will continue the Reading Support Teacher position into the 2026–27 school year to provide consistent Tier 1, Tier 2, and Tier 3 literacy instruction in Grades K–3. This role will support targeted intervention, progress monitoring, and instructional coaching to strengthen early literacy foundations.

Additionally, all teachers will participate in the next phase of CORE Learning professional development to deepen implementation of Science-of-Reading–aligned instructional practices, strengthen Tier 1 instruction, and ensure consistent literacy routines across classrooms.

Annual measurable outcomes have been refined to include explicit DIBELS and FastBridge risk-reduction targets, increased CAASPP ELA proficiency goals, and continued STAR Reading growth expectations. These updates are reflected in the Identified Need, Annual Measurable Outcomes, and Strategies/Activities sections of Goal 3 in the 2026 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
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Strategies/Activities

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

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

SPSA Year Reviewed: 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
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Strategies/Activities

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

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$246,052.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$140,253.00

Subtotal of additional federal funds included for this school: \$140,253.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF	\$17,157.00
LCFF - Supplemental	\$88,642.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$105,799.00

Total of federal, state, and/or local funds for this school: \$246,052.00

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
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Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF	17,157.00
LCFF - Supplemental	88,642.00
Other	0.00
Title I	140,253.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	210,452.00
Goal 2	18,520.00
Goal 3	17,080.00

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
April Jacobs	Principal
Kristine Widmer	Classroom Teacher
Heather Tarabini	Classroom Teacher
Katrina Carvalho	Classroom Teacher
Ryan Tarabini	Parent or Community Member
Marie Martinez	Other School Staff
Amy Powers	Parent or Community Member
Amairany Solorzano	Parent or Community Member
Shamaila Awan	Parent or Community Member
Somaia Mihdi	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/28/26.

Attested:

Handwritten signature of April Jacobs in blue ink.

Principal, April Jacobs on 4-28-26

SSC Chairperson, Amy Powers on 4-28-26

Instructions

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

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