



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tuscany Hills Elementary School	33-75176-6111082	May 19, 2026	June 11, 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 Tuscany Hills Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	5
Comprehensive Needs Assessment Components	5
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance	19
Academic Engagement.....	27
Conditions & Climate.....	30
School Site Council Membership	32
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	37
Goal 3.....	40
Budget Summary	43
Budget Summary	43
Other Federal, State, and Local Funds	43
Budgeted Funds and Expenditures in this Plan	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source	44
Expenditures by Budget Reference	44
Expenditures by Budget Reference and Funding Source	44
Expenditures by Goal.....	45
Recommendations and Assurances	46
Instructions.....	47
Appendix A: Plan Requirements	54
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	57
Appendix C: Select State and Federal Programs	60

Plan Description

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

In alignment with LEUSD's Local Control Accountability Plan (LCAP), this plan was developed as a result of a comprehensive needs assessment inclusive of a root cause analysis in order to meet the needs of students most at-risk of not meeting standards.

Our School Plan for Student Achievement (SPSA) is designed to identify areas of need in order to improve student achievement, establish measurable goals, identify actions that will support the established goals, and allocate Title 1 funds to support the planned actions.

The priority in our SPSA will be placed on addressing deficiencies in student attendance and achievement for all students and more targeted for the subgroups identified as having resource inequities. Goals and actions specific to all students and to the subgroups Students with disabilities, Homeless Youth, Black/African American, Multiple Races/Two or More will be developed as part of our SPSA

Our plan must:

1. Be informed by all State indicators, including student performance against State-determined long-term goals.
2. Be based on a school-level needs assessment.
3. Identify resource inequities, which may include a review of our school's budgets, and address those inequities through implementation of the plan; and Include evidence-based interventions.
4. Monitor and evaluate our plans implementation and impact

Educational Partner Involvement

How, when, and with whom did your Tuscany Hills 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

Tuscany Hills Elementary engaged the School Site Council (SSC) in the development, review, monitoring, and approval of the 2026–2027 School Plan for Student Achievement (SPSA), along with required Title I parent and family engagement components and the School-Parent Compact.

School Site Council (SSC): Through these meetings, SSC provided documented review, input, and formal approval of the SPSA and related Title I components.

The SSC met during the 2025–2026 school year to review, revise, and monitor the SPSA and required compliance components.

10/21/25 - Meeting #1 - Established quorum and board positions; reviewed the 2025–2026 SPSA to ensure all sections reflected advisory input; solicited feedback and made revisions as necessary.

11/17/25 - Meeting #2 - Approved prior minutes; reviewed the revised 2025–2026 SPSA and the Comprehensive School Safety Plan (CSSP).

2/3/26 - Meeting #3 - Reviewed the School-Level Parent & Family Engagement Policy and School-Parent Compact; confirmed annual distribution and gathered parent input through survey feedback; reviewed implementation and effectiveness of Title I-funded actions; discussed program modifications; reaffirmed approval of required Title I documents and the 2025–2026 SPSA.

3/17/26 - Meeting #4 - Established quorum and approved prior minutes; reviewed the 2025–2026 SPSA and confirmed SSC involvement; analyzed implementation and effectiveness of Title I-funded actions through a tutoring impact review using i-Ready Fall to Winter data; completed a data reflection activity and discussed program effectiveness; recommended program modifications including increased use of playground aides to support intervention time and expansion of parent engagement opportunities aligned to SPSA goals.

4/21/26 - Meeting #5 - Review of SPSA and final edits. Movement of united ones to support teacher

PLC PD.

5/19/26 - Meeting #6 - Discussions and approval of final draft of 2026-2027 SPSA.

Parent feedback collected and reviewed at Meeting #3 included:

- Preferred meeting times varied (morning, afternoon, and evening options selected).
- Preferred communication methods included text, email, phone calls, and ParentSquare updates.
- Some parents indicated transportation and childcare can be barriers to attending in-person meetings.
- Parents reported feeling prepared to support reading and math at home.
- Communication was generally described as effective, with comments such as “Communication is great,” “No improvement needed,” and “Communication is great through ParentSquare.”
- Suggestions to increase participation included offering food (breakfast/dinner), sending flyers home, providing additional ParentSquare updates, and offering more opportunities for engagement.

ELAC Meeting (ELAC)

09/25/25- Meeting #1- Establishing membership, explanation of ELAC duties

10/30/25 - Meeting #2- Confirm elected members, Approval of minutes, Review ELAC handbook, discussed upcoming events

01/15/2026 - Meeting #3- Approval of minutes, Understanding the ELPAC, supports for reclassification, Needs Assessment, Upcoming events

04/02/2026 - Meeting #4 - Review of educational supports for EL students and parent engagement.

District Support

The LEA supported Tuscan Hills Elementary through participation in three SPSA Learning Series sessions on 9/10/25, 12/9/25, and 3/3/26.

This documented process demonstrates ongoing SSC involvement in the review, revision, monitoring, and approval of the 2025–2026 SPSA and required parent and family engagement components.

Educational partner feedback directly informed the development of the 2026–2027 SPSA goals, actions, and metrics.

Based on SSC review of student achievement data, including i-Ready Fall to Winter growth and subgroup performance, SSC identified a need to increase access to academic intervention and improve the consistency of support systems. As a result, Goal 1 includes expanded tutoring opportunities through increased days of intervention and continued implementation of a structured MTSS Team process, with metrics aligned to improved i-Ready growth and movement of students from Tier 3 to Tier 2 and Tier 1.

SSC feedback also emphasized the need to address chronic absenteeism and strengthen family engagement. In response, Goal 2 includes schoolwide attendance campaigns, improved monitoring systems, and increased family outreach, with metrics focused on reducing chronic absenteeism rates, particularly for Students with Disabilities and Socioeconomically Disadvantaged students.

Staff and SSC input identified a need for more structured and effective collaboration around student

data and instructional planning. As a result, Goal 3 includes structured collaboration with instructional coaches, including defined agendas and data analysis protocols, with metrics tied to implementation fidelity and improved instructional practices.

ELAC reviewed English Learner performance data and identified a need to strengthen both designated and integrated English Language Development (ELD) supports, as well as improve communication with families of English Learners. In response, Goal 1 includes actions to support English Learner access to targeted instruction and progress monitoring, with metrics aligned to English Learner academic growth and progress toward language proficiency.

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 only.

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.

In alignment with LEUSD's Local Control and Accountability Plan (LCAP) priorities of Academic Excellence, Student, Family & Community Engagement, and Educational Environment, Tuscany Hills Elementary conducted a comprehensive analysis of the 2025 California School Dashboard and local data sources. This analysis was reviewed with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and site Leadership Team to identify priority student needs and determine root causes to inform the development of the 2026–2027 SPSA goals, actions, and metrics.

Identified Needs

Based on the 2025 California School Dashboard and supporting local data, the following priority needs were identified:

- Students with Disabilities (SWD) in English Language Arts: -70.9 Distance From Standard (DFS), RED performance level
- Students with Disabilities (SWD) Chronic Absenteeism: 25.5%, RED performance level
- Socioeconomically Disadvantaged (SED) students in Mathematics: -28.8 DFS, ORANGE performance level
- Hispanic students in Mathematics: -25.7 DFS, ORANGE performance level
- Black/African American students in Chronic Absenteeism: 15.4%, ORANGE performance level
- Two or More Races students in Chronic Absenteeism: 21.3%, ORANGE performance level

Root Cause Analysis

Root causes were identified through analysis of California School Dashboard data (DFS and performance levels), i-Ready Diagnostic and growth data, DIBELS early literacy data, PLC data analysis cycles, MTSS Team meeting notes, SSC and ELAC stakeholder input, and attendance reports.

The following root causes were identified:

- Inconsistent implementation of targeted interventions, particularly for Students with Disabilities, resulting in gaps in access to grade-level content and intervention intensity
- Limited structured time for data analysis and instructional planning, leading to variability in how student needs are identified and addressed across classrooms
- Gaps in foundational literacy and mathematics skills, especially for students requiring Tier II and Tier III supports
- Ineffective or underdeveloped attendance intervention systems, including limited early intervention and inconsistent follow-up with families
- Lack of cohesive alignment between Tier I instruction and intervention supports, reducing the overall impact of academic interventions
- Inconsistent monitoring of student progress, limiting timely instructional adjustments

Summary of Needs

The analysis indicates that the most critical areas of need are improving outcomes for Students with Disabilities in English Language Arts and attendance, strengthening mathematics achievement for identified student groups, and improving attendance systems to ensure consistent access to instruction.

These identified needs and root causes directly informed the development of the 2026–2027 SPSA goals, actions, and metrics. Planned actions focus on increasing intervention intensity, expanding structured collaboration through MTSS systems, strengthening instructional practices, and improving attendance monitoring and family engagement systems to address the identified root causes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Tuscany Hills 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	%	%	0.17%			1
African American	7.54%	8.25%	8.57%	46	50	51
Asian	4.10%	3.96%	3.70%	25	24	22
Filipino	1.64%	1.49%	1.85%	10	9	11
Hispanic/Latino	34.10%	34.65%	37.31%	208	210	222
Pacific Islander	0.16%	0.17%	0.67%	1	1	4
White	45.41%	43.89%	40.84%	277	266	243
Multiple/No Response	7.05%	7.59%	6.89%	43	46	41
Total Enrollment				610	606	595

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		42	49
Kindergarten	58	67	73
Grade 1	100	70	70
Grade 2	103	97	75
Grade3	110	113	101
Grade 4	99	113	113
Grade 5	113	104	114
Total Enrollment	610	606	595

Conclusions based on this data:

1. See Comprehensive Needs Assessment

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	13	16	11	5.3%	2.1%	1.8%
Fluent English Proficient (FEP)	48	38	35	5.7%	7.9%	5.9%

Conclusions based on this data:

1. See Comprehensive Needs Assessment

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	98	101	109	97	99	108	97	99	108	99.0	98	99.1
Grade 4	103	99	107	102	99	107	102	99	107	99.0	100	100
Grade 5	108	110	103	106	106	102	106	106	102	98.1	96.4	99
All Grades	309	310	319	305	304	317	305	304	317	98.7	98.1	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2440.	2436.	2461.	36.08	29.29	35.19	20.62	19.19	25.93	15.46	23.23	25.93	27.84	28.28	12.96
Grade 4	2483.	2488.	2469.	28.43	39.39	22.43	27.45	20.20	28.97	20.59	16.16	25.23	23.53	24.24	23.36
Grade 5	2517.	2493.	2522.	26.42	17.92	33.33	35.85	31.13	27.45	20.75	20.75	14.71	16.98	30.19	24.51
All Grades	N/A	N/A	N/A	30.16	28.62	30.28	28.20	23.68	27.44	19.02	20.07	22.08	22.62	27.63	20.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.77	22.22	28.70	54.64	63.64	59.26	19.59	14.14	12.04
Grade 4	22.55	25.25	14.95	68.63	62.63	70.09	8.82	12.12	14.95
Grade 5	23.58	14.15	22.55	61.32	65.09	58.82	15.09	20.75	18.63
All Grades	23.93	20.39	22.08	61.64	63.82	62.78	14.43	15.79	15.14

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	20.83	21.21	21.30	52.08	46.46	62.96	27.08	32.32	15.74
Grade 4	20.59	16.16	14.02	58.82	63.64	71.03	20.59	20.20	14.95
Grade 5	23.58	12.26	25.49	63.21	66.04	62.75	13.21	21.70	11.76
All Grades	21.71	16.45	20.19	58.22	58.88	65.62	20.07	24.67	14.20

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	9.28	12.12	16.67	70.10	75.76	67.59	20.62	12.12	15.74
Grade 4	16.67	16.16	13.08	73.53	76.77	72.90	9.80	7.07	14.02
Grade 5	12.26	13.21	14.71	78.30	72.64	72.55	9.43	14.15	12.75
All Grades	12.79	13.82	14.83	74.10	75.00	70.98	13.11	11.18	14.20

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	27.84	21.21	30.56	62.89	62.63	59.26	9.28	16.16	10.19
Grade 4	18.63	27.27	14.02	68.63	63.64	72.90	12.75	9.09	13.08
Grade 5	16.04	16.04	26.47	66.98	59.43	60.78	16.98	24.53	12.75
All Grades	20.66	21.38	23.66	66.23	61.84	64.35	13.11	16.78	11.99

Conclusions based on this data:

1. See Comprehensive Needs Assessment

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	98	101	109	96	99	108	96	99	108	98.0	98	99.1
Grade 4	103	99	107	103	99	107	103	99	107	100.0	100	100
Grade 5	108	110	103	104	107	102	104	107	102	96.3	97.3	99
All Grades	309	310	319	303	305	317	303	305	317	98.1	98.4	99.4

* 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	2442.	2433.	2456.	20.83	22.22	33.33	38.54	27.27	32.41	18.75	22.22	14.81	21.88	28.28	19.44
Grade 4	2492.	2486.	2461.	23.30	20.20	14.02	33.98	36.36	30.84	28.16	24.24	30.84	14.56	19.19	24.30
Grade 5	2523.	2502.	2506.	28.85	17.76	22.55	14.42	18.69	19.61	31.73	39.25	28.43	25.00	24.30	29.41
Grade 11															
All Grades	N/A	N/A	N/A	24.42	20.00	23.34	28.71	27.21	27.76	26.40	28.85	24.61	20.46	23.93	24.29

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	29.17	22.22	39.81	51.04	54.55	42.59	19.79	23.23	17.59
Grade 4	34.95	26.26	15.89	47.57	53.54	56.07	17.48	20.20	28.04
Grade 5	23.08	19.63	21.57	57.69	53.27	50.98	19.23	27.10	27.45
Grade 11									
All Grades	29.04	22.62	25.87	52.15	53.77	49.84	18.81	23.61	24.29

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	23.96	28.28	26.85	53.13	51.52	50.93	22.92	20.20	22.22
Grade 4	15.53	23.23	12.15	59.22	53.54	55.14	25.24	23.23	32.71
Grade 5	23.08	14.02	14.71	52.88	61.68	58.82	24.04	24.30	26.47
All Grades	20.79	21.64	17.98	55.12	55.74	54.89	24.09	22.62	27.13

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	25.00	19.19	30.56	61.46	61.62	55.56	13.54	19.19	13.89
Grade 4	25.24	27.27	19.63	61.17	56.57	57.01	13.59	16.16	23.36
Grade 5	21.15	13.08	19.61	59.62	67.29	58.82	19.23	19.63	21.57
All Grades	23.76	19.67	23.34	60.73	61.97	57.10	15.51	18.36	19.56

Conclusions based on this data:

1. See Comprehensive Needs Assessment

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	*	*	*	*	*	*	*	*	*	5	4	*
1	*	*	*	*	*	*	*	*	*	6	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		6	*	
4	*	*	*	*	*	*	*	*	*	*	5	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										25	17	12

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.00	29.41	41.67	44.00	41.18	41.67	12.00	11.76	8.33	0.00	17.65	8.33	25	17	12

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	72.00	52.94	66.67	24.00	23.53	33.33	4.00	11.76	0.00	0.00	11.76	0.00	25	17	12

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	16.00	17.65	25.00	32.00	23.53	25.00	44.00	35.29	33.33	8.00	23.53	16.67	25	17	12

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.00	41.18	33.33	48.00	35.29	66.67	8.00	23.53	0.00	25	17	12

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	88.00	70.59	83.33	8.00	17.65	16.67	4.00	11.76	0.00	25	17	12

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.00	17.65	41.67	44.00	58.82	33.33	28.00	23.53	25.00	25	17	12

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.00	17.65	25.00	84.00	52.94	58.33	0.00	29.41	16.67	25	17	12

Conclusions based on this data:

1. See Comprehensive Needs Assessment

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
606	54%	2.6%	1%
Total Number of Students enrolled in Tuscany Hills 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	16	2.6%
Foster Youth	6	1%
Homeless	13	2.1%
Socioeconomically Disadvantaged	327	54%
Students with Disabilities	75	12.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	50	8.3%
American Indian	0	0.0%
Asian	24	4%
Filipino	9	1.5%
Hispanic	210	34.7%
Two or More Races	46	7.6%
Pacific Islander	1	0.2%
White	266	43.9%

Conclusions based on this data:

1. See Comprehensive Needs Assessment

School and Student Performance Data

Overall Performance

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

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Our overall Academic Performance status level is Yellow in ELA and Math.
- An area of improvement would be Chronic Absenteeism based on the 2024 data. Our Performance Level is yellow.
- Our Suspension Rate is really good. Performance Level is Blue.

School and Student Performance Data

Academic Performance English Language Arts

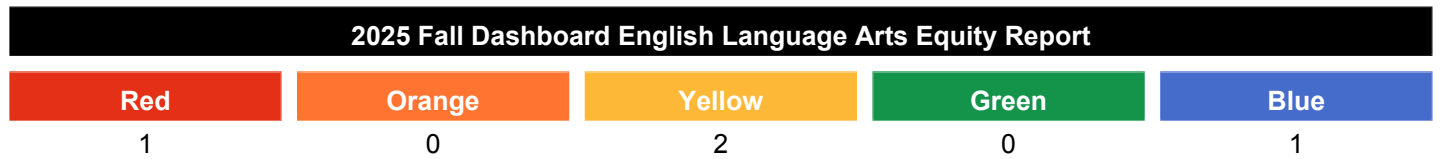
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This section provides number of student groups in each level.



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  Green 14.1 points above standard Increased 10 points 314 Students	English Learners  No Performance Color 2.5 points below standard Maintained -1 points 24 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 10.4 points below standard Increased 5.1 points 174 Students

Students with Disabilities  Red 70.9 points below standard Declined 14.3 points 43 Students	African American  No Performance Color 12.8 points below standard Declined 5.6 points 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 3.8 points above standard Maintained -0.1 points 112 Students
Two or More Races  No Performance Color 0.9 points above standard Maintained -2.2 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 22.8 points above standard Increased 20.7 points 148 Students

Conclusions based on this data:

1. According to 2024 data, All students are 4.1 points above standard.
2. Students who are socioeconomically disadvantaged are in the orange
3. Students with Disabilities are 56.6 points below standard in ELA.

School and Student Performance Data

Academic Performance Mathematics

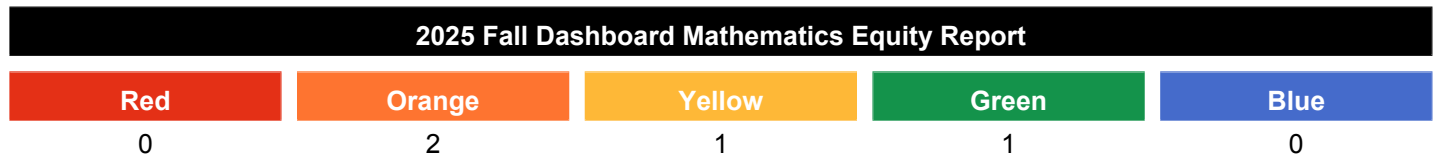
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 7.6 points below standard Maintained 1.8 points 314 Students	English Learners  No Performance Color 23.3 points below standard Declined 3.5 points 24 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Orange 28.8 points below standard Maintained 0.7 points 174 Students

Students with Disabilities  Yellow 81.6 points below standard Increased 5.5 points 43 Students	African American  No Performance Color 34.1 points below standard Maintained 1.6 points 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 25.7 points below standard Declined 4.1 points 112 Students
Two or More Races  No Performance Color 8.2 points below standard Declined 9.1 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  Green 5.3 points above standard Increased 7.1 points 148 Students

Conclusions based on this data:

1. According to the 2023 California Dashboard Mathematics Performance for All Students our are in the Yellow and are 9.4 below standard
2. The following student subgroup, Students with Disabilities all performed in the yellow, 87.1 points below standard. Students who are Socioeconomically Disadvantaged are 29.5 points below standard.
3. We need to create a plan to help all of our students meet the math standards.

School and Student Performance Data

Academic Performance Science

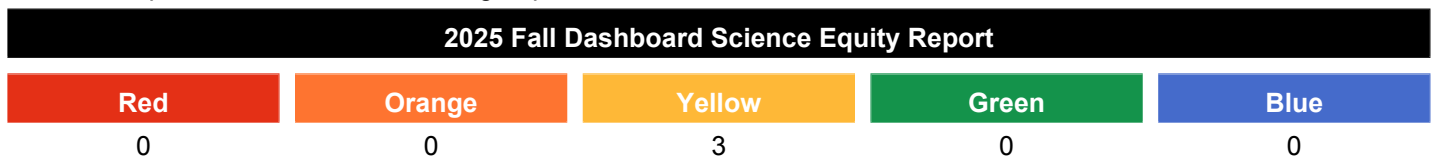
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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 52.8 science points Declined 2.4 points 99 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Yellow 46.7 science points Declined 4.4 points 61 Students

Students with Disabilities  No Performance Color 35.1 science points Declined 6.7 points 14 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 52 science points Maintained 0.8 points 43 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 54.6 science points Maintained -0.5 points 37 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 10 Students	 No Performance Color making progress. Number Students: 0 Students

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

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

Conclusions based on this data:

1. As of 3/27/25 we have 13 students who are English language learners.
2. No Performance color
3. 53.8% making progress

School and Student Performance Data

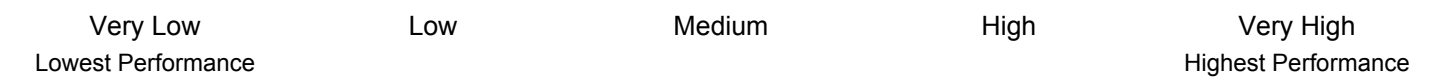
Academic Performance College/Career Report

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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:

- No data for elementary. Not required
- No data for elementary. Not required
- No data for elementary. Not required

School and Student Performance Data

Academic Engagement Chronic Absenteeism

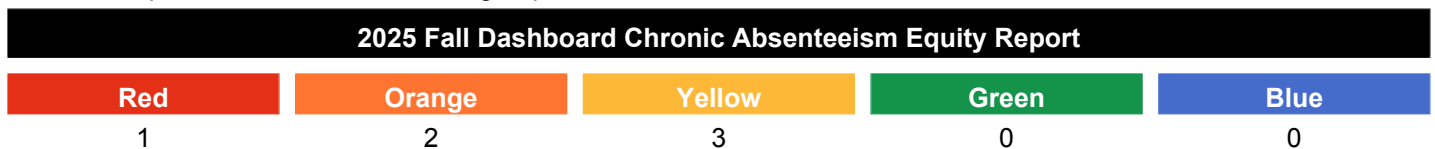
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 19% Chronically Absent Declined 2.9 638 Students	English Learners No Performance Color 5.3% Chronically Absent Declined 25.8 19 Students	Long-Term English Learners
Foster Youth No Performance Color 15.4% Chronically Absent 0 13 Students	Homeless No Performance Color 21.4% Chronically Absent Declined 5.8 14 Students	Socioeconomically Disadvantaged Yellow 24.4% Chronically Absent Declined 4.4 357 Students

Students with Disabilities  Red 25.5% Chronically Absent Maintained -0.3 98 Students	African American  Orange 15.4% Chronically Absent Increased 1.1 52 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 16.7% Chronically Absent Increased 4.7 24 Students	Filipino  No Performance Color 8.3% Chronically Absent 0 12 Students	Hispanic  Yellow 19.2% Chronically Absent Declined 2.5 229 Students
Two or More Races  Orange 21.3% Chronically Absent Declined 7 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 19.4% Chronically Absent Declined 4.5 273 Students

Conclusions based on this data:

1. Our school's chronic absenteeism is in the yellow. 21.9% of our students are chronically absent.
2. Students with disabilities have the highest rate
3. Our goals will focus on improving attendance rates of all our students. We will conduct an attendance analysis survey with our parents and teachers

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Not applicable, no data, not required for elementary
2. Not applicable, no data, not required for elementary
3. Not applicable, no data, not required for elementary

School and Student Performance Data

Conditions & Climate Suspension Rate

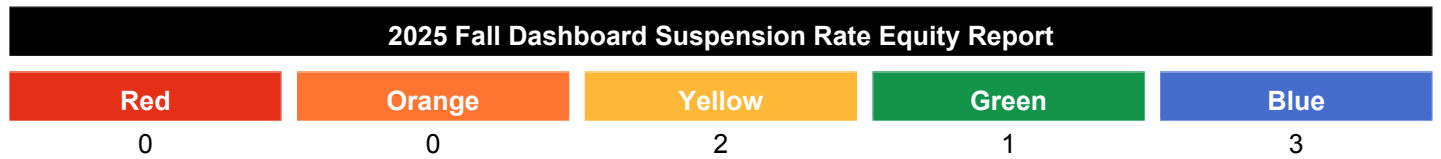
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.3% suspended at least one day Increased 0.3% 655 Students	English Learners  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Long-Term English Learners
Foster Youth  No Performance Color 0% suspended at least one day Maintained 0% 22 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Socioeconomically Disadvantaged  Green 0.5% suspended at least one day Increased 0.5% 371 Students

Students with Disabilities  Yellow 1% suspended at least one day Increased 1% 102 Students	African American  Blue 0% suspended at least one day Maintained 0% 62 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Filipino  No Performance Color 0% suspended at least one day 12 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 231 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 0.7% suspended at least one day Increased 0.7% 276 Students

Conclusions based on this data:

1. Our overall suspension rate is low.
2. This will be monitored to ensure we do not have inequalities in our suspension process.
3. Staff will come up with an alternative to suspension plan.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Steven Fitch	X				
Sarah Jacquemain				X	
Reah Cailles				X	
Heather Griffin				X	
Mike Norkin				X	
Samantha Herring				X	
Sunshine Hartley			X		
Wendy Williams		X			
Kelly Daniel		X			
Hilda Barga		X			
Numbers of members of each category:	1	2	2	6	

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.

Academic Excellence: Tuscany Hills Elementary will strengthen first best instruction and Multi-Tiered Systems of Support to improve English Language Arts and Mathematics outcomes for all students, with priority given to Students with Disabilities, Socioeconomically Disadvantaged students, and English Learners to ensure equitable access to grade-level standards and intervention supports.

Goal 1a: Increase the Distance from Standard in English Language Arts for All Students from +14.1 DFS to at least +17.0 DFS, and increase Students with Disabilities from -70.9 DFS to at least -65.0 DFS.

Goal 1b: Increase the Distance from Standard in Mathematics for All Students from -7.6 DFS to at least -3.0 DFS, and increase Students with Disabilities from -81.6 DFS to at least -75.0 DFS.

Goal 1c: Increase English Learner performance in English Language Arts by at least +5.0 DFS where reporting thresholds are met.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

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.

Although Tuscany Hills Elementary is performing at a Green level in English Language Arts (+14.1 Distance from Standard), Students with Disabilities are performing at -70.9 Distance from Standard and declined 14.3 points. This significant achievement gap indicates a need to strengthen Tier II and Tier III intervention systems, increase instructional intensity, and improve coordinated collaboration between general education and special education to ensure equitable access to grade-level literacy instruction.

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
Dashboard DFS ELA Data – All Students	All Students are performing +14.1 points above standard in English Language Arts (Green), increasing 10.0 points from the prior year.	Increase All Students performance in ELA from +14.1 Distance from Standard to at least +17.0 Distance from Standard by Spring 2027.
Dashboard DFS ELA Data – Students with Disabilities	Students with Disabilities are performing -70.9 points below standard in English Language Arts (Red), declining 14.3 points from the prior year.	Increase Students with Disabilities performance in ELA from -70.9 Distance from Standard to at least -65.0 Distance from Standard by Spring 2027.
Dashboard DFS ELA Data – Socioeconomically Disadvantaged	Socioeconomically Disadvantaged students are performing -10.4 points below standard in English Language Arts (Yellow).	Increase Socioeconomically Disadvantaged student performance in ELA from -10.4 Distance from Standard to at least -6.0 Distance from Standard by Spring 2027.

Dashboard DFS Mathematics Data – All Students	All Students are performing -7.6 points below standard in Mathematics (Yellow). Although 67.5% of students demonstrated growth, overall performance remains below standard.	Increase All Students performance in Mathematics from -7.6 Distance from Standard to at least -3.0 Distance from Standard by Spring 2027.
Dashboard DFS Mathematics Data – Students with Disabilities	Students with Disabilities are performing -81.6 points below standard in Mathematics (Yellow).	Increase Students with Disabilities performance in Mathematics from -81.6 Distance from Standard to at least -75.0 Distance from Standard by Spring 2027.

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	Small-group after school literacy tutoring will be provided for students performing below grade level in English Language Arts in grades K–5. Instruction will focus on priority standards aligned to CAASPP and foundational literacy skills. Students with Disabilities and Socioeconomically Disadvantaged students will receive priority enrollment. This strategy increases instructional dosage to support growth toward the Spring 2027 ELA Distance from Standard targets. After school ELA intervention will begin in September 2026 and continue for 18 instructional weeks. Student rosters will be reviewed at the end of each grading period to adjust placement based on progress monitoring data. Implementation will conclude prior to the Spring 2027 CAASPP administration. 18 weeks x 2hrs/week x \$88.23/hr x 4 teachers = \$12,705.12	Students performing below grade level in reading, with priority for Students with Disabilities and Socioeconomically Disadvantaged students.	12,705.12 Title I 1140: Certificated Extra Duty
1.2	Small-group after school mathematics tutoring will be provided for students in grades 3–5 performing below grade level. Instruction will focus on priority CAASPP standards and problem-solving skills. Students with Disabilities and Socioeconomically Disadvantaged students will receive priority enrollment. This strategy increases instructional dosage to support improvement toward the Spring 2027 Mathematics Distance from Standard targets. After school Mathematics intervention will begin in September 2026 and continue for 18 instructional weeks. Student progress will be reviewed at the end of each grading period to determine continuation, exit, or adjustment of support. Implementation will conclude prior to the Spring 2027 CAASPP administration. 18 weeks x 2hrs/week x \$88.23/hr x 3 teachers = \$9,528.84	Students performing below grade level in mathematics, with priority for Students with Disabilities and Socioeconomically Disadvantaged students.	9,528.84 Title I 1140: Certificated Extra Duty

1.3	The MTSS Team will meet five times per year to analyze CAASPP, i-Ready, and progress monitoring data to identify students not demonstrating adequate growth in English Language Arts and Mathematics. The team will coordinate Tier II and Tier III intervention placement, adjust instructional supports, and ensure alignment between general education and special education services. Release time will be provided for teachers to participate in structured data cycles and intervention planning. This strategy strengthens intervention intensity and systematic monitoring to support attainment of ELA and Math Distance from Standard goals for All Students and Students with Disabilities. The MTSS Team will meet five times during the 2026–2027 school year (Fall, early Winter, late Winter, early Spring, and post-CAASPP planning session). Data cycles will occur following each universal screening window and prior to trimester reporting periods to ensure timely intervention adjustments. 5 days x \$213.71 x 1 teacher = \$1,068.55	Students not demonstrating typical growth on i-Ready or local benchmark assessments, including Students with Disabilities and Socioeconomically Disadvantaged students.	1068.55 Title I 1130: Certificated Sub
1.4	Para-educators will provide targeted tutoring during the school day to help students increase reading levels as evidenced by i-Ready, DIBELS, and classroom assessment data. Support will focus on foundational reading skills, including phonics, fluency, vocabulary, and comprehension, with priority given to students performing below grade level, including Students with Disabilities and Socioeconomically Disadvantaged students. Para-educator tutoring will occur 3 times per week for 1 hour per session over 29 weeks. 10 para-educators x 3 days per week x 1 hour per day x 29 weeks x \$19.50 per hour = \$16,965.00	Students not demonstrating typical growth on i-Ready or local benchmark assessments, including Students with Disabilities and Socioeconomically Disadvantaged students.	16965.00 Title I 2X40: Classified Extra Duty

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 2025–2026 school year, the school implemented targeted academic supports aligned to Goal 1, including small group instruction, Tier II supports, and Title I-funded tutoring. Tutoring and intervention services were implemented as planned, and student data from Fall to Winter i-Ready assessments indicated positive growth, including a decrease in students in Tier 3 and an increase in students performing at Tier 1. Additionally, the school refined its systems by renaming intervention team meetings to the MTSS Team to better align with a structured Multi-Tiered System of Supports approach. Overall, the strategies were effective in supporting student growth; however, analysis of participation and outcomes indicated that additional opportunities for intervention are needed to maximize impact across all student groups.

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

Action 1.1 Tutoring

Budgeted \$15,606.00

Expended \$11,274.40

Money was not expended as originally designed due to lower staffing and participation costs associated with tutoring implementation during the school year. The remaining \$4,331.60 was reallocated to Goal 3 to support the San Antonio PLC Conference and related professional learning opportunities focused on building staff instructional capacity and strengthening Tier 1 instruction schoolwide.

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 this analysis, the school will expand intervention opportunities in the 2026–2027 SPSA by increasing the number of days students have access to targeted support services. The MTSS Team structure will continue to be refined to ensure consistent identification of student needs and alignment of interventions. Additionally, the expanded intervention schedule will allow for increased student access and more consistent support, with the goal of accelerating academic growth for all students, particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. These changes are reflected in the updated strategies and actions under Goal 1 in the 2026–2027 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 2

Title and Description of School Goal

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

Tuscany Hills Elementary will improve student attendance through a systematic Multi-Tiered System of Supports (MTSS), including ongoing attendance monitoring, targeted interventions, and increased family engagement, to reduce chronic absenteeism and increase student access to instruction, with priority given to Students with Disabilities and Socioeconomically Disadvantaged students.

Goal 2a: Decrease chronic absenteeism for All Students from 19.0% to 15.0%.

Goal 2b: Decrease chronic absenteeism for Students with Disabilities from baseline by at least 5 percentage points.

Goal 2c: Decrease chronic absenteeism for Socioeconomically Disadvantaged students from baseline by at least 5 percentage points.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

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.

Analysis of the California Dashboard and local attendance data indicates that Tuscany Hills Elementary has a chronic absenteeism rate of 19.0%, with disproportionately higher rates among Students with Disabilities and Socioeconomically Disadvantaged students. Chronic absenteeism is negatively impacting student access to instruction and contributing to gaps in academic achievement. Current systems for monitoring attendance and responding to early warning signs need to be strengthened to ensure timely, consistent, and tiered interventions.

This goal will address the need to reduce overall chronic absenteeism, decrease absenteeism among targeted student groups, and increase the number of students attending school regularly (96% or higher attendance rate). Through the implementation of a systematic Multi-Tiered System of Supports (MTSS), the school will improve attendance monitoring, intervention practices, and family engagement to ensure students are consistently present and able to benefit from high-quality instruction.

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
Chronic Absenteeism Rate – All Students (California Dashboard)	19.0% of students are chronically absent	Decrease chronic absenteeism to 15.0% (4 percentage point decrease)
Chronic Absenteeism Rate – Students with Disabilities (California Dashboard)	25.5% chronically absent	Reduce to 20.5% or lower (5 percentage point decrease)
Chronic Absenteeism Rate – Socioeconomically Disadvantaged Students (California Dashboard)	24.4% of Socioeconomically Disadvantaged students are chronically absent	Reduce to 19.4% or lower (5 percentage point decrease)
Parent Engagement Nights	We had 2 attendees for our Parent Engagement Nights	Increase to a total of 25 attendees

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	According to family engagement research and Title I parent involvement requirements, Tuscan Hills Elementary will host four parent engagement events during the 2026–2027 school year based on topics identified through parent survey results and educational partner feedback. Events will focus on strengthening family engagement, increasing parent understanding of academic and social-emotional supports, and improving home-school communication. Funding will support teacher-led parent training sessions, childcare during events, outside presenters, and materials needed to increase participation and accessibility for families. Two teachers will facilitate three one-hour parent training sessions during the school year with two additional hours of preparation time allocated for each session. 3 hours total per session x 3 sessions x 2 teachers x \$76.18 per hour = \$1,371.24 Paraprofessionals will provide childcare support during parent engagement events. 4 parent engagement events x 3 paraprofessionals x 4.21 hours per event x \$19.50 per hour = \$986.24 Funding will also support refreshments, supplies, and materials for family engagement activities. Books, supplies, refreshments, and materials allocation = \$1,035.28 An outside consultant will provide parent training focused on social-emotional learning, including resilience, empathy, and emotional regulation. 1 consultant contract x \$500.00 = \$500.00	All students	1035.28 Title I Part A: Parent Involvement 4000-4999: Books And Supplies 986.24 Title I Part A: Parent Involvement 2X40: Classified Extra Duty 1,371.24 Title I Part A: Parent Involvement 1140: Certificated Extra Duty 500.00 Title I 5800: Professional/Consulting Services And Operating Expenditures
2.2	The school will implement a schoolwide attendance campaign that includes classroom-based competitions, student recognition systems, and targeted outreach to families to improve daily attendance and reduce chronic absenteeism. Attendance data will be monitored regularly to identify trends and target support. Classroom competitions will be held on a monthly basis to promote positive attendance habits, with incentives provided for classes demonstrating high attendance and improved rates. Recognition will include announcements, awards, and schoolwide acknowledgments to build a culture of attendance.		
2.3	The school will plan and implement high-interest activities, spirit days, and student engagement events on days with historically lower attendance rates to encourage increased student participation		

	and improve daily attendance. In addition, the school will conduct targeted outreach to families through phone calls, messaging systems, and communication campaigns to emphasize the importance of regular attendance and promote awareness of upcoming events. This strategy is intended to increase student engagement, strengthen connections between home and school, and provide consistent encouragement and support to promote improved attendance outcomes.		
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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.

During the 2025–2026 school year, the school implemented strategies to improve attendance through parent engagement activities and ongoing monitoring of attendance data. While initial plans included the development of an Attendance Mentorship program, the program was not implemented after determining it would not have a measurable impact or sustainable staff support. Parent engagement efforts were partially implemented, with one event held during the first half of the year; however, participation was limited and feedback indicated a need for more relevant and engaging topics. Overall, attendance strategies had limited effectiveness, and data did not reflect significant improvement in chronic absenteeism. This analysis indicates a need for more structured, engaging, and sustainable approaches to improve student attendance and family engagement.

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

Action 2.1 Attendance Mentorship Program / Parent Engagement
 Budgeted \$9,966.98
 Expended \$1,192.00
 Money was not expended as originally designed after review of implementation data and participation outcomes. The Attendance Mentorship program was discontinued after the School Site Council determined the activity was not producing measurable results sufficient to justify continuation in its original format. Parent engagement participation was also significantly lower than anticipated, resulting in the cancellation of one planned event. The remaining \$8,774.98 was reallocated to Goal 3 to support the San Antonio PLC Conference and related professional learning opportunities focused on strengthening instructional practices and building staff capacity to support student achievement and engagement schoolwide.

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 this analysis, the school will implement a more structured and sustainable approach to improving attendance in the 2026–2027 SPSA. The planned Attendance Mentorship program will be replaced with schoolwide attendance campaigns, classroom-based incentives, and targeted outreach to families to increase engagement and improve daily attendance. Parent engagement efforts will be redesigned to include more relevant topics and increased opportunities for participation based on family input. Additionally, the school will strengthen attendance monitoring systems and implement targeted supports for students identified as chronically absent, with a focus on Students with Disabilities and Socioeconomically Disadvantaged students. High-interest events and activities will be strategically scheduled on historically low-attendance days to increase student participation. These changes reflect a shift toward more effective, scalable, and data-driven strategies to improve attendance outcomes.

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.

All students will have access to high-quality, engaging, culturally relevant, and standards-aligned instruction through a systematic focus on data-driven instructional practices.

All teachers will engage in structured collaboration with instructional coaches to analyze student data, plan targeted instruction, and refine instructional practices aligned to adopted curriculum and intervention programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Educational Environment: LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

Identified Need

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

Based on the Comprehensive Needs Assessment, California Dashboard data, and local assessment data, there is a need to strengthen the use of data to inform instruction and intervention. While teachers have received initial training in curriculum and instructional strategies, there is inconsistency in how student data is analyzed and used to drive instructional decisions.

Additionally, the prior focus on curriculum adoption showed increased exposure to programs (Amplify Science, Amplify Math, Tier II 95%), but there is a continued need for deeper implementation through ongoing coaching cycles focused on student outcomes. Teachers would benefit from structured time to collaborate with instructional coaches to review data, identify student needs, and plan targeted instruction, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

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
Classroom observations and PLC artifacts	Inconsistent use of student data to inform instruction across grade levels as demonstrated by documentation efforts in the PLC process	100% of teachers will participate in structured data review cycles with instructional coaches and demonstrate use of data to inform instruction
PLC/Data meeting documentation	Limited evidence of consistent data-driven instructional planning	All grade levels will engage in ongoing data analysis cycles with documented instructional adjustments based on student performance data

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	Implementation and Fidelity Coaching Days: 29 teachers will receive two full days of release time during the school year to collaborate with instructional coaches to analyze student data, strengthen instructional practices, and support implementation of Amplify Science, Amplify Math, and the Tier II 95% Group reading intervention program. 26 teachers x 2 release days x \$213.71 per day (Certificated substitute – non-long term, non-SDC) = \$11,112.92 3 teachers x 2 release days x \$238.13 per day (Certificated substitute – non-long term, SDC) = \$1,428.78 Total Cost = \$12,541.70	All students	12,541.70 Title I 1130: Certificated Sub
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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.

During the 2025–2026 school year, two half-day release sessions were provided for all teachers, with staff split between morning and afternoon sessions to allow for full participation. Instructional coaches facilitated professional learning focused on instructional strategies aligned to the school goal. Overall, implementation was successful, and teacher feedback was positive, indicating that the sessions were valuable and relevant to classroom practice. Classroom observations also indicated that strategies introduced during these sessions were being implemented. However, while engagement was strong, there was a need for greater structure to ensure consistent application and deeper impact on instructional practices across all classrooms.

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

Action 3.1
Budgeted \$12,065.44
Expended \$39,149.76
During the 2025–2026 school year, the school expanded the scope of Goal 3 professional development activities after reviewing schoolwide academic and instructional needs with the School Site Council (SSC) and Leadership Team. Additional Title I funds from Goals 1 and 2 were reallocated to Goal 3 in order to increase staff access to high-quality professional learning opportunities focused on strengthening Tier 1 instruction, PLC implementation, intervention systems, and instructional collaboration.
As part of this expanded implementation, eight teachers and three administrators attended the San Antonio PLC Conference in June 2026. Funds supported conference registration, airfare, hotel accommodations, and per diem costs associated with the training. The conference aligned directly to the site's identified needs around collaborative planning, data-driven instruction, intervention development, and strengthening instructional practices for students with disabilities and students who are socioeconomically disadvantaged.

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 this analysis, future release time sessions will include increased structure and intentional planning. Instructional coaches and site leadership will collaborate in advance to develop clear agendas aligned to data and instructional priorities. A structured feedback tool will be implemented at the conclusion of each session to gather actionable input from teachers and inform future planning. Additionally, teachers will utilize a reflection tool to connect their learning to classroom practice and bring strategies back to their PLCs to support ongoing instructional

improvement. These enhancements are reflected in the updated strategies and activities under Goal 3 in the 2026–2027 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	\$56,701.97
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$56,701.97
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	\$53,309.21
Title I Part A: Parent Involvement	\$3,392.76
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$56,701.97

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$56,701.97

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
Title I	53,309.21
Title I Part A: Parent Involvement	3,392.76

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	13,610.25
1140: Certificated Extra Duty	23,605.20
2X40: Classified Extra Duty	17,951.24
4000-4999: Books And Supplies	1,035.28
5800: Professional/Consulting Services And Operating Expenditures	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	13,610.25
1140: Certificated Extra Duty	Title I	22,233.96
2X40: Classified Extra Duty	Title I	16,965.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	500.00
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	1,371.24
2X40: Classified Extra Duty	Title I Part A: Parent Involvement	986.24
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,035.28

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
40,267.51
3,892.76
12,541.70

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from: State Compensatory Education Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on:5/19/26.

Attested:

<u>Steven Fitch</u> Typed name of school principal	 Signature of school principal	 Date
 <u>Sarah Jacquemain</u> Typed name of SSC chairperson	 Signature of SSC chairperson	 Date

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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