



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cottonwood Canyon Elementary School	33-75176-6120455	May 14, 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 Cottonwood Canyon 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.....	3
Plan Description	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	4
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	14
Student Population.....	18
Overall Performance	20
Academic Performance	22
Academic Engagement.....	30
Conditions & Climate.....	33
School Site Council Membership	35
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1	36
Goal 2.....	39
Goal 3.....	41
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.....	44
Recommendations and Assurances	45
Instructions.....	46
Appendix A: Plan Requirements	53
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	56
Appendix C: Select State and Federal Programs	59

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 LCAP, this plan was developed as a result of a comprehensive needs assessment of a root cause analysis in order to meet the needs of students most at-risk of not meeting standards.

Educational Partner Involvement

How, when, and with whom did your Cottonwood Canyon 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

On 10/3/25: School Site Council met to review the SPSA goals and actions/services for the 2025-2026 school year. The team was in agreement that those goals and actions were appropriate to meet the needs of CCE's most at-risk students. On 11/20/25 SSC met to review student performance data, discuss student progress, areas of needs, and identify performance gaps. Data included CA Dashboard breakdown to include performance by student groups. SSC also reviewed the District Parent Involvement Policy and provided feedback.

On 1/26/26 SSC met to review student progress on mid year iReady assessment. SSC members requested additional after school tutoring for students who have not met their iReady goals.

On 2/26/26 SSC met to review current SPSA expenditures and their effectiveness. It was agreed funds needed to be allocated towards implementation of school wide PBIS program to help improve student suspension rate, chronic absenteeism, and school culture and climate, including training, and family engagement opportunities.

On 3/19/26 SSC was provided with ELAC input from Dr. Carlson. She reported that ELAC was happy with the current after school tutoring model at CCE that offered additional opportunities for their children to get assistance in reading and math. They would like to see this program continue for the 2026-2027 school year.

School principal attended 3-day SPSA training series presented by RCOE/LEUSD.

Based on discussions and feedback from SSC members, ELAC members, school Leadership team, and input from RCOE during the 3-day SPSA training, the new SPSA is aligned with the district LCAP and the academic needs of CCE's lowest performing student groups: SWD, homeless, and ELs. Their input helped SSC ensure that the school's Title I funds go towards providing support primarily to SWD, homeless, and ELs within each of the three Planned Improvement Goals in this SPSA, and where possible, support other student groups.

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.

Cottonwood Canyon ES does not qualify for CSI or ATSI at this time and therefore no resource inequities need to be identified.

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.

GOAL 1: Academic Excellence

A: ELA

- Students with disabilities are 91 points below standard in CAASPP ELA.
- SED students are 7 points below standard in CAASPP ELA.
- English learners are 56 points below standards in CAASPP ELA.
- Homeless Youth are 25 points below standard in CAASPP ELA.
- Hispanic students are 8 points below standard in CAASPP ELA.

B: Math

-Students with disabilities are 101 DFS in CAASP math.

-English learners are 57 DFS in CAASPP math.

- Homeless Youth are 42 points below standard in CAASPP Math.

C: ELPI

- 40% of English learners are making progress on ELPI

GOAL 2: Student/Family & Community Engagement

A: Chronic absenteeism

-Chronic absenteeism continues to be high at 15% for all students, and for the following student groups:

- Students w/ Disabilities (19%)
- ELs (8.7%)
- Homeless (24%)
- Hispanic (19%)
- Two or More Races (16%)
- Socioeconomically disadvantaged (20%)
- White (12%)

B: Suspension rate

- Homeless (2.2%)
- SED (2.1%)
- Students w/ Disabilities (3.1%)
- White (2%)
- Two or more races (1.7%)

GOAL 3: Educational Environment

-Need PLC training for certificated staff. Currently 70% of certificated staff are trained in PLC. By 6/30/26, 90% of teachers will be trained in PLC.

At Cottonwood Canyon ES we will address the above areas of need by providing after school tutoring three times during the school year for six week sessions (two hours per week) focusing on ELA and math with an emphasis on supporting SWD and ELs. Moreover, four teachers will be trained in PLC in a continued effort to improve teacher collaboration schoolwide and improve student outcomes. An additional eight teachers will be trained in the development of common formative

assessments which will serve to improve how teachers monitor student progress. We will also address chronic absenteeism for all student groups by providing parent training four times during the school year, aimed at supporting students at home. These trainings will address homework support, study skills, and improving student attendance.

On 3/19/29 ELAC provided input to School Site Council from their recent meeting. They were supportive of the after school tutoring program as a way for their students to receive additional academic help in math and reading. They would like to see the program continue in the 26-27 school year.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cottonwood Canyon 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	0.12%	0.12%	%	1	1	
African American	6.54%	6.40%	6.53%	53	52	54
Asian	2.96%	2.95%	3.14%	24	24	26
Filipino	1.60%	1.85%	1.45%	13	15	12
Hispanic/Latino	45.87%	46.00%	47.76%	372	374	395
Pacific Islander	0.37%	0.49%	0.85%	3	4	7
White	35.88%	35.42%	33.98%	291	288	281
Multiple/No Response	6.66%	6.77%	6.29%	54	55	52
Total Enrollment				811	813	827

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		62	84
Kindergarten	117	104	115
Grade 1	111	125	115
Grade 2	120	119	131
Grade3	139	125	114
Grade 4	130	140	120
Grade 5	146	138	148
Total Enrollment	811	813	827

Conclusions based on this data:

1. CCE's enrollment continues to trend upwards.
2. Whites and Hispanics/Latinos make-up the majority of the school's student population at 374 and 288 respectively- a consistent trend at CCE.
3. We had a significant drop in our kindergarten population as compared to the previous two years. If this trend continues we may experience schoolwide drop in enrollment.

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	53	45	46	5.6%	6.5%	5.6%
Fluent English Proficient (FEP)	15	19	24	2.0%	1.8%	2.9%

Conclusions based on this data:

1. We continue to maintain a relatively low number of ELs at our school, which make-up 5.5% of the total student population.
2. Enrollment of ELs have not been above 6.5% over the past three years at CCE.
3. The percentage of FEPs is also low at only 2.3% of the student population at CCE.

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	123	144	116	121	140	113	121	140	113	98.4	97.2	97.4
Grade 4	145	130	141	143	128	139	143	128	139	98.6	98.5	98.6
Grade 5	137	147	136	135	147	135	135	147	135	98.5	100	99.3
All Grades	405	421	393	399	415	387	399	415	387	98.5	98.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2421.	2417.	2428.	21.49	20.00	18.58	25.62	25.00	27.43	27.27	25.00	31.86	25.62	30.00	22.12
Grade 4	2468.	2454.	2480.	27.97	19.53	25.18	23.08	21.09	25.90	20.28	26.56	26.62	28.67	32.81	22.30
Grade 5	2504.	2521.	2506.	22.96	27.89	18.52	30.37	36.05	31.85	23.70	19.05	26.67	22.96	17.01	22.96
All Grades	N/A	N/A	N/A	24.31	22.65	20.93	26.32	27.71	28.42	23.56	23.37	28.17	25.81	26.27	22.48

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	12.40	13.57	15.04	71.90	63.57	70.80	15.70	22.86	14.16
Grade 4	17.48	15.63	20.86	62.94	67.97	66.19	19.58	16.41	12.95
Grade 5	17.78	23.13	17.78	65.93	65.31	68.15	16.30	11.56	14.07
All Grades	16.04	17.59	18.09	66.67	65.54	68.22	17.29	16.87	13.70

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	11.57	13.57	14.16	63.64	56.43	62.83	24.79	30.00	23.01
Grade 4	9.09	7.81	13.67	62.94	62.50	71.22	27.97	29.69	15.11
Grade 5	17.78	19.05	17.78	62.22	65.99	63.70	20.00	14.97	18.52
All Grades	12.78	13.73	15.25	62.91	61.69	66.15	24.31	24.58	18.60

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	9.09	6.43	9.73	76.86	71.43	79.65	14.05	22.14	10.62
Grade 4	16.08	9.38	14.39	71.33	77.34	75.54	12.59	13.28	10.07
Grade 5	14.07	21.09	9.63	75.56	68.71	77.78	10.37	10.20	12.59
All Grades	13.28	12.53	11.37	74.44	72.29	77.52	12.28	15.18	11.11

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	10.74	16.43	10.62	76.03	71.43	76.99	13.22	12.14	12.39
Grade 4	18.18	14.06	16.55	66.43	68.75	69.78	15.38	17.19	13.67
Grade 5	17.04	27.21	16.30	68.15	63.95	73.33	14.81	8.84	10.37
All Grades	15.54	19.52	14.73	69.92	67.95	73.13	14.54	12.53	12.14

Conclusions based on this data:

1. We met our CAASPP participation rate of 95%. CCE's participation rate was 98.5%.
2. 50% of students tested did not meet standard in ELA. Reading and writing were areas where students struggled most.
3. There is a need for a comprehensive reading intervention program in grades K-2 so that students can be better prepared for grades 3rd- 5th.

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.

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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	124	144	116	122	140	113	122	140	113	98.4	97.2	97.4
Grade 4	145	130	142	143	127	140	143	127	140	98.6	97.7	98.6
Grade 5	137	147	137	134	147	136	134	147	136	97.8	100	99.3
All Grades	406	421	395	399	414	389	399	414	389	98.3	98.3	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2439.	2437.	2440.	20.49	22.14	20.35	32.79	29.29	30.09	21.31	30.00	30.09	25.41	18.57	19.47
Grade 4	2480.	2484.	2495.	20.28	20.47	23.57	34.27	29.92	29.29	26.57	32.28	36.43	18.88	17.32	10.71
Grade 5	2505.	2515.	2505.	21.64	26.53	16.91	20.90	23.13	26.47	26.87	27.21	33.09	30.60	23.13	23.53
Grade 11															
All Grades	N/A	N/A	N/A	20.80	23.19	20.31	29.32	27.29	28.53	25.06	29.71	33.42	24.81	19.81	17.74

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	29.51	22.86	23.89	47.54	56.43	55.75	22.95	20.71	20.35
Grade 4	25.17	29.92	32.14	55.24	50.39	57.14	19.58	19.69	10.71
Grade 5	23.88	24.49	19.12	51.49	55.10	58.09	24.63	20.41	22.79
Grade 11									
All Grades	26.07	25.60	25.19	51.63	54.11	57.07	22.31	20.29	17.74

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	28.69	26.43	18.58	50.82	52.14	62.83	20.49	21.43	18.58
Grade 4	20.98	17.32	20.71	56.64	58.27	56.43	22.38	24.41	22.86
Grade 5	21.64	17.01	11.76	53.73	54.42	63.24	24.63	28.57	25.00
All Grades	23.56	20.29	16.97	53.88	54.83	60.67	22.56	24.88	22.37

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	21.31	22.86	17.70	59.84	61.43	67.26	18.85	15.71	15.04
Grade 4	27.27	20.47	20.00	53.15	63.78	60.00	19.58	15.75	20.00
Grade 5	13.43	18.37	9.56	61.19	65.99	72.06	25.37	15.65	18.38
All Grades	20.80	20.53	15.68	57.89	63.77	66.32	21.30	15.70	17.99

Conclusions based on this data:

1. Most recent participation rate was at 98.5% for all testing students. Excellent sample size for CCE students.
2. There has been a decline in the percentage of students who scored below standard over the past three years.
3. 49% of students met or exceeded standards in mathematics for the 2024-2025 school year, a 3% decline from the previous year.

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	*	1423.7	*	*	1434.1	*	*	1399.3	*	9	16	8
1	*	*	*	*	*	*	*	*	*	10	5	9
2	*	*	*	*	*	*	*	*	*	7	9	4
3	*	*	*	*	*	*	*	*	*	4	8	6
4	*	*	*	*	*	*	*	*	*	10	4	10
5	*	*	*	*	*	*	*	*	*	7	7	5
All Grades										47	49	42

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	*	12.50	*	*	37.50	*	*	50.00	*	*	0.00	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.77	8.16	7.14	31.91	36.73	30.95	46.81	42.86	52.38	8.51	12.24	9.52	47	49	42

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	*	12.50	*	*	37.50	*	*	43.75	*	*	6.25	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.53	20.41	16.67	34.04	30.61	42.86	29.79	36.73	26.19	10.64	12.24	14.29	47	49	42

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		6.25	*		25.00	*		62.50	*		6.25	*		16	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	4.26	2.04	2.38	31.91	24.49	35.71	46.81	53.06	42.86	17.02	20.41	19.05	47	49	42

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	*	18.75	*	*	81.25	*	*	0.00	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.91	22.45	16.67	65.96	61.22	66.67	2.13	16.33	16.67	47	49	42

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	*	31.25	*	*	50.00	*	*	18.75	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.40	26.53	24.39	44.68	55.10	56.10	31.91	18.37	19.51	47	49	41

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	*	6.25	*	*	87.50	*	*	6.25	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.51	2.04	2.38	72.34	69.39	69.05	19.15	28.57	28.57	47	49	42

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	*	43.75	*	*	50.00	*	*	6.25	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.89	22.45	14.29	72.34	63.27	78.57	12.77	14.29	7.14	47	49	42

Conclusions based on this data:

- 50% of EL students at CCE are at a Level 2 proficiency level, and no students performed at Level 1. 42 EL students were tested in 24-25.
- Half of CCE's EL students are performing at Levels 1 & 2 in the area of oral language, which signals that a greater emphasis in oral language development is needed in our classrooms.

3. Only 6.25% of EL students performed at a beginning level in the writing domain. A significant improvement from the previous year. There is no writing data for 24-25.

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
813	53.9%	5.5%	0.9%
Total Number of Students enrolled in Cottonwood Canyon 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	45	5.5%
Foster Youth	7	0.9%
Homeless	41	5%
Socioeconomically Disadvantaged	438	53.9%
Students with Disabilities	101	12.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	6.4%
American Indian	1	0.1%
Asian	24	3%
Filipino	15	1.8%
Hispanic	374	46%
Two or More Races	55	6.8%
Pacific Islander	4	0.5%
White	288	35.4%

Conclusions based on this data:

1. Out of all of CCE student groups, SED is the largest population at 53.9%, a 3% increase from the previous year.

2. Whites and Hispanic continue to make-up the large majority of the student population at CCE with 35% and 46% respectively.
3. Students with disabilities account for 12.4% of the student population, a 1.4% increase from the previous year.

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  Yellow
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

- Academic performance in ELA maintained in green, while math is in the yellow by only a few points.
- Chronic absenteeism continues to be in the yellow, suggesting that additional work in chronic absenteeism needs to be done.
- English learner is in orange. Additional focus needs to be put on EL student performance.

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 4.4 points above standard Increased 4.9 points 378 Students	English Learners No Performance Color 56.2 points below standard Increased 9.2 points 22 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color 25.8 points below standard Increased 10.7 points 17 Students	Socioeconomically Disadvantaged Yellow 7.2 points below standard Increased 10.7 points 205 Students

Students with Disabilities  Orange 91.3 points below standard Increased 6.8 points 48 Students	African American  No Performance Color 2.5 points below standard Increased 19.9 points 24 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 53.5 points above standard Increased 30.5 points 13 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 7.9 points below standard Increased 4.9 points 175 Students
Two or More Races  No Performance Color 46.8 points above standard Maintained -2.2 points 24 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 6.4 points above standard Maintained 0.6 points 133 Students

Conclusions based on this data:

1. SWD improved their band from red to orange. However, they maintain 91.3 points distance from standard.
2. SED students improved by 10.7 points, and are only 7.9 points distance from standard.
3. All students maintained in the green band at 4.4 points above standard.

School and Student Performance Data

Academic Performance Mathematics

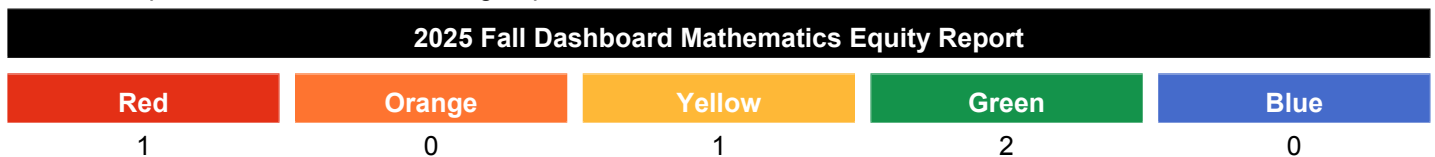
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 1.4 points below standard Maintained -0.1 points 380 Students	English Learners  No Performance Color 57.5 points below standard Maintained 0.7 points 24 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 41.8 points below standard Increased 7.3 points 17 Students	Socioeconomically Disadvantaged  Green 13.3 points below standard Increased 8.6 points 207 Students

Students with Disabilities  Red 101.3 points below standard Declined 14 points 49 Students	African American  No Performance Color 21.8 points below standard Declined 4.6 points 24 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 38.9 points above standard Increased 11.5 points 13 Students	Filipino  No Performance Color 26.5 points above standard 11 Students	Hispanic  Yellow 8.9 points below standard Maintained 2.7 points 176 Students
Two or More Races  No Performance Color 25.5 points above standard Increased 7.3 points 24 Students	Pacific Islander  No Performance Color 0 Students	White  Green 1.1 points above standard Declined 4.5 points 132 Students

Conclusions based on this data:

1. Students with Disabilities 14 points in math and continue to be in the red band. They are now 101 points distance from standard.
2. SED students increased by 8.6 points and are now in the green band, only 13 points distance from standard.
3. All students maintained in the yellow band at 1.4 points distance from standard.

School and Student Performance Data

Academic Performance Science

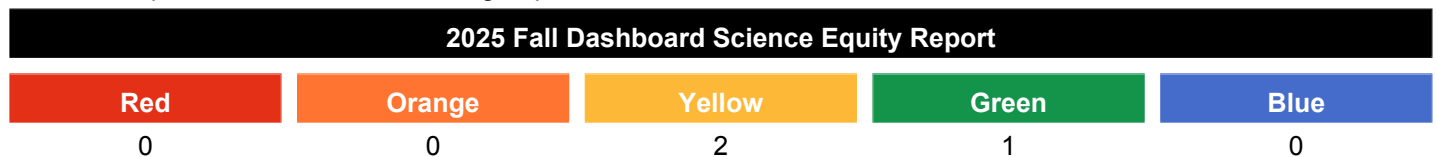
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Green 56.8 science points Maintained -1 points 133 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 52 science points Maintained 0.9 points 66 Students

Students with Disabilities  No Performance Color 36.7 science points Maintained -0.8 points 19 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 54.9 science points Maintained -0.1 points 61 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  Green 58.3 science points Maintained -1.8 points 49 Students

Conclusions based on this data:

1. All students are in the green band.
2. Hispanic students are in the yellow band.
3. SED students are in the yellow band.

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
 Orange 40 making progress. Number Students: 30 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
23.3%	36.7%	0%	40%

Conclusions based on this data:

- 40% of EL students progressed at least one ELPI level from the previous year.
- 23% of EL students decrease one ELPI level, down from 24% in the previous year..
- At CCE, we need to improve our integrated EL time to ensure that we are meeting the academic needs of all EL students.

School and Student Performance Data

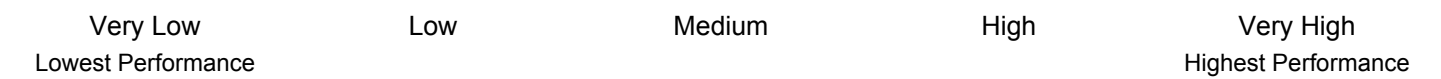
Academic Performance College/Career Report

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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:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

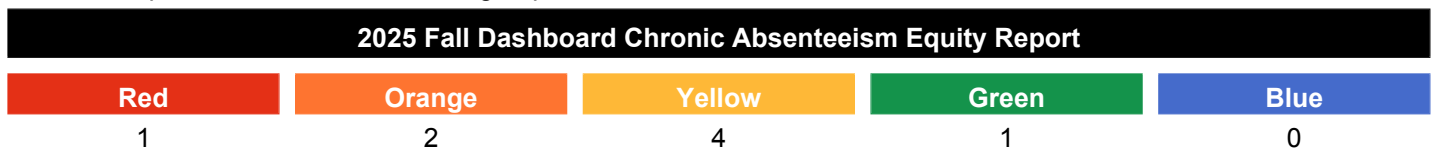
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 15.1% Chronically Absent Declined 0.9 837 Students	English Learners Orange 8.7% Chronically Absent Increased 1.4 46 Students	Long-Term English Learners
Foster Youth No Performance Color 0% Chronically Absent 0 13 Students	Homeless Red 23.8% Chronically Absent Increased 1.8 42 Students	Socioeconomically Disadvantaged Yellow 19.9% Chronically Absent Declined 2.1 462 Students

Students with Disabilities  Yellow 19.5% Chronically Absent Declined 2.2 123 Students	African American  Green 7.4% Chronically Absent Declined 5.3 54 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 4.2% Chronically Absent Increased 4.2 24 Students	Filipino  No Performance Color 0% Chronically Absent Declined 7.7 16 Students	Hispanic  Orange 18.8% Chronically Absent Increased 1.5 384 Students
Two or More Races  Yellow 15.8% Chronically Absent Declined 8.3 57 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 12.5% Chronically Absent Declined 2.3 297 Students

Conclusions based on this data:

1. Two or more races decreased chronic absenteeism by 8.3% and moved the band from orange to yellow.
2. "All students" declined .9% with an overall chronic absenteeism rate of 15.1% at CCE.
3. Hispanic students increased by 1.5% and moved from the yellow band to the orange band.

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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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. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

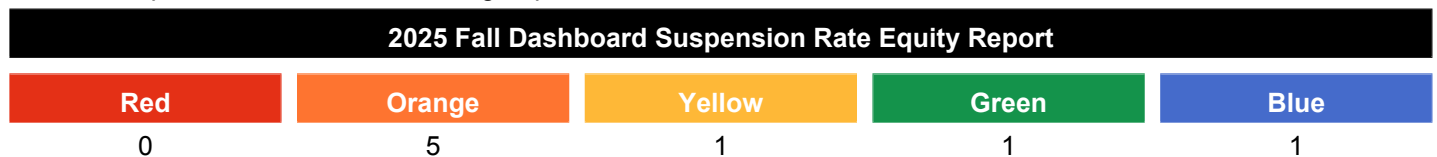
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This section provides number of student groups in each level.



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	English Learners	Long-Term English Learners
 Yellow 1.3% suspended at least one day Maintained 0.2% 858 Students	 Blue 0% suspended at least one day Maintained 0% 49 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0% suspended at least one day 13 Students	 Orange 2.2% suspended at least one day Increased 0.7% 46 Students	 Orange 2.1% suspended at least one day Increased 1% 477 Students

Students with Disabilities  Orange 3.1% suspended at least one day Increased 0.7% 127 Students	African American  Yellow 1.9% suspended at least one day Maintained 0.1% 54 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 24 Students	Filipino  No Performance Color 0% suspended at least one day Declined 7.1% 17 Students	Hispanic  Green 0.8% suspended at least one day Declined 0.5% 397 Students
Two or More Races  Orange 1.7% suspended at least one day Increased 1.7% 59 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 2% suspended at least one day Increased 1.3% 300 Students

Conclusions based on this data:

1. Suspensions increased during the 2024-2025 school year, suggesting that a more robust PBIS system needs to be implemented at CCE.
2. SWD had the highest suspension rate at 3.1%, which equals 4 students.
3. SEL support provider and elementary counselor provided Tier 1 and Tier 2 support services which helped overall student behavior at CCE.

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
Dr. Fernando Betanzos	X				
Brenda Ackerman		X			
Amy Highsmith		X			
Robin Bartee		X			
Yohana Gutierrez				X	
Katherine Perez				X	
Amy McKee				X	
Monica Roberts				X	
Peter Farinosi				X	
Laurie Post			X		
Numbers of members of each category:	1	3	1	5	

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.

CCE seeks to improve academic outcomes for all students in ELA, Math and ELPI.

Goal 1a: ELA: SWD will demonstrate improved results in CAASPP (ELA) from -91 dfs to -71 dfs.

Goal 1b: Math: SWD will demonstrate improved results in CAASPP (Math) from -101 dfs to -81 dfs.

Goal 1c: ELPI: EL students will make progress towards English language proficiency from 40% to 60% as measured by ELPI.

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.

Students with disabilities are -91 points DFS in ELA, and -101 points DFS in math, while only 40% of ELs are making progress towards English language proficiency as indicated by ELPI. To address these needs, the following three actions will be taken: after school tutoring will be offered three times during the school year for six week sessions (two hours per week) focusing on ELA and math; During the school day, para-educators will be utilized in the classrooms to help students improve their reading levels as evidenced by iReady data; Half-day release time for teachers will be provided three times during the school year to meet with their grade level peers to share best practices, develop interventions for students not meeting grade level standards, and develop common assessments.

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
Students w/ disabilities DFS/CAASPP ELA	-91 DFS	-71 DFS by June 2027
Students w/ disabilities DFS/CAASPP math	-101 DFS	-81 DFS by June 2027
English Learner Progress Indicator (ELPI)	40% are progressing towards English language proficiency	60% will show progress towards English language proficiency by 6/30/27.
Students w/ disabilities iReady reading	13% are at or near grade level standards in reading.	25% will be at or near grade level standards in reading by June 2027.
Students w/ disabilities iReady math	11% are at or near grade level standards in math.	25% will be at or near grade level standards in math by June 2027.
ELs iReady reading	16% are at or near grade level standards in reading.	30% will be at or near grade level standards in reading by June 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	After school tutoring for students in grades K-5 who are not meeting grade level standards in math an/or ELA. After school tutoring will be offered three times during the school year for six week sessions (two hours per week) focusing on ELA and math. Two teachers per grade (K- fifth) will provide the instruction.Target groups will include students with disabilities and ELs who, based on the CA Dashboard, are -91 DFS in ELA and -101 DFS in math, while only 40% of ELs made progress in English language proficiency based on ELPI indicators. These student groups will be given first priority to enroll in the after school tutoring program. Pre and post assessments will be required from all tutors to monitor student progress. iReady math and ELA assessments will be a secondary progress monitoring tool. Costs for this action are as follows: \$76 hourly extra duty X 12 hours X 11 teachers X 3 sessions = \$30,096	SWD, EL	30,096 Title I 1140: Certificated Extra Duty
1.2	Tutoring with para-educators during the school day in grades first-fifth to help students increase their reading levels as evidenced by iReady data. Para-educator tutoring will take place four times per week for one hour each session at a cost of approximately \$136. 10 para-educators x 25 weeks x \$136 = \$34,000	SWD, EL	33,873 Title I 2X40: Classified Extra Duty
1.6	Provide half-day release time for teachers three times during the school year to meet with their grade level peers to share best practices, develop interventions for students not meeting grade level standards, and develop common assessments. Supporting ELs and SWD will be a priority in each of their meetings.Teachers will be provided with substitute teachers to cover their classes during the releast time. Progress will be monitored through the use of meeting agendas, meeting notes, and meeting work products. Costs for this action are as follows: \$219 sub costs X 18 subs X 3 days = \$11,556	SWD, EL	11,556 Title I 1130: Certificated Sub

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.

Action 1.1:After school tutoring was held two times during the school year, twice per week (one hour per session), two teachers per grade level to focus on math and ELA. According to 2025-2026 iReady data the percentage of students who scored at or above grade level in overall reading increased from 33% in the fall assessment to the 65% in spring

assessment. In the math iReady assessment data, there was an overall increase in the number of students who scored at or above grade level during the same period from 27% to 52%. In overall reading, SWD increased the number of students who scored at or above grade level by 9% from the fall assessment to the spring assessment, and in math there was a 4% increase in the number of students who scored at or above grade level during the same time period.

Action 1.6: The use of substitute teachers to cover classrooms during teachers' half day release times and professional development participation was fully implemented. Half day release times for teachers have been used to collaboratively review student data from formative and summative assessments to identify areas of need in math and ELA. The results of these assessments identifies academic gaps which are addressed in individual classrooms and after school tutoring were fully implemented during the current school year.

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: There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies to meet the articulated goal. Almost all of the budgeted expenditures for this action were spent.
Action 1.6: There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies to meet the articulated goal. Almost all of the budgeted expenditures for this action were spent.

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.

Actions 1.1 and 1.6 will remain the same. Added will be action 1.2: student tutoring during the school day by para-educators to help improve student reading in grades. CAASPP and iReady assessment data will continue to be the metrics used to measure annual outcomes and can be found under "Annual Measurable 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 2

Title and Description of School Goal

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

Student/Family & Community Engagement

At Cottonwood Canyon Elementary School students and parents will be positively engaged in the school community as evidenced by a decrease of 10% in chronic absenteeism as compared to the 2025-2026 school year.

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.

While chronic absenteeism decreased slightly during the 24-25 school year, overall, it remains an area of concern at 15.1%. Homeless increased by 1.8% to 23.8% and Hispanics increased by 1.5% to 18.8%.

CCE will provide the following actions in Goal 2 to address these needs (Action 2.1).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- Chronic absenteeism: Homeless	23.8% chronically absent	13.8% chronically absent by June 2027
CA Dashboard- Chronic absenteeism: Hispanic	18.8% chronically absent	8.8% chronically absent by June 2027
CA Dashboard- Chronic absenteeism: SED	19.9% chronically absent	9.9% chronically absent by June 2027
CA Dashboard- Chronic absenteeism: Two or More Races	15.8% chronically absent	5.8% chronically absent by June 2027
CA Dashboard- Chronic absenteeism: Students w/ Disabilities	19.5% chronically absent	9.5% chronically absent by June 2027
CA Dashboard- Suspension: Homeless	2.2% suspension rate	.5% suspension rate by June 2027
CA Dashboard- Suspension: SED	2.1% suspension rate	.5% suspension rate by June 2027
CA Dashboard- Suspension: Students w/ Disabilities	3.1% suspension rate	1.0% suspension rate by June 2027
CA Dashboard- Suspension: White	2.0% suspension rate	.5% suspension rate by June 2027
CA Dashboard- Suspension: Two or More Races	1.7% suspension rate	.5% suspension rate by June 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
2.1	Host a PBIS Family Night to engage families in learning and reinforcing schoolwide behavior expectations and positive behavior supports. This action will build meaningful home-school partnerships, increase family understanding of PBIS practices, and promote consistency between school and home. Activities run by certificated staff will encourage collaboration, celebrate positive behavior, strengthen relationships, and support a safe, welcoming, inclusive, and supportive school climate. The cost of this action will be as follows: \$76 certificated extra duty X 23 hours = \$1,748	All students	1748.72 Title I Part A: Parent Involvement 1140: Certificated Extra Duty
2.5			

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.

Action 2.1: Overall chronic absenteeism at CCE decreased by 1% to 15%. African-American, SWD, SED, White, and "Two or more races" all decreased in their chronic absenteeism. However, Homeless, ELs, and Hispanics saw a slight increase of approximately 1.5% each. We did not see the desired effectiveness of this action due to the limited parent participation. As a result, we abonded the action and did not spend the full allotment of funds on this goal. For the 26-27 school year, we will focus on a goal that is central around student behavior and PBIS- a need that has resonated from all of our educational partners.

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: The intended expenditure of this action was not fully realized. While we did see a slight decrease of 1% in our overall chronic absenteeism rate, much of our school wide efforts were done outside of this action.

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.

Action 2.1: After consulting with our educational partners, it was determined that a better course of action for Family & Community Engagement would be to focus on PBIS (Positive Behavior, Interventions & Supports). Positive student behavior has become a pressing need at CCE, and therefore it was felt that engaging families through this work would be an appropriate use Title I funds.

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.

Educational Environment

At Cottonwood Canyon, all teachers will have the opportunity to improve their Tier I instructional practice.

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.

Students with disabilities are -91 points DFS in ELA, and -101 points DFS in math, while only 40% of ELs are making progress towards English language proficiency as indicated by ELPI. To address these needs, tier I instructional practices need to be strengthen across all grade levels. Teachers will be provided with opportunities throughout the school year to observe colleagues during the school day model ELA and/or math lessons to help strengthen their own instructional practices.

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
Students w/ disabilities DFS/CAASPP ELA/Smarter Balanced	-91 DFS	-71 DFS by June 2027
Students w/ disabilities DFS/CAASPP math/Smarter Balanced	-101 DFS	-81 DFS by June 2027
English Learner Progress Indicator (ELPI)	40% made progress towards English language proficiency.	60% will show progress towards English language proficiency by 6/30/27.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Teachers who attended PLC professional development have implemented systems and procedures that have improved the weekly PLC meetings. By the end of the 25-26 fiscal year, only 4 of 33 teachers at CCE will not have been PLC-trained (these teachers elected not to attend overnight training), and therefore, full implementation has not been achieved yet. We will continue to provide on-site PLC training during staff meetings during the 26-27 school year to support the few teachers who have not been PLC-trained, and to refresh best practices for the rest of the teaching staff. Based on the PLC rubrics created by Solution Tree that were used as metrics for Goal 1, there was continued improvement in all PLC teams at CCE. The average PLC rubric score was a 7.5 out of 10. Teachers continue with an intentional and systematic approach to their weekly PLC meetings that are focused on collaboration, gathering and analyzing student data, and responding to the data.

For the 26-27 school year, we will divert Title I funds from Goal 3 (where we have concentrated much of these funds over the past few years) to Goal 1 to focus on Academic Excellence.

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: There were no major differences between the intended implementation and the budgeted expenditures. Two PLC teams received training: one in the fall and one in the summer.

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.

By the end of the 25-26 school year, 88% of the classroom teachers at CCE will have been trained in PLC, with the remaining 4, choosing not to attend overnight training due to family commitments. We will continue to refine our PLC skills through district-led training and ongoing in-house training. For the 26-27 school year, we will shift Goal 3 to focus on improving instructional practices, allowing teachers to observe colleagues model ELA or math lessons during the school day.

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	\$77,273.72
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$77,273.72
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	\$75,525.00
Title I Part A: Parent Involvement	\$1,748.72
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$77,273.72

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: \$77,273.72

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	75,525.00
Title I Part A: Parent Involvement	1,748.72

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	11,556.00
1140: Certificated Extra Duty	31,844.72
2X40: Classified Extra Duty	33,873.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	11,556.00
1140: Certificated Extra Duty	Title I	30,096.00
2X40: Classified Extra Duty	Title I	33,873.00
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	1,748.72

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	75,525.00
Goal 2	1,748.72

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	
English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee	

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: May 14, 2026.

Attested:

Dr. Fernando Betanzos

Typed name of school principal

Signature of school principal

Date

Amy Highsmith

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/>

Updated by the California Department of Education, October 2023



Cottonwood Canyon Elementary

Dr. Fernando Betanzos, Principal
Dr. Kursten Carlson, Assistant Principal

School Site Council Meeting Minutes May 14, 2026

I. Welcome/Roll Call

Meeting was called to order at 2:16 PM

In attendance were Laurie Post, Robin Bartee, Katherine Perez, Yohana Gutierrez,
Kursten Carlson, Amy Highsmith, Amy McKee

II. Approve meeting minutes dated 3/19/2026

Meeting minutes were reviewed by SSC members.

Motion to approve: Laurie Post

Motion seconded: Robin Bartee

Minutes were approved unanimously

III. Review proposed 2026-2027 SPSA (School Plan for Student Achievement)

a. Open to questions and discussion regarding proposed SPSA

Members were pleased by the improvement in iReady scores. The reallocation of the proposed \$4,000 from teacher classroom visitation to extra duty for intervention support was discussed. Due to unforeseen circumstances, this action will no longer be funded with Title I money. The Title I money that was set aside for this action will be moved to further support Goal 1, Action 2.

All actions for Goals 1 & 2 were reviewed and open for discussion.

b. Vote to approve proposed SPSA

Proposed SPSA was reviewed by SSC members

Motion to approve proposal: Amy McKee

Motion seconded: Katherine Perez

Proposal was approved unanimously

IV. Next meeting date: September 24, 2026

V. Meeting adjourned at 2:34 PM

 Phone
951-253-7600

 Mail
32100 Lost Road
Lake Elsinore, Ca 92532

 Website
www.cce.leusd.k12.ca.us



Cottonwood Canyon Elementary

Dr. Fernando Betanzos, Principal
Dr. Kursten Carlson, Assistant Principal

School Site Council Meeting Agenda

May 14, 2026

- I. Call meeting to order
- II. Approve minutes from meeting dated 3/19/26
- III. Review proposed 2026-2027 SPSA (School Plan for Student Achievement)
 - a. Open to questions and discussion regarding proposed SPSA
 - b. Vote to approve proposed SPSA
- IV. Next meeting date: September 24, 2026
- V. Meeting adjourned



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951-253-7600



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32100 Lost Road
Lake Elsinore, Ca 92532



Website
www.cce.leusd.k12.ca.us

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	
English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee	<i>Kurt G. Clark</i> 5/14/26

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: May 14, 2026.

Attested:

Dr. Fernando Betanzos

Typed name of school principal

Dr. Fernando Betanzos

Signature of school principal

5/14/26

Date

Amy Highsmith

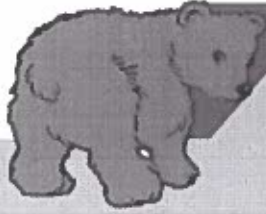
Typed name of SSC chairperson

Amy Highsmith

Signature of SSC chairperson

5/14/26

Date



Cottonwood Canyon Elementary

Dr. Fernando Betanzos, Principal
Dr. Kursten Carlson, Assistant Principal

School Site Council Meeting Sign-In

May 14, 2026

Name (Print)	Role (Teacher, Parent, etc.)	Signature
Laurie Post	staff	Laurie Post
Robin Bartee	teacher	Robin Bartee
Katherine Perez	Parent	Katherine Perez
Amy Highsmith	teacher	Amy Highsmith
Amy Miller	Parent	Amy Miller
Kursten Carlson	parent	Kursten Carlson
Nursten Carlson	admin	Nursten Carlson

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