



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Donald Graham Elementary School	33-75176-6111090	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 Donald Graham 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.

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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 inclusive of a root cause analysis and a resource inequities investigation in order to meet the needs of students most at-risk of not meeting standards. Educational partner input was garnered throughout the year to ensure the appropriate development of the plan.

Educational Partner Involvement

How, when, and with whom did your Donald Graham 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

School Site Council (SSC):

Throughout the 2025–2026 school year, the School Site Council engaged in shared decision-making to monitor implementation of the School Plan for Student Achievement (SPSA), review student outcome data, evaluate school needs, and align resources to identified priorities. Across meetings, SSC members reviewed governance structures, approved bylaws and required plans, monitored budget expenditures and SPSA actions, and provided input to ensure site decisions remained focused on student achievement, school climate, family engagement, and continuous improvement.

9/24/25: Officer elections were held, with Sergio Rodriguez elected Chairperson, Kristin DuCharme elected Vice-Chairperson, and Keyonna Williams elected Secretary. Members reviewed SSC roles and responsibilities, including key terms, governance procedures, and Robert's Rules of Order. The council approved prior meeting minutes and reviewed SPSA goals and actions. Funding was reallocated by removing Planned Improvement 1.3 for the Amira Program and 1.4 for Classified Extra Duty, and adding Planned Improvement 1.2 to fund three biweekly certificated substitutes for grades 1–5 to support Deep Dive Time planning for intervention and enrichment. These amendments aligned resources to instructional planning and student achievement.

11/3/25: SSC approved prior minutes and bylaws and reviewed the Parent Involvement Policy and School-Parent Compact, including annual survey results, parent-teacher conferences, communication practices, and revisions to support inclusivity for students with special needs. The council reviewed student performance data, noting growth among English learners, socioeconomically disadvantaged students, and students with disabilities, while also discussing concerns related to chronic absenteeism. Members reviewed the SPSA monitoring and evaluation tool, budget expenditures and modifications, the Uniform Complaint Procedure, and needed LCAP updates. The council also discussed increased student behavior incidents and the implementation of PBIS supports in partnership with Student Support Services.

12/15/25: SSC approved prior minutes and reviewed and approved the Comprehensive School Safety Plan, including the school's mission, vision, safety procedures, and multi-tiered systems of support. Members analyzed behavior and attendance data, including 70 documented behavior incidents and 7 suspensions as of December 15, as well as ADA of 92.93% and 129 students identified as chronically absent. The council discussed the impact of attendance and behavior on school climate and instructional time and reviewed ongoing PBIS implementation and the Give Thanks program to support positive behavior and social-emotional learning. Parent conference survey results and dashboard outcomes were also reviewed, including improvements in English language proficiency and gains for students with disabilities.

3/11/26: SSC approved prior meeting minutes, appointed Alyssa Box to fill a vacant council position, and conducted the Annual Comprehensive Needs Assessment to support SPSA development. The council reviewed interim assessment data to identify areas of progress, needs, and performance gaps schoolwide and among student groups, and evaluated implementation of SPSA actions and services to determine current effectiveness and identify areas needing improvement. Members discussed student achievement targets, ongoing chronic absenteeism, and potential use of surplus funds to support professional development, parent engagement, and academic support initiatives. The council also considered how attendance, behavior, and assessment trends were affecting student outcomes.

3/25/26: SSC approved prior meeting minutes and reviewed revisions to the 2025–2026 SPSA for approval. The council examined the draft plan to ensure that all sections reflected input from SSC, ELAC, and other advisory committees and discussed whether proposed actions addressed identified student needs, reflected evidence-based practices, and aligned appropriately to expenditures. Members reviewed and approved budget revisions related to release days, translation support, PLC participation, and SPSA/data planning days. Additional funding was directed toward CAASPP parent engagement meetings and professional learning through PLC conference participation. The council also reviewed modernization plans and adjustments to Open House, including moving the event to April 23 and shifting to an Art Walk format.

The School Site Council served as a key educational partner group in the development, monitoring, and revision of the SPSA by engaging in ongoing review of student achievement, attendance, behavior, safety, family engagement, and budget data. Through regular meetings, SSC provided governance oversight, approved required plans and policies, reviewed implementation and effectiveness of SPSA actions, and made budget and program recommendations to better align resources with student needs. SSC discussions throughout the year emphasized support for academic intervention and enrichment, positive behavior systems, school safety, family engagement, professional learning, and strategies to address chronic absenteeism. Collectively, this work ensured that school planning remained data-informed, compliant, and responsive to both student performance outcomes and partner input.

English Learner Advisory Committee (ELAC):

09/23/25 – ELAC: Families were provided information regarding the purpose of ELAC, the district's English Language Development program, identification of English learners, ELPAC testing, and strategies to support English language acquisition at home. Parents were encouraged to celebrate student growth, maintain communication with teachers, support the home language, and use literacy resources to strengthen language development. DELAC information and school updates were also shared.

11/20/25 – ELAC: Families reviewed prior meeting minutes and received information regarding English learner supports at DGE, including additional instructional support provided by bilingual paraeducators. Parents reviewed prior-year ELPAC results, received guidance on practice materials for upcoming testing, and were informed about LCAP priorities and Title I supports connected to student achievement, engagement, and acceleration.

01/22/26 – ELAC: Families participated in the ELAC Needs Assessment and provided input related to increasing parent participation, improving communication, and expanding reminders and engagement opportunities. Parents also reviewed ELPAC results and practice resources and discussed additional ways families could support student academic growth through school-based and home-based activities. DELAC updates included discussion of district testing and support for long-term English learners.

District Office: the LEA supported the school during 3 improvement meetings on the following dates:

09/10/26 Day 1: System Set Up

12/09/26 Day 2: Comprehensive Needs Assessment & Partner Feedback/Influence

03/03/26 Day 3: Comprehensive Needs Assessment, Annual Review, 2025-26 Action Development (Evidence-based Interventions)

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.

Using Education Resource Strategies' Resource Equity diagnostic the following resource inequities were revealed: According to the resource equity diagnostic provided to us by the Riverside County Office of Education we were able to determine 2 of the 5 dimensions of resource equity that are within our locus of control that need additional attention and support: Empowering rigorous content and Instructional time & attention rose to the top.

EMPOWERING RIGOROUS CONTENT

Does each student have access to high-quality and culturally relevant curriculum and instructional materials?

Does each student have access to arts and enrichment opportunities beyond core content?

INSTRUCTIONAL TIME AND ATTENTION

Does each student who needs more high-quality instructional time receive it?

Does each student who needs more high-quality instructional attention receive it?

In order to address the identified resource inequities, a critical examination of our master schedule, protected time and the formation of during the day interventions (Deep Dive Time-DDT) for students have been discussed and are developed for implementation during the 25/26 school year. Instructional time and attention will be improved through increasing efficacy of our PLCs through teacher professional development, increasing the numbers of our staff attending PLC institutes and doing a double block of PE to increase planning time for DDT.

We plan to continue to work to improve teacher quality through engaging teachers in professional development, providing access to instructional coaches, and by providing release time to plan, work on coaching cycles, instructional walks, etc.

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

1A--ENGLISH LANGUAGE ARTS

Goal 1a: ALL STUDENTS ELA will increase by 5 pts to +2.2dfs of +15 as measured by CAASPP by June 2027.

EL ELA will increase by 15pts to +2.1dfs measured by CAASPP by June 2027.

SWD ELA will increase by 17pts to -26.1dfs as measured by CAASPP by June 2027.

**WHITE ELA will increase by 15 pts to +5.2 dfs as measured by CAASPP by June 2027.

**2+RACES will increase by 15 pts to +14.8 dfs as measured by CAASPP by June 2027.

Priority Root Causes:

- Lack of a cohesive Tier 1 instructional experience for students
- Students lack access to a standards aligned instructional experience with designated supports
- Students lack of explicit vocabulary instruction

Donald Graham Elementary School will take the following actions to address these needs:

1.1--Provide 3 half day Release days for benchmark data analysis

1.2--Provide 3 subs, biweekly to support "Deep Dive Time" for grade levels 1-5 for planning of inter-richment

1.3--Provide after school tutoring using extra duty, 88.23/hr/teacher.

1B. MATHEMATICS

Goal 1b: ALL STUDENT MATH will increase 15 pts to -16.6 as measured by CAASPP by June 2027.

EL MATH will increase by 15 pts to -30.3 dfs as measured by CAASPP by June 2027.

SWD MATH will increase by 22 pts to -44.6 pts as measured by CAASPP by June 2027.

**HIS MATH will increase by 15 pts to -23.7 dfs as measured by CAASPP by June 2027.

**WHITE MATH will increase by 15 pts to -12.1 dfs as measured by CAASPP by June 2027.

**SED MATH will increase by 15 pts to -24.4 dfs as measured by CAASPP by June 2027.

**2+RACES MATH will increase by 15 pts to -11.0 dfs as measured by CAASPP by June 2027.

Priority Root Causes:

- Lack of a cohesive Tier 1 instructional experience for students
- Students lack access to a standards aligned instructional experience with designated supports
- Students lack of explicit vocabulary instruction

DGE will take the following actions to address these needs:

Goal 1A/B Action 1.1: Provide 3 half day Release days for benchmark data analysis (3 x 10 x \$215/certificated sub = \$6450) for analysis of data and planning for intervention groups.

Goal 1A/B/C Action 1.3: Provide additional support staff to work with on target students, allowing and enabling teachers to work with targeted student groups for interventions/remediation in smaller numbers.

1C. ENGLISH LEARNER PROGRESS

Goal 1c: Increase the % of EL making progress on ELPI from 54.8% to 65% as measured by CAASPP by June 2027.

1.1--Provide 3 half day Release days for benchmark data analysis

1.2--Provide 3 subs, biweekly to support "Deep Dive Time" for grade levels 1-5 for planning of inter-richment

1.3--Provide after school tutoring using extra duty, 88.23/hr/teacher.

Goal 2: STUDENT/FAMILY & COMMUNITY ENGAGEMENT

Goal 2A. Chronic Absenteeism-Chronic Absenteeism is worsening across all subgroups

Despite all groups declining significantly in recent years, all students and significant subgroups

increased their numbers of Chronically Absent student. DGE wishes to see chronic absenteeism to

below 20% across all subgroups, increase ADA to 95% and increase educational partner engagement. Decreasing CA and Increasing ADA will improve academic achievement for all students.

ALL 27.2 % VH (ORANGE) DECREASED (-1.4%) from 24/25 SY
EL 22.2% VH (ORANGE) DECREASED (-9.5%) from 24/25 SY
Homeless 40.0% VH INCREASED (+1.2%) from 24/25 SY
SED 31.7% VH (ORANGE) DECREASED (-0.7%) from 24/25 SY
SWD 31.9% VH (ORANGE) INCREASED (-13.6%) from 24/25 SY
AA 21.1% VH INCREASED (+1.8%) from 24/25 SY
HIS 31.8% VH (ORANGE) DECREASED (-.09%) from 24/25 SY
WHT 20.5% VH (ORANGE) INCREASED (-9.9%) from 24/25 SY
2 or More 26.1% VH (RED) INCREASED (-5.0%) from 24/25 SY

Student attendance DECREASED (INCREASED -1.4%) across all subgroups.

Annual Title I Parent Survey Engagement: 10% (-5%-2025)
Annual Title I Parent Survey Parent-Teacher Communication: 98%. (+/- 0%-2025)
Annual Title I Parent Survey Improvement in Writing: 85% (-10%-2025)
Annual Title I Parent Survey Improvement in Reading: 93% (+3%-2025)
Annual Title I Parent Survey Improvement in Mathematics: 85% (+7%-2025)

Parents indicated from the LCAP Community Forum and from the Title I Survey that they needed more meaningful opportunities for parent engagement with their child's academics and teachers. Need parent conferences for every child as evidenced by LCAP Community Forum and Annual Title I Parent Survey Open Ended Needs Question. We would like to use the funds in order to increase parent engagement by and allocate funds for Certificated Substitutes in order to have a conference week for our at-risk students in October for parent conferences. Each teacher will get 2 full days to accommodate parents for conferences for all students and a day for preparation. Teachers will get an additional day funded through our General Fund if they choose to do additional conferences for at-risk students throughout the year.

Priority Root Causes:

- Families are still concerned about sending students to school "sick" from COVID
- Families are not sure when it is safe to send students to school
- Families are not completing Independent studies as often as they could be

Donald Graham Elementary School will take the following actions to address these needs:

Goal 2.1--Parent Teacher Conference Week--Each teacher (TK-5th) will receive 2 release days in November to meet with parents and hold individual conferences for each student (2 x 19 x \$215 = \$8,170). An interpreter will be provided for families if necessary. Parent Teacher Conference Week in October 2026.

Goal 2.2--Parent Engagement Nights. Teachers and Instructional Coaches will plan and prepare a literacy, mathematics and CAASPP nights to educate parents on how to help their student prepare for academic success and CAASPP performance.

Donald Graham Elementary School will take the following actions to address these needs that will not be monitored through SPSA:

- Hold 3 Parent Engagement evenings a year

- Use monthly LEUSD Infogram to inform SSC, ELAC, Leadership, Data Team and Parents of our Monthly ADA..
- Post Monthly ADA in the office and on Parent Square for all educational partners.
- Send out informative posts on Independent study and health parameters for when to send to school.
- Provide professional development in restorative practices, culturally responsive pedagogy, and trauma-informed care.
- Expand access to on-site counseling and behavioral support staff.
- Implement a tiered system of support (MTSS) to proactively address student needs.
- Regularly review discipline data with an equity lens to identify trends and adjust practices accordingly.

Goal 3: EDUCATIONAL ENVIRONMENT

Goal 3A. IMPROVE AND STRENGTHEN EDUCATIONAL ENVIRONMENT-New Goal. Strengthen Educational Environment through targeted parent engagement and professional development for teachers.

Although INCREASED SIGNIFICANTLY--ALL STUDENTS performed at a YELLOW level (SBAC ELA) and at a GREEN level (SBAC MATH)

Although INCREASED, Students with Disabilities (SWD) performed at an Orange level (SBAC) -81.7 dfs in ELA and -81.8dfs in MATH

Although INCREASED SIGNIFICANTLY ELs (no color) performed at -33.7 dfs in ELA and -35.3dfs in MATH

DGE will engage in development of our Professional Learning Community, including advanced training in PLC. DGE is seeking to accomplish more effective PLCs and improve staff capacity for utilizing data to drive instruction and provide enrichment and remediation for students who lack grade level skills. To enhance it further, effective teaching strategies will continue to be a focus for professional development. DGE teachers are committed to furthering their Professional Development through opportunities to work with Instructional Coaches and attending PD that is available.

Priority Root Causes:

*Entire staff needs training on the implementation of PLC. DGE is seeking to accomplish more effective PLCs and improve staff capacity for utilizing data to drive instruction and provide enrichment and remediation for students who lack grade level skills. To enhance it further, effective teaching strategies will continue to be a focus for professional development. DGE teachers are committed to furthering their Professional Development through opportunities to work with Instructional Coaches and attending PD that is available.

Donald Graham Elementary School will take the following actions to address these needs:

Goal 3.1--Donald Graham Elementary School will take the following actions to address these needs: Leadership team to attend PLC at Work® Institute to develop The Professional Learning Communities at Work® process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement. This institute gives you and your team the knowledge and tools to implement this powerful process in your school or district.

Goal 3.2-- Provide 1.5 release days for grade level leaders or data team for data analysis, root

cause analysis, resource inequity determination, SPSA Planning. (1.5 x 7 x \$215/certificated sub = 3010)

Goal 3.3--PLC CAPS Through RCOE/Solution Tree--The CAPS Network is a three-year professional learning opportunity for principals and teacher leaders to develop and deepen their understanding and implementation of professional learning community (PLC) practices. Teams learn how to use their limited time, energy and resources on the strategies and practices that most impact teaching and learning.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Donald Graham 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	0.65%	0.85%	0.39%	3	4	2
African American	5.45%	3.40%	4.88%	25	16	25
Asian	1.96%	3.19%	2.34%	9	15	12
Filipino	2.40%	2.34%	1.76%	11	11	9
Hispanic/Latino	53.59%	55.96%	61.72%	246	263	316
Pacific Islander	0.65%	0.21%	%	3	1	
White	27.23%	24.26%	22.46%	125	114	115
Multiple/No Response	8.06%	9.79%	6.45%	37	46	33
Total Enrollment				459	470	512

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		43	55
Kindergarten	77	68	69
Grade 1	70	64	79
Grade 2	80	73	74
Grade3	63	80	88
Grade 4	75	66	85
Grade 5	63	76	62
Total Enrollment	459	470	512

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	36	48	51	9.5%	7.8%	10.0%
Fluent English Proficient (FEP)	22	14	18	4.3%	4.8%	3.5%
Reclassified Fluent English Proficient (RFEP)				2.3%		

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	70	58	76	68	55	75	68	55	75	97.1	94.8	98.7
Grade 4	55	71	60	54	70	59	54	70	59	98.2	98.6	98.3
Grade 5	78	62	74	76	61	73	76	61	73	97.4	98.4	98.6
All Grades	203	191	210	198	186	207	198	186	207	97.5	97.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2422.	2405.	2417.	19.12	12.73	17.33	20.59	29.09	25.33	39.71	23.64	32.00	20.59	34.55	25.33
Grade 4	2477.	2455.	2466.	33.33	20.00	23.73	16.67	31.43	20.34	20.37	15.71	28.81	29.63	32.86	27.12
Grade 5	2488.	2525.	2494.	15.79	31.15	15.07	31.58	31.15	26.03	23.68	13.11	27.40	28.95	24.59	31.51
All Grades	N/A	N/A	N/A	21.72	21.51	18.36	23.74	30.65	24.15	28.28	17.20	29.47	26.26	30.65	28.02

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	8.82	12.73	17.33	75.00	65.45	65.33	16.18	21.82	17.33
Grade 4	22.22	14.29	18.64	59.26	70.00	67.80	18.52	15.71	13.56
Grade 5	17.11	29.51	12.33	61.84	54.10	63.01	21.05	16.39	24.66
All Grades	15.66	18.82	15.94	65.66	63.44	65.22	18.69	17.74	18.84

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	13.24	9.09	16.00	64.71	56.36	53.33	22.06	34.55	30.67
Grade 4	22.22	11.43	11.86	53.70	58.57	69.49	24.07	30.00	18.64
Grade 5	10.53	24.59	10.96	61.84	54.10	75.34	27.63	21.31	13.70
All Grades	14.65	15.05	13.04	60.61	56.45	65.70	24.75	28.49	21.26

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	13.24	7.27	10.67	76.47	85.45	73.33	10.29	7.27	16.00
Grade 4	18.52	10.00	11.86	62.96	81.43	72.88	18.52	8.57	15.25
Grade 5	13.16	26.23	12.33	72.37	65.57	69.86	14.47	8.20	17.81
All Grades	14.65	14.52	11.59	71.21	77.42	71.98	14.14	8.06	16.43

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	17.65	9.09	9.33	70.59	72.73	69.33	11.76	18.18	21.33
Grade 4	18.52	18.57	8.47	68.52	65.71	76.27	12.96	15.71	15.25
Grade 5	15.79	19.67	16.44	65.79	67.21	65.75	18.42	13.11	17.81
All Grades	17.17	16.13	11.59	68.18	68.28	70.05	14.65	15.59	18.36

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	70	58	76	68	55	75	68	55	75	97.1	94.8	98.7
Grade 4	55	71	60	54	70	60	54	70	60	98.2	98.6	100
Grade 5	78	62	74	77	61	74	77	61	74	98.7	98.4	100
All Grades	203	191	210	199	186	209	199	186	209	98.0	97.4	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2434.	2413.	2411.	20.59	12.73	12.00	26.47	25.45	26.67	30.88	27.27	24.00	22.06	34.55	37.33
Grade 4	2485.	2450.	2456.	24.07	8.57	13.33	33.33	24.29	26.67	20.37	42.86	36.67	22.22	24.29	23.33
Grade 5	2466.	2510.	2466.	2.60	19.67	10.81	18.18	26.23	13.51	40.26	22.95	36.49	38.96	31.15	39.19
Grade 11															
All Grades	N/A	N/A	N/A	14.57	13.44	11.96	25.13	25.27	22.01	31.66	31.72	32.06	28.64	29.57	33.97

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	20.59	10.91	13.33	54.41	54.55	48.00	25.00	34.55	38.67
Grade 4	27.78	11.43	18.33	48.15	57.14	51.67	24.07	31.43	30.00
Grade 5	7.79	21.31	10.81	54.55	50.82	41.89	37.66	27.87	47.30
Grade 11									
All Grades	17.59	14.52	13.88	52.76	54.30	46.89	29.65	31.18	39.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.53	16.36	17.33	58.82	54.55	54.67	17.65	29.09	28.00
Grade 4	31.48	10.00	11.67	42.59	57.14	50.00	25.93	32.86	38.33
Grade 5	2.60	14.75	10.81	62.34	54.10	56.76	35.06	31.15	32.43
All Grades	17.59	13.44	13.40	55.78	55.38	54.07	26.63	31.18	32.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.00	20.00	13.33	54.41	60.00	56.00	20.59	20.00	30.67
Grade 4	27.78	11.43	21.67	55.56	62.86	63.33	16.67	25.71	15.00
Grade 5	3.90	19.67	6.76	61.04	62.30	60.81	35.06	18.03	32.43
All Grades	17.59	16.67	13.40	57.29	61.83	59.81	25.13	21.51	26.79

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1367.6	*	*	1380.5	*	*	1337.1	*	*	11	6	9
1	*	*	*	*	*	*	*	*	*	6	8	4
2	*	*	1454.7	*	*	1449.0	*	*	1460.0	*	8	11
3	*	*	*	*	*	*	*	*	*	8	4	4
4	*	*	*	*	*	*	*	*	*	6	7	5
5	*	*	*	*	*	*	*	*	*	4	5	9
All Grades										38	38	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	0.00	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.26	13.16	9.52	36.84	34.21	40.48	36.84	26.32	33.33	21.05	26.32	16.67	38	38	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	0.00	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.68	28.95	21.43	34.21	31.58	38.10	21.05	21.05	23.81	21.05	18.42	16.67	38	38	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		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	0.00		*	27.27		*	36.36		*	36.36		*	11
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	5.26	2.63	9.52	18.42	28.95	28.57	31.58	34.21	35.71	44.74	34.21	26.19	38	38	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	0.00	*	*	63.64	*	*	36.36	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.32	26.32	28.57	55.26	60.53	61.90	18.42	13.16	9.52	38	38	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	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	81.82	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.05	31.58	23.81	52.63	50.00	54.76	26.32	18.42	21.43	38	38	42

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.89	2.63	16.67	55.26	60.53	59.52	36.84	36.84	23.81	38	38	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	0.00	*	*	36.36	*	*	63.64	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.16	10.53	14.29	44.74	57.89	61.90	42.11	31.58	23.81	38	38	42

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
470	70%	10.2%	1.1%
Total Number of Students enrolled in Donald Graham 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	48	10.2%
Foster Youth	5	1.1%
Homeless	14	3%
Socioeconomically Disadvantaged	329	70%
Students with Disabilities	93	19.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.4%
American Indian	4	0.9%
Asian	15	3.2%
Filipino	11	2.3%
Hispanic	263	56%
Two or More Races	46	9.8%
Pacific Islander	1	0.2%
White	114	24.3%

Conclusions based on this data:

1. See Comprehensive Needs Assessment.

2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Performance English Language Arts

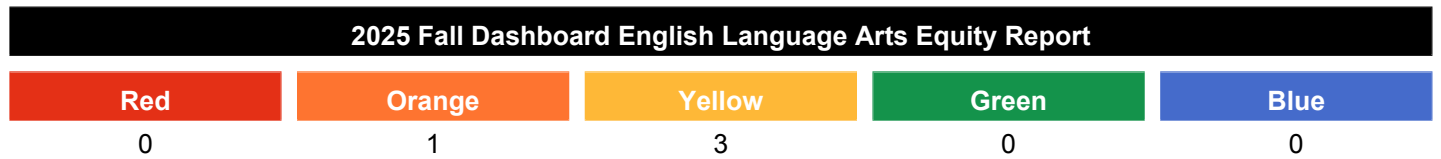
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This section provides number of student groups in each level.



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  Yellow 2.8 points below standard Maintained 0.4 points 201 Students	English Learners  No Performance Color 12.9 points below standard Increased 28.8 points 23 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow 8.8 points below standard Increased 8 points 142 Students

Students with Disabilities  Yellow 41.1 points below standard Increased 28.3 points 50 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 7.8 points below standard Increased 8.2 points 104 Students
Two or More Races  No Performance Color 0.7 points above standard Declined 13.2 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 9.8 points below standard Declined 16.8 points 52 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Performance Mathematics

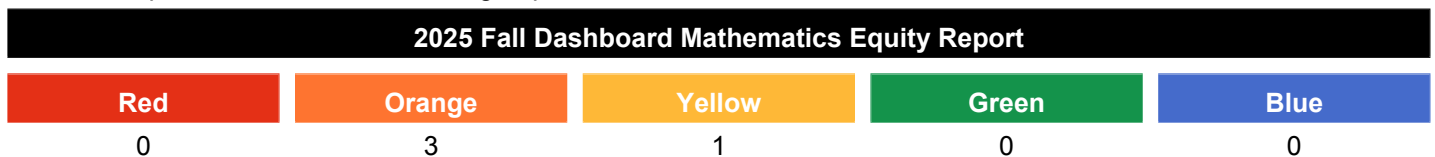
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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  Orange 31.6 points below standard Declined 8.2 points 202 Students	English Learners  No Performance Color 45.3 points below standard Maintained 0.6 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 Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 39.4 points below standard Declined 5.6 points 143 Students

Students with Disabilities  Yellow 66.6 points below standard Increased 17.1 points 49 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 38.7 points below standard Declined 8.9 points 106 Students
Two or More Races  No Performance Color 26 points below standard Declined 24 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 27.1 points below standard Declined 9.8 points 51 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Performance Science

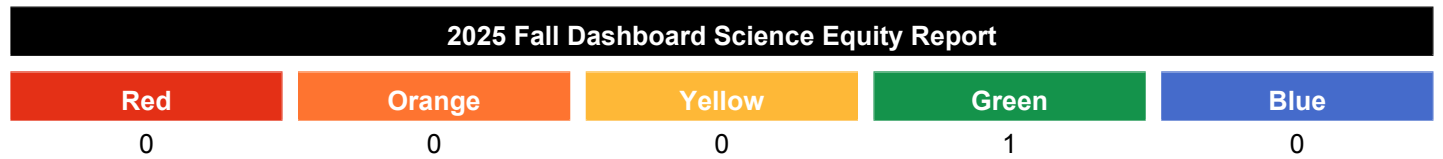
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 57 science points Maintained 0.1 points 71 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Green 56.2 science points Increased 4.1 points 55 Students

Students with Disabilities  No Performance Color 50.8 science points Increased 15.2 points 14 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 58.1 science points Increased 3.9 points 38 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 57.9 science points Maintained 0.5 points 13 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
54.8 making progress.	making progress.
Number Students: 31 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.3%	33.3%	0%	53.3%

Conclusions based on this data:

1. See Comprehensive Needs Assessment.

School and Student Performance Data

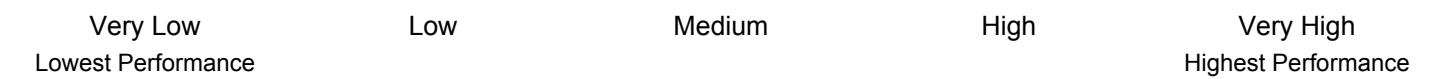
Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- NO DATA PRESENTED

School and Student Performance Data

Academic Engagement Chronic Absenteeism

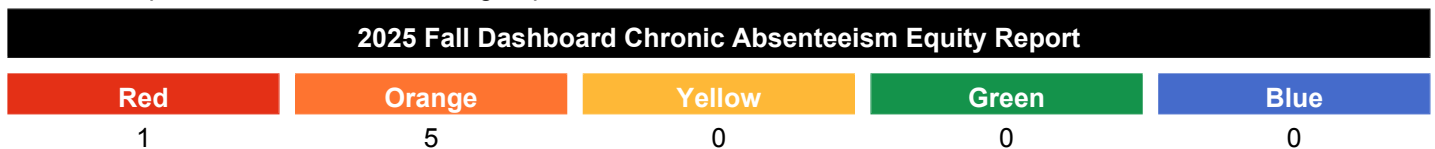
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Orange 27.2% Chronically Absent Declined 1.4 511 Students	English Learners Orange 22.2% Chronically Absent Declined 9.5 54 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless No Performance Color 40% Chronically Absent Increased 1.2 15 Students	Socioeconomically Disadvantaged Orange 31% Chronically Absent Declined 0.7 364 Students

Students with Disabilities  Orange 31.9% Chronically Absent Declined 13.6 113 Students	African American  No Performance Color 21.1% Chronically Absent Increased 1.8 19 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 18.8% Chronically Absent 0 16 Students	Filipino  No Performance Color 0% Chronically Absent Maintained 0 11 Students	Hispanic  Orange 31.8% Chronically Absent Declined 0.9 292 Students
Two or More Races  Red 26.1% Chronically Absent Increased 5 46 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 20.5% Chronically Absent Declined 9.9 122 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. There is no data to comment on.

School and Student Performance Data

Conditions & Climate Suspension Rate

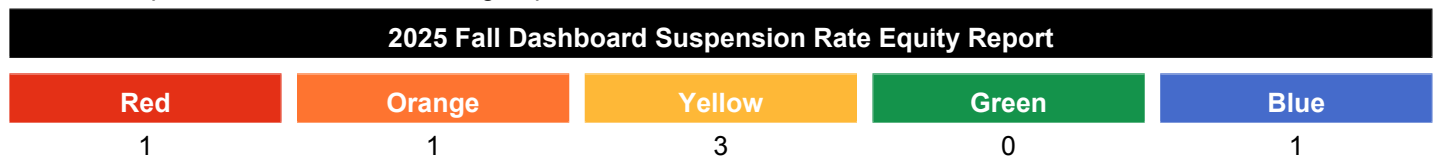
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.9% suspended at least one day Increased 0.3% 528 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 55 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color 0% suspended at least one day Declined 4.1% 15 Students	Socioeconomically Disadvantaged  Yellow 1.6% suspended at least one day Maintained -0.2% 378 Students

Students with Disabilities  Orange 6% suspended at least one day Increased 2% 116 Students	African American  No Performance Color 0% suspended at least one day Declined 3.3% 22 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 0% suspended at least one day 17 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Hispanic  Yellow 1.7% suspended at least one day Maintained 0.2% 298 Students
Two or More Races  Red 6.1% suspended at least one day Increased 3.6% 49 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 1.6% suspended at least one day Maintained 0.1% 126 Students

Conclusions based on this data:

1. Our overall suspension rate is low, but increasing.
2. Homeless, SED and SWD subgroup suspensions have increased.

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
Leanne Edwards	X				
Kristin DuCharme		X			
Shelly Wiggs		X			
Michelle Mahlman		X			
Amber Howard			X		
Alyssa Box				X	
Michael Wu				X	
Sergio Rodriguez				X	
Miriam Lemus				X	
Sophia Chua				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.

ACADEMIC EXCELLENCE: ENGLISH LANGUAGE ARTS, MATH AND ENGLISH LEARNER PROGRESS

Goal 1a: ALL STUDENTS ELA will increase by 5 pts to +2.2dfs of +15 as measured by CAASPP by June 2027.

EL ELA will increase by 15pts to +2.1dfs measured by CAASPP by June 2027.

SWD ELA will increase by 17pts to -26.1dfs as measured by CAASPP by June 2027.

**WHITE ELA will increase by 15 pts to +5.2 dfs as measured by CAASPP by June 2027.

**2+RACES will increase by 15 pts to +14.8 dfs as measured by CAASPP by June 2027.

Goal 1b: ALL STUDENT MATH will increase 15 pts to -16.6 as measured by CAASPP by June 2027.

EL MATH will increase by 15 pts to -30.3 dfs as measured by CAASPP by June 2027.

SWD MATH will increase by 22 pts to -44.6 pts as measured by CAASPP by June 2027.

**HIS MATH will increase by 15 pts to -23.7 dfs as measured by CAASPP by June 2027.

**WHITE MATH will increase by 15 pts to -12.1 dfs as measured by CAASPP by June 2027.

**SED MATH will increase by 15 pts to -24.4 dfs as measured by CAASPP by June 2027.

**2+RACES MATH will increase by 15 pts to -11.0 dfs as measured by CAASPP by June 2027.

Goal 1c: Increase the % of EL making progress on ELPI from 54.8% to 65% as measured by CAASPP by June 2027.

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.

**=New areas of significant need

ELA ALL: MAINTAINED .4 dfs to -2.8 dfs (YELLOW)
 ELA EL: INCREASED SIGNIFICANTLY +28.8 dfs to -12.9 dfs (NO COLOR)
 ELA SWD: INCREASED SIGNIFICANTLY +28.3 dfs to -41.1dfs (YELLOW)
 ELA HIS: INCREASED +8.2 dfs to -7.8 dfs (YELLOW)
 ELA WHITE: DECREASED SIGNIFICANTLY -16.8 dfs to -9.8 dfs (ORANGE)
 ELA SED: INCREASED 8 dfs to -8.8 dfs (YELLOW)
 ELA 2+RACES: DECREASED -13.2 dfs to .7 dfs (NO COLOR{Green})

*MATH ALL: DECREASED -8.2 dfs to -31.6 dfs (ORANGE)
 MATH EL: MAINTAINED .6 dfs to -45.3 dfs (NO COLOR)
 MATH SWD: INCREASED SIGNIFICANTLY 17.1 dfs to -66.6 dfs (YELLOW)
 **MATH HIS: DECREASED -8.9 dfs to -38.7 dfs (ORANGE)
 **MATH WHITE: DECREASED -9.8 dfs to -27.1 dfs (ORANGE)
 **MATH SED: DECREASED -5.6 dfs to -39.4 (ORANGE)
 **MATH 2+RACES: DECREASED SIGNIFICANTLY -24dfs to -26dfs (NO COLOR)

ELPI INCREASED SIGNIFICANTLY: 11.5% to 54.8% proficient.

Action 1.1 addresses the need for teachers to have time to analyze student performance in order to inform instruction.
 Action 1.2 addresses the need for teachers to have planning time to plan the interventions determined from the benchmark data analysis. Serves all students especially our disparate subgroups: EL/HIS/SWD
 Action 1.3 serves all students especially our disparate subgroups: EL/HIS/SWD

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
dfs/ELA, ALL-CAASPP	-2.8 dfs MAINTAINED .4 dfs CAASPP 2025	ALL STUDENTS ELA will increase by 5 pts to +2.2dfs of +15 as measured by CAASPP by June 2027.
dfs/ELA, EL-CAASPP	-12.9 dfs INCREASED SIGNIFICANTLY +28.8 dfs CAASPP 2025	EL ELA will increase by 15pts to +2.1dfs measured by CAASPP by June 2027.
dfs/ELA, SWD-CAASPP	-41.1dfs INCREASED SIGNIFICANTLY +28.3 dfs CAASPP 2025	SWD ELA will increase by 3 pts to -26.1dfs as measured by CAASPP by June 2027.
dfs/ELA, HIS-CAASPP	-7.8 dfs INCREASED +8.2 dfs to -7.8 dfs CAASPP 2025	HIS ELA will increase by 15 pts to +5.2 dfs as measured by CAASPP by June 2027.
dfs/ELA, SED-CAASPP	-8.9 dfs INCREASED 8 dfs to -8.8 dfs CAASPP 2025	SED ELA will increase by 15 pts to +6.2 dfs as measured by CAASPP by June 2026.
**dfs/ELA, WHITE CAASPP	-9.8 dfs DECREASED SIGNIFICANTLY -16.8 dfs CAASPP 2025	**WHITE ELA will increase by 15 pts to +5.2 dfs as measured by CAASPP by June 2027.
**dfs/ELA, 2+-CAASPP	.7 dfs DECREASED -13.2 dfs CAASPP 2025	**2+RACES will increase by 15 pts to +14.8 dfs as measured by CAASPP by June 2027.

dfs/MATH-CAASPP	-31.6 dfs DECREASED -8.2 dfs CAASPP 2025	ALL STUDENT MATH will increase 15 pts to -16.6 as measured by CAASPP by June 2027.
dfs/MATH, EL-CAASPP	-45.9 dfs MAINTAINED .6 dfs CAASPP 2025	EL MATH will increase by 15 pts to -30.3 dfs as measured by CAASPP by June 2027.
dfs/MATH, SWD-CAASPP	-66.6 dfs INCREASED SIGNIFICANTLY 17.1 dfs CAASPP 2025	SWD MATH will increase by 22 pts to -44.6 pts as measured by CAASPP by June 2027.
dfs/MATH, HIS-CAASPP	-38.7 dfs DECLINED -8.8 dfs CAASPP 2025	**HIS MATH will increase by 15 pts to -23.7 dfs as measured by CAASPP by June 2027.
dfs/MATH, SED-CAASPP	-39.4 dfs DECLINED -8.9 dfs CAASPP 2025	**SED MATH will increase by 15 pts to -24.4 dfs as measured by CAASPP by June 2027.
dfs/MATH, WHITE-CAASPP	-27.1 dfs DECLINED -9.8 dfs CAASPP 2025	**WHITE MATH will increase by 15 pts to -12.1 dfs as measured by CAASPP by June 2027.
dfs/MATH, 2+ RACES, -CAASPP	-27.1 dfs DECLINED -9.8 dfs CAASPP 2025	**2+RACES MATH will increase by 15 pts to -11.0 dfs as measured by CAASPP by June 2027.
%/ELPI	54.8% INCREASED SIGNIFICANTLY -41.1 dfs ELPAC 2025	Increase the % of EL making progress on ELPI from 54.8% to 65% (Increase of 10.2%) 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	Provide 3 half day Release days for benchmark data analysis (3 x 10 x \$215/certificated sub = \$6450)	ALL	6450 Title I 1130: Certificated Sub (3 x 10 x \$215/certificated sub = \$6,450)
1.2	Provide 3 subs, biweekly to support "Deep Dive Time" for grade levels 1-5 for planning of inter-richment		12900 Title I 1130: Certificated Sub 3 x 20 x \$215/certificated sub = 12900
1.3	Provide after school tutoring using extra duty, 88.23/hr/teacher.		3943.90 Title I 1140: Certificated Extra Duty 44.7 hours of after school tutoring
1.4			

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: Only 10% of funds (\$641.04) were used for release days due to the number of days teachers were required to be out of their classrooms for required Professional Development.

Action 1.2: \$4700-Ineffective and eliminated due to several new pieces of curriculum which address student reading. Replaced with "Deep Dive Time" substitutes amounting to \$8580 to support student inter-richment (intervention and enrichment based on local performance indicators).

Action 1.3: \$ 3100.82 Eliminated due to not having additional staff due to staff filling current vacancies at the site.

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: Budgeted Amount \$6450 Only 10% of funds (\$641.04) were used for release days due to the number of days teachers were required to be out of their classrooms for required Professional Development.

Action 1.2: \$4700-Eliminated due to several new pieces of curriculum which address student reading.

Action 1.3: \$ 3100.82 Eliminated due to not having additional staff due to staff filling current vacancies at the site.

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 1.1--Will be resumed 26/27 due to all professional development being moved to before or after school 26/27

Action 1.2 --Will be continued in 26/27 due to the success of the "Deep Dive Time" in improving student 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.

DECREASE CA and INCREASE ADA

DGE has made significant gains in the decline of CA and increasing ADA. In order to further assist our student achievement, we must work on further decreasing CA in order for our students to have the best outcome, and highest achievement. We will do this by engaging families in more meaningful opportunities to discuss their children's academics and learn proven strategies to increase achievement.

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.

Despite all groups declining significantly in recent years, all students and significant subgroups increased their numbers of Chronically Absent student. DGE wishes to see chronic absenteeism to below 20% across all subgroups, increase ADA to 95% and increase educational partner engagement. Decreasing CA and Increasing ADA will improve academic achievement for all students.

ALL	27.2 %	VH (ORANGE)	DECREASED	(-1.4%) from 24/25 SY
EL	22.2%	VH (ORANGE)	DECREASED	(-9.5%) from 24/25 SY
Homeless	40.0%	VH	INCREASED	(+1.2%) from 24/25 SY
SED	31.7%	VH (ORANGE)	DECREASED	(-0.7%) from 24/25 SY
SWD	31.9%	VH (ORANGE)	INCREASED	(-13.6%) from 24/25 SY
AA	21.1%	VH	INCREASED	(+1.8%) from 24/25 SY
HIS	31.8%	VH (ORANGE)	DECREASED	(-.09%) from 24/25 SY
WHT	20.5%	VH (ORANGE)	INCREASED	(-9.9%) from 24/25 SY
2 or More	26.1%	VH (RED)	INCREASED	(-5.0%) from 24/25 SY

Student attendance DECREASED (INCREASED -1.4%) across all subgroups.

Annual Title I Parent Survey Engagement: 10% (-5%-2025)
 Annual Title I Parent Survey Parent-Teacher Communication: 98%. (+/- 0%-2025)
 Annual Title I Parent Survey Improvement in Writing: 85% (-10%-2025)
 Annual Title I Parent Survey Improvement in Reading: 93% (+3%-2025)
 Annual Title I Parent Survey Improvement in Mathematics: 85% (+7%-2025)

Parents indicated from the LCAP Community Forum and from the Title I Survey that they needed more meaningful opportunities for parent engagement with their child's academics and teachers. Need parent conferences for every child as evidenced by LCAP Community Forum and Annual Title I Parent Survey Open Ended Needs Question. We would like to use the funds in order to increase parent engagement by and allocate funds for Certificated Substitutes in order to have a conference week for our at-risk students in October for parent conferences. Each teacher will get 2 full days to accommodate parents for conferences for all students and a day for preparation. Teachers will get an additional day funded through our General Fund if they choose to do additional conferences for at-risk students throughout the year.

2.1 Serves all students especially our disparate subgroups: EL/HIS/SWD
 2.2 Serves all students especially our disparate subgroups: EL/HIS/SWD

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
%/ALL-CHRONICALLY ABSENT	27.2 % VH (ORANGE) DECREASED (-1.4%) from 24/25 SY	7.4% to 19.8% by June 2026. 7.4% to 12.4% by June 2027. 7.4% to 5.0% by June 2028.
%/EL-CHRONICALLY ABSENT	22.2% VH (ORANGE) DECREASED (-9.5%) from 24/25 SY	6.6% to 15.6% by June 2026. 6.6% to 9.0% by June 2027. 6.6% to 2.4% by June 2028.
%/HY-CHRONICALLY ABSENT	40.0% VH INCREASED (+1.2%) from 24/25 SY	12.5% to 27.5% by June 2026.

		• 12.5% to 15.0% by June 2027. • 12.5% to 2.5% by June 2028.
%/SED-CHRONICALLY ABSENT	31.7% VH (ORANGE) DECREASED (-0.7%) from 24/25 SY	• 8.7% to 22.3% by June 2026. • 8.7% to 13.6% by June 2027. • 8.7% to 5.0% by June 2028.
%/SWD-CHRONICALLY ABSENT	31.9% VH (ORANGE) INCREASED (-13.6%) from 24/25 SY	• 9.8% to 22.1% by June 2026. • 9.8% to 12.3% by June 2027. • 9.8% to 2.5% by June 2028.
%/HIS-CHRONICALLY ABSENT	31.8% VH (ORANGE) DECREASED (-.09%) from 24/25 SY	• 8.9% to 22.9% by June 2026. • 8.9% to 14.0% by June 2027. • 8.9% to 5.0% by June 2028.
%/WH-CHRONICALLY ABSENT	20.5% VH (ORANGE) INCREASED (-9.9%) from 24/25 SY	• 6.0% to 14.5% by June 2026. • 6.0% to 8.5% by June 2027. • 6.0% to 2.5% by June 2028.
%/2+-CHRONICALLY ABSENT	26.1% VH (RED) INCREASED (-5.0%) from 24/25 SY	• 7.9% to 18.2% by June 2026. • 7.9% to 10.3% by June 2027. • 7.9% to 2.5% by June 2028.
%/AA-CHRONICALLY ABSENT	21.1% VH INCREASED (+1.8%) from 24/25 SY	• 6.2% to 14.9% by June 2026. • 6.2% to 8.7% by June 2027. • 6.2% to 2.5% by June 2028.
%/ADA	92.07%	• 2.5% to 94.57% by June 2026. • 2.5% to 97.07% by June 2027.
ANNUAL TITLE 1 SURVEY RESULTS (SURVEY ENGAGEMENT)	15% RESPONSE RATE	45% RESPONSE RATE BY JUNE 2027.
ANNUAL TITLE 1 SURVEY RESULTS (PARENT-TEACHER COMMUNICATION)	98% SAID THEY HAD COMMUNICATION WITH TEACHER	99% COMMUNICATION WITH TEACHER BY JUNE 2025 100% COMMUNICATION WITH TEACHER BY JUNE 2026

		100% COMMUNICATION WITH TEACHER BY JUNE 2027
ANNUAL TITLE 1 SURVEY RESULTS(PARENT SEES IMPROVEMENT IN WRITING)	90% SAID THEY SAW IMPROVEMENT IN STUDENT WRITING	95% IMPROVEMENT IN STUDENT WRITING BY JUNE 2025 97% IMPROVEMENT IN STUDENT WRITING BY JUNE 2026 99% IMPROVEMENT IN STUDENT WRITING BY JUNE 2027
ANNUAL TITLE 1 SURVEY RESULTS(PARENT SEES IMPROVEMENT IN READING)	96% SAID THEY SAW IMPROVEMENT IN STUDENT READING	97% IMPROVEMENT IN STUDENT READING BY JUNE 2025 98% IMPROVEMENT IN STUDENT READING BY JUNE 2026 99% IMPROVEMENT IN STUDENT READING BY JUNE 2027
ANNUAL TITLE 1 SURVEY RESULTS(PARENT SEES IMPROVEMENT IN MATHEMATICS)	92% SAID THEY SAW IMPROVEMENT IN STUDENT MATHEMATICS	94% IMPROVEMENT IN STUDENT READING BY JUNE 2025 95% IMPROVEMENT IN STUDENT READING BY JUNE 2026 96% IMPROVEMENT IN STUDENT READING BY JUNE 2027
PARENT CONFERENCE ATTENDANCE	277/306 Parent Conference: 90.5% (Increased from 88% 24/25)	92% ATTENDANCE BY OCTOBER 2026 94% ATTENDANCE BY OCTOBER 2027 96% ATTENDANCE BY OCTOBER 2028
PARENTS COMPLETING CONFERENCE SURVEY	97 parents completed survey (98% increase from previous year)	200 Parents completing survey by October 2026 250 Parents completing survey by October 2027 300 Parents completing survey by October 2028
PC/OVERALL SATISFACTION	VS 95.7% INCREASE OF 17.9% from 77.8% 24/25 S 2.1% DECREASE of 17.3% from 19.4% 24/25 N 1.1% DECREASE of 1.7% from 2.8% 24/25 D 1.1% INCREASE of 1.1% from 0% 24/25	VS 97% S 3%
PC/COMMUNICATION	VS 92.6% INCREASE of 17.6% from 75% 24/25 S 5.3% DECREASE of 13.7% from 19% 24/25 N 2.1% DECREASE of 3.3% from 5.6% 24/25	VS 95% S 3% N 2%
PC/INFORMATION PROVIDED	VS 93.7% INCREASE of 25.3% from 68.4% 24/25 S 6.3% DECREASE of 22.6% from 28.9% 24/25 N 0%. DECREASE of 2.6% from 2.6% 24/25	VS 95% S 5%
PC/RELEVANCE	VS 92.6% INCREASE of 16.3% from 76.3% 24/25 S 7.4% DECREASE of 13.7% from 21.1% 24/25 N 0% DECREASE of 2.6% from 2.6% 24/25	VS 95% S 5%

PC/INTERACTION WITH TEACHER	VS 94.7 INCREASE of 8.6% from 86.1% 24/25 S 5.3%. DECREASE of 5.8% from 11.1% 24/25 N 0% DECREASE of 2.8% from 2.8% 24/25	VS 96% S 4%
PC/LENGTH OF CONFERENCE	VS 93.6 INCREASE of 24.2 from 69.4% 24/25 S 4.3 DECREASE of 21.1 from 25.4% 24/25 N 1.1 DECREASE of 1.5% from 2.6% 24/25 D 1.1 DECREASE of 1.5% from 2.6% 24/25	VS 96% S 4%
PC/OFFICE INTERACTION	VS 90.5 INCREASE of 24.7% from 65.8% 24/25 S 6.3 DECREASE of 20% from 26.3% 24/25 N 3.2 DECREASE of 4.7% from 7.9% 24/25	VS 95% S 5%

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	Parent Teacher Conference Week--Each teacher (1st-5th) will receive 2 release days in October to meet with parents and hold individual conferences for each student (2 x 16 x \$215 = \$6,880). TK and K will do their conferences after dismissal. A prep day will also be provided for teachers to prepare for their conferences. (21 X 215=\$4,515) An interpreter will be provided for families if necessary.	ALL	11395 Title I Part A: Parent Involvement 1130: Certificated Sub (2 x 16 x \$215 = \$6,880) Conference Subs (21 x \$215 = \$4515) Prep for teachers 400 Title I Part A: Parent Involvement 2X40: Classified Extra Duty Interpretation for Parent Conferences
2.2	Parent Engagement Nights. Teachers and Instructional Coaches will plan and prepare a literacy, mathematics and CAASPP nights to educate parents on how to help their student prepare for academic success and CAASPP performance.		2000 Title I Part A: Parent Involvement 1140: Certificated Extra Duty

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Parent conference week was implemented completely and parent and teacher surveys showed it to be a highly impactful strategy to improve school-home communication and improve student performance.

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

Goal 2 Action 1: 2150 was removed due to over-budgeting for subs and paras for translation at parent conferences.

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.

Goal 2 Action 1: Increased to include preparation time for teachers for parent conferences.

Goal 2 Action 2: Increased to \$2000

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.

IMPROVE AND STRENGTHEN EDUCATIONAL ENVIRONMENT

DGE will strengthen the educational environment through targeted professional development for teachers in instructional strategies and in the development of our Professional Learning Communities. Increasing the efficacy of our community through advanced training in the development of highly effective teaching strategies combined with the usage of the PLC model and interventions will improve student achievement.

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.

Although INCREASED SIGNIFICANTLY--ALL STUDENTS performed at a YELLOW level (SBAC ELA) and at a GREEN level (SBAC MATH)

Although INCREASED, Students with Disabilities (SWD) performed at an Orange level (SBAC) -81.7 dfs in ELA and -81.8dfs in MATH

Although INCREASED SIGNIFICANTLY ELs (no color) performed at -33.7 dfs in ELA and -35.3dfs in MATH

DGE will engage in development of our Professional Learning Community, including advanced training in PLC. DGE is seeking to accomplish more effective PLCs and improve staff capacity for utilizing data to drive instruction and provide enrichment and remediation for students who lack grade level skills. To enhance it further, effective teaching strategies will continue to be a focus for professional development. DGE teachers are committed to furthering their Professional Development through opportunities to work with Instructional Coaches and attending PD that is available.

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
Number of Release Days Utilized for SPSA Data Team	7 Release days used out of 7	7 out of 7 by June 2026
Number of Grade levels Utilizing CFAs to form intervention groups according to PLC methods and practices	2 out of 6	4 out of 6 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
3.1	Leadership team to attend PLC at Work® Institute to develop The Professional Learning Communities at	ALL	12989.60 Title I

	Work® process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement. This institute gives you and your team the knowledge and tools to implement this powerful process in your school or district.		5200: Conferences Registration 10 x \$769=\$6152 Lodging 640.20 x 8 = \$5121.60 Parking 5x50=\$250 Food \$65 x 3 x 5 =\$975 Mileage \$98.22 x 5= \$491 3225.31 Title I 1130: Certificated Sub Subs for three days for 5 teachers Provide 3 release days for 5 teachers for PLC Conference (3 x 5 x \$215/certificated sub = 3225)
3.2	Provide 1.5 release days for grade level leaders or data team for data analysis, root cause analysis, resource inequity determination, SPSA Planning. (1.5 x 7 x \$215/certificated sub = 3010)	ALL	2257.50 Title I 1130: Certificated Sub Provide 1.5 release days for 7 teachers for data analysis (1.5 x 7 x \$215/certificated sub = 2257.50)
3.3	PLC CAPS Through RCOE/Solution Tree--The CAPS Network is a three-year professional learning opportunity for principals and teacher leaders to develop and deepen their understanding and implementation of professional learning community (PLC) practices. Teams learn how to use their limited time, energy and resources on the strategies and practices that most impact teaching and learning.	ALL	9000 Title I 5200: Conferences Principals \$4000 Teachers \$1000 X 5 6450 Title I 1130: Certificated Sub 215x5x6
3.4		ALL	

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.

3.1- Only 12 teachers took full or half days to work with instructional coaches. Not implemented with fidelity as a result of the amount of professional development required of our teachers to support the curricular initiatives.

3.2 The goal was fully implemented with 14 teachers attending the PLC conference, however in order to achieve full implementation, we need all of our teachers to have the same basis of knowledge to be able to implement effectively.

3.3--3 days of release time were utilized (as of 4/2026). Not fully implemented with fidelity as a result of the amount of professional development required of our teachers to support the curricular initiatives. Utilized by K and 1st grade teachers only.

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

3.1 - Lack of fidelity 8170.00 Budgeted | 2365 Spent | Reallocated 5805 due to the under-usage of the release time for Instructional Coach support.

3.2 - Increased 18125.12 Budgeted | 34279.22 Spent | Increased the funding by 16737.02 to cover an additional instructional team (4 teachers, 1 admin) to attend an additional PLC conference.

3.3 - No Major Changes 3210 Budgeted | 641.04 Spent | 2569 Remaining as of 4/16/26

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.

(25/26 3.1) 1--This action will be discontinued in 25/26 SPSA.

(25/26 3.2) 2--This action will be continued in 25/26 SPSA, expanding to reach full training of PLC with staff by the end of 26/27.

(25/26 3.3) 3--This action will be continued in 25/26 SPSA.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$71,011.31
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$71,011.31
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	\$57,216.31
Title I Part A: Parent Involvement	\$13,795.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$71,011.31

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: \$71,011.31

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	57,216.31
Title I Part A: Parent Involvement	13,795.00

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	42,677.81
1140: Certificated Extra Duty	5,943.90
2X40: Classified Extra Duty	400.00
5200: Conferences	21,989.60

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	31,282.81
1140: Certificated Extra Duty	Title I	3,943.90
5200: Conferences	Title I	21,989.60
1130: Certificated Sub	Title I Part A: Parent Involvement	11,395.00
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	2,000.00
2X40: Classified Extra Duty	Title I Part A: Parent Involvement	400.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
23,293.90
13,795.00
33,922.41

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	
Other: DGE Site Leadership Team (Biddle/Meyers, Sundhal, Provder, DuCharme, Wiggs, Blue, Meza, Stearns)	
School Site Council	
School Data Team (Provder, Wiggs, Blue, Holloway, Murray)	
[Enter name of consulted group or committee]	[Signature of authorized person]
Kristin DuCharme--DGE Site Leadership Team/School Data Team/SSC	
Connie Jimenez--ELAC	
Kim Provder--DGE Site Leadership Team/School Data Team	
Michelle Mahlman--SSC	

1. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
2. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. This SPSA was adopted by the SSC at a public meeting on:5/14/2026.

Attested:

Leanne Edwards

Typed name of school principal

Signature of school principal

Date

Sergio Rodriguez

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