



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elsinore School	Elementary	33-75176-6032031	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 Elsinore 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 and District priorities, this plan was developed by Elsinore Elementary's School Site Council, (SSC), as a result of a comprehensive needs assessment, inclusive of a root cause analysis, and extensive collaboration with key educational partners in order, to meet the needs of students most at-risk of not meeting standards.

Educational Partner Involvement

How, when, and with whom did your Elsinore 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

The school collaborated with the following partners: Parents, School Site Council (SSC), English Language Advisory Council (ELAC), Site Leadership Team and the District Office and Principals.

Title 1 Annual Parent Meetings:

8/11/26 - 34 parents present

10/3/25 - 8 parents present

Topics covered:

What is Title 1

Annual T1 Parent Survey Summary Results

District Priorities (handout provided)

District LCAP Goals

SPSA Goals - Actions - T1 Budget

School Dashboard Data

Parent and Family Engagement Policy and School-Parent Compact for Achievement - highlight of feedback: Family tech event requested to show parents what apps are available at home to support learning and to show parents how to access these apps, request for a workshop on the topic of bullying, and suggested times for workshops were morning 8:30 am or 12:30 pm before student dismissal.

Parent feedback regarding the EES Parent and Family Engagement Policy and the School-Parent Compact for Achievement was requested. Proposed revisions to each of these documents were noted. Parents were informed that these documents once approved by the School Site Council, would be sent home as hard copies, shared digitally on ParentSquare and added to the school handbook.

Parent feedback regarding proposed SPSA actions and use of Title 1 funds was requested and noted if any.

School Site Council: (SSC):

10/14/25

-Report of Election Results

-SSC Training

-Discussed Title 1 allowable expenses

-Copy of 25-26 School Plan for Student Achievement, (SPSA) was distributed to all members and

SPSA goals and actions were presented. There were no proposed revisions to the Title 1 SPSA budget at this time.

-Reviewed Bylaws and made amendments as proposed.

-Appointment of Officers

-Review of Parent Involvement Policy and School-Family Compact and shared feedback provided from the Annual Title 1 parent meetings.

-Discussed and asked for suggestions for Parent Outreach and Parent Involvement Activities

-Discussed and requested feedback regarding Comprehensive School Safety Plan

-Discussed and approved proposed amendments to SPSA

-Committee reports from ELAC, PTA

11/13/25

-Retracted previous amendment to SSC Bylaws as LCAP District Coordinator informed school principal that member elections are required even if the number of nominees is equal to the number of vacancies on the council.

-Approval of Title 1 Part A School-Level Parent & Family Engagement Policy, School-Parent Compact for Achievement and Comprehensive School Safety Plan.

-Discussed and approved proposed amendments to SPSA - reallocated funds that were not used, since the Robotics Summer Camp was not offered and Vertical ELD PLC Team, reported needing less meeting dates and plan to only meet during 2nd semester. The funds were re-allocated to actions that were considered may need additional funds due to changes in plans, such as change from Robotics Intramural competitions during school day to after school, requiring funds to cover extra duty costs. Addition of extra duty funds were also allocated to cover the Leadership Lead to support with collective efficacy planning and data collection and reporting.

-Committee reports: ELAC, PTA

2/18/26

- Reviewed mid-year data and discussed progress on implementation of SPSA goals/actions.
- No proposed SPSA budget amendments at this time.

-Committee reports: ELAC, PTA

3/26/26

-Presented and discussed proposed amendment to bylaws to address interim vacancies, since one member retired before the end of their term.

-Completed comprehensive needs assessment for the 26-27 SPSA development. Reviewed CA 2025 Dashboard data, local data (fall-winter benchmarks). Performance gaps were noted for some student groups. Members provided the following input:

- Data analysis days for the teachers is important to discuss student progress and discussions among teachers to determine actions to get students to grade level?proficiency.
- ELPAC Prep Tutoring is needed and would like to start the tutoring earlier in the school year to ensure students can do their best on the ELPAC test. Mrs. Gomez would like to see this action also continue.
- Need to continue having specialized teachers collect data to share with staff, such as EL Facilitator, SPED Lead and Leadership rep. This allows teachers to monitor progress of student focus groups.
- Need to continue funding substitutes?for the SPED Lead and EL Facilitator to be able to participate in PLT days to allow for collaboration and discussion around progress of EL and SWD student groups.

- Parent members expressed Robotics should continue to be funded because this is an enrichment program that increases student engagement and their interest in being at school.
- Parent members indicated there is a need to have a community liaison to support parent engagement.
- Teacher SSC members indicated that professional development—capacity building with RCOE coaching is necessary to continue efforts on school improvement
- Attendance of certificated staff at the PLC conference is important to build common knowledge and language between colleagues around Professional Learning Communities, (PLC).
- Vertical ELD PLC to allow multi-grade teachers to meet and discuss instruction to support EL learners should continue to be funded since it will focus on strategies to support EL learners in academic progress and increased performance on the ELPAC test.

-Committee reports: ELAC, PTA

4/16/26

-Announced new teacher representative appointed per SSC bylaws to cover the seat due to an early retirement.

-Discussed and approved last budget amendments for the year.

-Shared Annual T1 Parent Survey Results

-Reviewed draft 2026-27 SPSA

-SSC discussed the specific actions recommended to address the goals for improving achievement in English Language Arts, Math, Science and English Language Learner progress and highlighted the identified priority student groups and the need to fund the position of Community Liaison.

-Committee reports: ELAC, PTA

5/14/26

-SPSA 2026-27 final discussion and approval.

-Reviewed SSC membership for 26-27 school year and identified only one teacher representative vacancy for the upcoming school year. LETA will hold elections for this vacancy.

-Committee reports: ELAC, PTA

English Language Advisory Committee: (ELAC):

9/19/25

-Discussed purpose of ELAC

-Presented District priorities handout provided and discussed

-Presented SPSA overview

-Presented EL Program overview and EL specific data

-Discussed importance of attendance and impact on student achievement

-Committee reports: SSC, PTA

12/12/25* - Did not meet member quorum - meeting rescheduled for 1/16/26

1/16/26

-ELAC election results shared

-ELAC officers appointed

-ELAC officer training

-Reviewed CA Dashboard Data

-Discussed Designated ELD

-Committee reports: SSC, PTA, DELAC

4/10/26

-Shared Annual T1 Parent Survey Results

-Sought feedback for SPSA 2026-27 - Parents provided the following feedback:

- Tutoring to prepare students for ELPAC
- Workshops for parents that provide specific strategies for parents on how they can support their students in Reading and Math
- More academically rigorous summer school program
- Extreme Saturdays should be more academic - for example more Math games that can allow for multiple grade students to practice math skills at home
- More shade in playground and updated playground games
- More field trips
- More presence of police at arrival and dismissal
- More supervision during recesses
- Summer School 2026 - shared it will be hosted at EES - encouraged parents to sign their students up, informed parents it will offer academic intervention in addition to enrichment activities, informed parents there will be available free transportation.

-Announced upcoming CAASPP state testing in Grades 3-5 - emphasized importance of attendance

-Committee reports: SSC, PTA, DELAC

Site Leadership: comprised of grade level leads, SPED Lead, EL Facilitator and Principal.

*Instructional Coaches Instructional coaches also participated in selected leadership release days as their schedules permitted.

Leadership Team Release Days for School Improvement Discussion and Planning:

8/22/25- Leadership-Impact Day 1

10/24/25 - Leadership-Impact Day 2

1/29/26 - Leadership-Impact Day 3

2/23/26 - Leadership-Impact Day 4

3/12/26 - Leadership-Impact Day 5

The following were the outcomes from these Leadership release days:

-Familiarity with SPSA Goals and Actions

-Mutual accountability

-Unpacking instructional rounding priorities

-Review and discussion of data/Comprehensive Needs Assessment - CA Dashboard, local benchmark assessment data comparisons, discussion of needs and performance gaps among student groups

-Review and discussion of root causes

-Protocol for identifying essential standards

-Ongoing communication of the work being completed with grade level teams

-Ongoing collection of team feedback via Kudos, Comments, Questions & Concerns and Surveys

-Needs assessment from grade levels

-Strengthened collective teacher efficacy through collaborative analysis of instructional practice and student learning data

Annual Title 1 Parent Survey

April 2026 - survey sent out for parent input on a variety of topics related to school climate, parent involvement and student achievement. Opportunities for open-ended feedback were made available in the survey.

Highlights of survey results:

- 75 parents completed the survey compared to 72 responses from the previous school year
- Overall school climate questions were rated in the "excellent" and "good" categories
- 69% of respondents indicated attending the Annual T1 Parent Meeting\
- 85% of parents reported meeting with their child's teacher at least once during the school year
- 89% to 93% of parents indicated their students have shown improvement in reading, writing and math.
- 33% of respondents indicated their child was invited to participate in the after school ELPAC prep tutoring session
- 28% of the respondents whose child was invited to participate in the after school ELPAC prep tutoring session reported their child did attend the sessions
- Questions related to reasons students are absent from school indicated that the main reason is the weather
- 96% of respondents indicated they understand what it means to be "Chronically Absent"
- 97% of respondents indicated they have access to internet at home
- 100% of respondents indicated they use PS to communicate with school staff
- Parent Teacher Conferences and Back-to-School Night were the events the majority of respondents participated in
- 97% of respondents indicated the school offers enough opportunities/events for parents/families to be involved in
- Topics of interest for parent workshops focused on:
- Technology, Vaping, Bullying Awareness and Adult English Classes
- Preferred times for parent workshops: 53% chose 8:30 - 10:00 am and 28% chose 4:00 to 6:00 p.m.
- Among open-ended answers: More shade for the playground, more police presence, ESL classes, tutoring and field trips

District Office: the LEA supported the school during 3 improvement meetings on the following dates.
 09/10/2025- System Set up, Introduction to Implementation Science.
 12/09/2025 Comprehensive Needs Assessment and Partner Feedback/Influence.
 03/03/2026- Comprehensive Needs Assessments, Annual Review, 2026-2027 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.

Elsinore Elementary School is not currently identified as eligible for ATSI and/or CSI.

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.

Elsinore Elementary School, (EES), has identified areas of need through a collaborative root cause analysis conducted with the Leadership Team, a review of California 2025 Dashboard data and a review of local assessment data used for ongoing monitoring throughout the school year.

The following root causes have been identified as persistent barriers to student achievement and continue to inform priority actions:

- While a new common curriculum and assessment system has been implemented, staff are in the early stages of learning and implementation, resulting in variability in instructional delivery, pacing, and quality across classrooms.
- Limited vertical alignment of instructional practices and expectations across grade levels has impacted consistency in skill progression and instructional coherence.
- Inconsistent use of diagnostic and formative assessment systems impacts the ability to monitor student progress and adjust instruction in a timely and effective manner.
- Limited coherence across instructional initiatives continues to impact consistency and clarity of instructional expectations.
- Ineffective use of instructional time and collaborative PLC structures limits collective impact on student learning.
- Variability in implementation of designated and integrated ELD instruction impacts consistent access to language development supports for English Learners.
- Inconsistent use of EL and classroom assessment data limits targeted instructional decision-making and progress monitoring.
- Students requiring additional academic support (EL, SWD, and Homeless Youth) continue to require more consistent access to targeted intervention and enrichment opportunities.

Identified areas in need of significant improvement, per CA Dashboard 25. All student groups in the red and orange bands.

ELA:

The "English Learner", (EL), group increased in performance and is -80.2 dfs.

The "Homeless Youth", (HY), group decreased significantly in performance and is -127.9 dfs.

The "Students with Disabilities", (SWD), group increased in performance and is -121.3 dfs.

Math:

"All students" group decreased in performance and is -93.6 dfs in Math.

The "English Learner", (EL), group increased performance but is still performing below the "All student" group and is -106 dfs.

The "Homeless Youth", (HY), group decreased significantly in performance and is -134.3 dfs.

The "Socioeconomically Disadvantaged", (SED), group, decreased in performance and is -95.4 dfs.

The "Students with Disabilities", (SWD), group increased in performance but is still performing below the "All student" group and is -117.9 dfs.

The "Hispanic" group decreased in performance and is -97 dfs.

English Learner Progress:

English Learners increased in performance on English language acquisition.

48% of English Learners are making progress on English language acquisition.

Science:

The "Hispanic" group maintained performance but is still performing below the "All student" group and earned 40.8 science points.

School Climate:

The "All students" group increased in suspension rate and has a 2.8% suspension rate.

The "English Learner", (EL), group increased in suspension rate and has a 1.4% suspension rate.

The "Hispanic" group increased in suspension rate and has a 2.7% suspension rate.

The "Socioeconomically Disadvantaged", (SED), group, increased in suspension rate and has a 2.7% suspension rate.

The "Students with Disabilities", (SWD), group increased in suspension rate and has an 8% suspension rate.

Chronic Absenteeism:

The "All student" group decreased its chronic absenteeism rate by 2.5% and has a rate of 28.8%.

The "Homeless Youth", (HY) student group decreased its chronic absenteeism rate by 10.5% and has a rate of 23.5%.

The "Socioeconomically Disadvantaged", (SED), group increased its chronic absenteeism rate by 2.3% and has a rate of 29.6%.

The "Students with Disability" (SWD) student group increased its chronic absenteeism rate by 3.4% and has a rate of 34%.

The "Black/African American" group decreased its chronic absenteeism rate by 28.5% but still has a rate higher than the all student group of 33.3%.

The "White" group increased its chronic absenteeism rate by 4.2% and has a rate of 37.5%.

The "Hispanic" group decreased its chronic absenteeism rate by 2.3% and has a rate of 27.9%.

The 26-27 SPSA has created site-specific actions as next steps to address identified needs in each of the following goals which align to the District LCAP.

Goal 1:

Local assessment and monitoring data indicate overall student growth in ELA and Mathematics as measured by iReady benchmarks; however, a significant proportion of students continue to perform below grade-level expectations, with mathematics reflecting lower proficiency rates compared to ELA. Student subgroup data continues to show persistent achievement gaps for English Learners, Students with Disabilities, and Homeless Youth, reinforcing the need for continued targeted instructional support.

iReady READING Winter results:

All students:

20% are performing 3 or more grade levels below

26% are performing 2 or more grade levels below

SWD:

42% are performing 3 or more grade levels below

33% are performing 2 or more grade levels below

EL:

31% are performing 3 or more grade levels below

31% are performing 2 or more grade levels below

HY:

27% are performing 3 or more grade levels below

29% are performing 2 or more grade levels below

iReady MATH Winter results:

All students:

20% are performing 3 or more grade levels below

31% are performing 2 or more grade levels below

SWD:

31% are performing 3 or more grade levels below

38% are performing 2 or more grade levels below

EL:

24% are performing 3 or more grade levels below

41% are performing 2 or more grade levels below

HY:

10% are performing 3 or more grade levels below

50% are performing 2 or more grade levels below

English Learner progress, as measured by the ELPI, increased from 43.5% to 48% of students making progress toward English language proficiency, indicating positive but still insufficient growth to meet desired outcomes.

In science, 5th grade CAST data and local STEM indicators highlight a continued need to strengthen access to hands-on, inquiry-based learning experiences that support scientific reasoning and application of mathematical thinking.

Family and stakeholder input through ELAC and SSC indicates a need to maintain enrichment opportunities, such as robotics, to ensure students have access to hands-on STEM learning experiences in addition to intervention supports. Local monitoring data from the robotics program indicates that participating students demonstrated measurable growth in iReady Math and engagement in STEM-related tasks, supporting the value of maintaining this opportunity.

Overall, the data indicates that while instructional improvements are contributing to student growth, continued work is needed to strengthen instructional consistency, accelerate academic achievement in mathematics, improve English language development outcomes, and expand equitable access to enrichment opportunities that support engagement and application of learning for all students, particularly identified student groups, EL, SWD and HY.

Goal 2:

Family engagement data also indicates that participation in parent workshops did not meet the annual measurable goal of a 30% increase, suggesting a need to improve outreach, accessibility, and relevance of engagement opportunities to increase participation.

In addition, the absence of Adult ESL classes due to funding constraints created a gap in support for English Learner families, with stakeholder feedback indicating continued interest in restoring these services at the site.

Community partner input from ELAC, SSC and Annual Title 1 Parent meeting indicates a continued need to expand family engagement opportunities, including interest in restoring on-site ESL classes and providing parent workshops aligned to family-identified topics of interest.

Data on student engagement indicates that chronic absenteeism decreased overall; however, the school did not meet the annual measurable goal of a 10% reduction across all student groups. This reflects a continued need to strengthen attendance supports for consistently improving student engagement.

Overall, engagement data indicates a need to strengthen both attendance systems and family engagement structures to improve participation and support student success.

Goal 3:

Local assessment data and instructional observations indicate a need to strengthen consistency in instructional practice and the effective use of assessment data across classrooms. While new mathematics assessments (SVMI, FIAB, and Amplify embedded assessments) provide actionable data, variability remains in how consistently data is interpreted and used to inform instruction during the initial stages of implementation of the new mathematics curriculum.

In addition, collaborative planning practices are not yet consistently embedded across grade levels, resulting in variation in instructional coherence, collaboration, and implementation of best first instruction during the early stages of Amplify Math curriculum implementation.

Overall, these findings indicate a need to strengthen instructional coherence, data use, and PLC-based collaboration to build collective efficacy and improve outcomes for all students, particularly identified student groups.

Steps that will be taken to address the identified areas of need in the 26-27 SPSA:

Goal 1 – Academic Excellence

EES will continue to strengthen core instruction and implement targeted supports for identified student groups, including English Learners, Students with Disabilities, and Homeless Youth. Efforts will focus on improving English language development outcomes for English Learners, accelerate progress in mathematics and science performance by offering access to tutoring and enrichment opportunities that support student engagement and application of learning through SPSA actions 1.1, 1.2, 1.3, 1.4 and 1.5.

Goal 2 – Engagement

EES will strengthen family engagement systems by expanding access to relevant and responsive parent learning opportunities, including the restoration of on-site ESL classes and funding of an onsite Community Liaison through SPSA actions 2.1, 2.2 and 2.3. In addition, the school will continue to refine attendance monitoring and intervention systems to support improved student engagement and reduce chronic absenteeism across all student groups through SPSA action 2.4

Goal 3 – Capacity Building

EES will continue to build staff capacity in data analysis and instructional planning through collaborative data use, instructional reflection through lesson demonstrations and instructional rounds, and leadership data-informed decision-making, while further developing Professional Learning Communities (PLCs) through SPSA Actions 3.1, 3.2, and 3.3. Additionally, the ELD Task Force will continue to lead discussions focused on designated ELD instruction and support the implementation of evidence-based instructional strategies designed to strengthen lesson design, increase student engagement, and improve academic outcomes for English Learners through SPSA

action 3.4. These collective efforts are intended to improve consistency in instructional practices, deepen the use of assessment data, and build collective efficacy to support improved student outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Elsinore 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
African American	2.85%	2.38%	2.78%	13	11	12
Asian	1.32%	1.08%	0.93%	6	5	4
Filipino	%	0.22%	0.23%		1	1
Hispanic/Latino	88.82%	90.48%	90.97%	405	418	393
Pacific Islander	0.22%	0.43%	0.46%	1	2	2
White	5.48%	4.55%	3.94%	25	21	17
Multiple/No Response	1.32%	0.87%	0.69%	6	4	3
Total Enrollment				456	462	432

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	16
Kindergarten	61	61	58
Grade 1	63	65	63
Grade 2	74	67	65
Grade3	83	75	69
Grade 4	79	82	79
Grade 5	82	88	82
Total Enrollment	456	462	432

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See to Comprehensive Needs Assessment.
3. See to 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	195	204	184	41.9%	42.8%	42.6%
Fluent English Proficient (FEP)	42	49	42	11.7%	9.2%	9.7%

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	80	83	72	78	81	69	78	81	69	97.5	97.6	95.8
Grade 4	76	84	82	75	78	79	75	78	79	98.7	92.9	96.3
Grade 5	90	81	86	88	80	84	88	80	84	97.8	98.8	97.7
All Grades	246	248	240	241	239	232	241	239	232	98.0	96.4	96.7

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	2351.	2343.	2355.	6.41	6.17	5.80	11.54	8.64	10.14	17.95	23.46	27.54	64.10	61.73	56.52
Grade 4	2388.	2400.	2398.	5.33	5.13	8.86	9.33	15.38	8.86	20.00	24.36	16.46	65.33	55.13	65.82
Grade 5	2442.	2423.	2447.	6.82	5.00	5.95	14.77	10.00	22.62	29.55	28.75	27.38	48.86	56.25	44.05
All Grades	N/A	N/A	N/A	6.22	5.44	6.90	12.03	11.30	14.22	22.82	25.52	23.71	58.92	57.74	55.17

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	8.97	4.94	1.45	46.15	51.85	63.77	44.87	43.21	34.78
Grade 4	5.33	8.97	5.06	58.67	52.56	62.03	36.00	38.46	32.91
Grade 5	5.68	2.50	5.95	59.09	63.75	63.10	35.23	33.75	30.95
All Grades	6.64	5.44	4.31	54.77	56.07	62.93	38.59	38.49	32.76

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	5.13	6.17	2.90	37.18	37.04	42.03	57.69	56.79	55.07
Grade 4	5.33	3.85	5.06	40.00	46.15	49.37	54.67	50.00	45.57
Grade 5	7.95	3.75	4.76	48.86	38.75	59.52	43.18	57.50	35.71
All Grades	6.22	4.60	4.31	42.32	40.59	50.86	51.45	54.81	44.83

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	7.69	6.17	4.35	67.95	64.20	66.67	24.36	29.63	28.99
Grade 4	2.67	8.97	6.33	66.67	67.95	60.76	30.67	23.08	32.91
Grade 5	7.95	2.50	4.76	69.32	58.75	71.43	22.73	38.75	23.81
All Grades	6.22	5.86	5.17	68.05	63.60	66.38	25.73	30.54	28.45

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	5.13	3.70	2.90	53.85	56.79	59.42	41.03	39.51	37.68
Grade 4	2.67	3.85	2.53	64.00	58.97	62.03	33.33	37.18	35.44
Grade 5	6.82	7.50	9.52	59.09	58.75	61.90	34.09	33.75	28.57
All Grades	4.98	5.02	5.17	58.92	58.16	61.21	36.10	36.82	33.62

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	80	83	72	78	83	71	78	83	71	97.5	100	98.6
Grade 4	77	83	82	76	80	82	76	80	82	98.7	96.4	100
Grade 5	90	81	86	89	81	85	89	81	85	98.9	100	98.8
All Grades	247	247	240	243	244	238	243	244	238	98.4	98.8	99.2

* 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	2371.	2359.	2355.	3.85	3.61	1.41	10.26	14.46	12.68	32.05	19.28	16.90	53.85	62.65	69.01
Grade 4	2397.	2412.	2397.	5.26	5.00	3.66	9.21	18.75	12.20	22.37	22.50	26.83	63.16	53.75	57.32
Grade 5	2423.	2403.	2411.	3.37	3.70	2.35	1.12	6.17	2.35	31.46	14.81	25.88	64.04	75.31	69.41
Grade 11															
All Grades	N/A	N/A	N/A	4.12	4.10	2.52	6.58	13.11	8.82	28.81	18.85	23.53	60.49	63.93	65.13

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	5.13	6.02	4.23	39.74	38.55	30.99	55.13	55.42	64.79
Grade 4	6.58	7.50	6.10	32.89	43.75	28.05	60.53	48.75	65.85
Grade 5	5.62	3.70	1.18	29.21	24.69	36.47	65.17	71.60	62.35
Grade 11									
All Grades	5.76	5.74	3.78	33.74	35.66	31.93	60.49	58.61	64.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.13	7.23	2.82	48.72	30.12	38.03	46.15	62.65	59.15
Grade 4	6.58	5.00	4.88	30.26	37.50	40.24	63.16	57.50	54.88
Grade 5	3.37	1.23	2.35	40.45	32.10	44.71	56.18	66.67	52.94
All Grades	4.94	4.51	3.36	39.92	33.20	41.18	55.14	62.30	55.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.69	6.02	2.82	61.54	45.78	54.93	30.77	48.19	42.25
Grade 4	2.63	6.25	2.44	50.00	43.75	43.90	47.37	50.00	53.66
Grade 5	0.00	2.47	1.18	58.43	48.15	41.18	41.57	49.38	57.65
All Grades	3.29	4.92	2.10	56.79	45.90	46.22	39.92	49.18	51.68

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	1412.7	1378.1	1410.1	1421.0	1380.2	1413.9	1393.3	1372.9	1401.0	34	38	34
1	1457.6	1425.1	1439.9	1467.6	1433.5	1446.7	1447.1	1416.1	1432.6	32	31	30
2	1463.8	1458.3	1441.7	1465.1	1458.7	1433.0	1461.9	1457.7	1449.9	39	32	31
3	1475.6	1467.8	1467.7	1479.7	1464.2	1457.5	1470.9	1471.0	1477.5	36	43	31
4	1505.8	1502.2	1490.4	1501.6	1504.0	1493.1	1509.7	1499.7	1487.1	23	33	39
5	1517.6	1533.6	1520.5	1514.2	1532.8	1526.7	1520.5	1533.9	1513.9	40	24	31
All Grades										204	201	196

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	8.82	10.53	8.82	26.47	13.16	26.47	44.12	44.74	44.12	20.59	31.58	20.59	34	38	34
1	6.25	6.45	6.67	46.88	16.13	30.00	34.38	51.61	53.33	12.50	25.81	10.00	32	31	30
2	0.00	6.25	3.23	43.59	37.50	22.58	48.72	40.63	54.84	7.69	15.63	19.35	39	32	31
3	5.56	11.63	6.45	38.89	20.93	25.81	33.33	32.56	41.94	22.22	34.88	25.81	36	43	31
4	13.04	9.09	5.13	43.48	60.61	38.46	43.48	12.12	38.46	0.00	18.18	17.95	23	33	39
5	12.50	29.17	29.03	50.00	50.00	35.48	27.50	16.67	16.13	10.00	4.17	19.35	40	24	31
All Grades	7.35	11.44	9.69	41.67	31.34	30.10	38.24	33.83	41.33	12.75	23.38	18.88	204	201	196

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	8.82	7.89	11.76	35.29	10.53	29.41	32.35	50.00	29.41	23.53	31.58	29.41	34	38	34
1	25.00	9.68	10.00	37.50	38.71	33.33	31.25	25.81	43.33	6.25	25.81	13.33	32	31	30
2	5.13	18.75	3.23	56.41	37.50	38.71	25.64	31.25	32.26	12.82	12.50	25.81	39	32	31
3	19.44	27.91	19.35	44.44	27.91	32.26	27.78	11.63	19.35	8.33	32.56	29.03	36	43	31
4	26.09	51.52	33.33	65.22	27.27	46.15	8.70	9.09	7.69	0.00	12.12	12.82	23	33	39
5	30.00	58.33	54.84	52.50	29.17	25.81	12.50	8.33	6.45	5.00	4.17	12.90	40	24	31
All Grades	18.63	27.36	22.45	48.04	27.86	34.69	23.53	23.38	22.45	9.80	21.39	20.41	204	201	196

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		7.89	8.82		18.42	14.71		47.37	67.65		26.32	8.82		38	34
1		0.00	0.00		25.81	33.33		45.16	50.00		29.03	16.67		31	30
2		0.00	0.00		34.38	22.58		34.38	45.16		31.25	32.26		32	31
3		4.65	3.23		13.95	9.68		41.86	61.29		39.53	25.81		43	31
4		3.03	0.00		33.33	17.95		24.24	48.72		39.39	33.33		33	39
5		4.17	3.23		33.33	32.26		54.17	35.48		8.33	29.03		24	31
All Grades	4.90	3.48	2.55	20.10	25.37	21.43	51.47	40.80	51.53	23.53	30.35	24.49	204	201	196

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	11.76	5.26	5.88	76.47	71.05	79.41	11.76	23.68	14.71	34	38	34
1	56.25	22.58	30.00	43.75	54.84	66.67	0.00	22.58	3.33	32	31	30
2	17.95	15.63	6.45	82.05	71.88	64.52	0.00	12.50	29.03	39	32	31
3	13.89	16.28	12.90	69.44	55.81	54.84	16.67	27.91	32.26	36	43	31
4	39.13	51.52	20.51	60.87	36.36	58.97	0.00	12.12	20.51	23	33	39
5	15.00	29.17	38.71	77.50	66.67	45.16	7.50	4.17	16.13	40	24	31
All Grades	24.02	22.39	18.88	69.61	59.20	61.73	6.37	18.41	19.39	204	201	196

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	15.15	13.16	14.71	57.58	47.37	47.06	27.27	39.47	38.24	33	38	34
1	15.63	6.45	6.67	56.25	70.97	70.00	28.13	22.58	23.33	32	31	30
2	12.82	18.75	16.13	74.36	65.63	64.52	12.82	15.63	19.35	39	32	31
3	27.78	32.56	35.48	52.78	32.56	32.26	19.44	34.88	32.26	36	43	31
4	30.43	42.42	48.72	65.22	39.39	38.46	4.35	18.18	12.82	23	33	39
5	65.00	83.33	77.42	27.50	8.33	9.68	7.50	8.33	12.90	40	24	31
All Grades	28.57	30.35	33.67	54.68	44.78	43.37	16.75	24.88	22.96	203	201	196

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	2.94	7.89	8.82	85.29	60.53	82.35	11.76	31.58	8.82	34	38	34
1	12.90	9.68	3.33	58.06	48.39	76.67	29.03	41.94	20.00	31	31	30
2	5.13	0.00	0.00	69.23	62.50	64.52	25.64	37.50	35.48	39	32	31
3	0.00	2.33	3.23	38.89	39.53	64.52	61.11	58.14	32.26	36	43	31
4	13.04	3.03	0.00	52.17	54.55	43.59	34.78	42.42	56.41	23	33	39
5	7.50	4.17	12.90	60.00	79.17	58.06	32.50	16.67	29.03	40	24	31
All Grades	6.40	4.48	4.59	61.08	55.72	64.29	32.51	39.80	31.12	203	201	196

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	26.47	21.05	23.53	61.76	47.37	61.76	11.76	31.58	14.71	34	38	34
1	3.13	0.00	3.33	75.00	80.65	80.00	21.88	19.35	16.67	32	31	30
2	5.13	6.25	16.13	79.49	65.63	58.06	15.38	28.13	25.81	39	32	31
3	16.67	11.63	3.23	58.33	65.12	74.19	25.00	23.26	22.58	36	43	31
4	8.70	24.24	0.00	78.26	48.48	79.49	13.04	27.27	20.51	23	33	39
5	12.50	20.83	3.57	72.50	70.83	78.57	15.00	8.33	17.86	40	24	28
All Grades	12.25	13.93	8.29	70.59	62.19	72.02	17.16	23.88	19.69	204	201	193

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
462	95.2%	44.2%	1.1%
Total Number of Students enrolled in Elsinore 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	204	44.2%
Foster Youth	5	1.1%
Homeless	62	13.4%
Socioeconomically Disadvantaged	440	95.2%
Students with Disabilities	83	18%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.4%
American Indian	0	0.0%
Asian	5	1.1%
Filipino	1	0.2%
Hispanic	418	90.5%
Two or More Races	4	0.9%
Pacific Islander	2	0.4%
White	21	4.5%

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

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

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

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



2025 Fall Dashboard Overall Performance for All Students

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

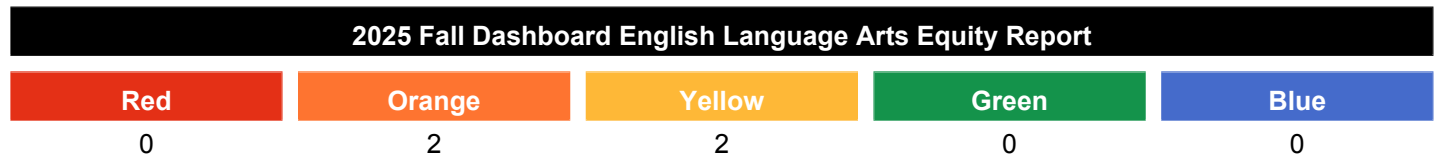
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 65.8 points below standard Increased 9.5 points 225 Students	English Learners  Orange 80.9 points below standard Increased 12.9 points 119 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 127.9 points below standard Declined 43.5 points 23 Students	Socioeconomically Disadvantaged  Yellow 68.2 points below standard Increased 10.6 points 217 Students

Students with Disabilities  Orange 118 points below standard Increased 13.4 points 46 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 69.6 points below standard Increased 10.7 points 204 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 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

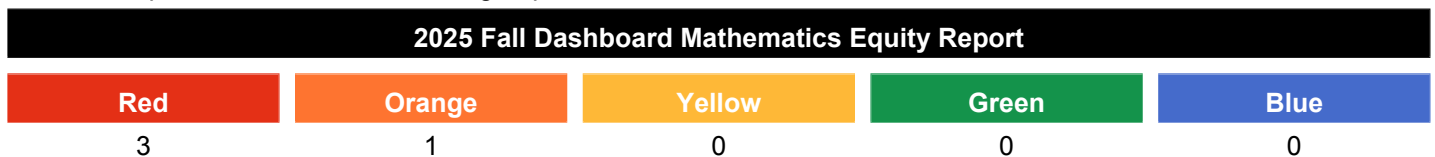
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 93.8 points below standard Declined 7.6 points 230 Students	English Learners  Red 105.9 points below standard Declined 12.1 points 125 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 134.3 points below standard Declined 43.4 points 28 Students	Socioeconomically Disadvantaged  Red 95.7 points below standard Declined 6.9 points 223 Students

Students with Disabilities  Orange 117.9 points below standard Increased 8.7 points 46 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 97.3 points below standard Declined 8.6 points 209 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 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 Science

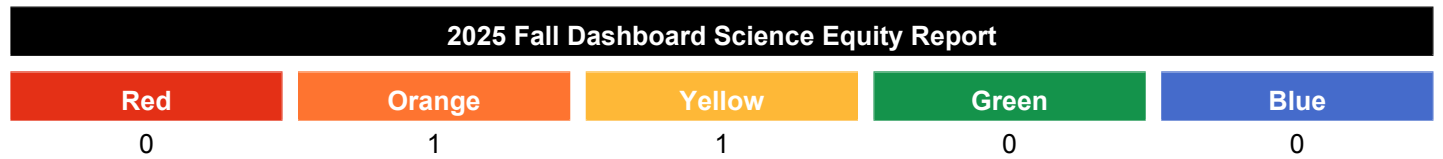
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 41.6 science points Maintained 1.7 points 83 Students	English Learners  No Performance Color 36.9 science points Maintained -0.4 points 42 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 8 Students	Socioeconomically Disadvantaged  Yellow 40.8 science points Increased 2 points 80 Students

Students with Disabilities  No Performance Color 31.1 science points Increased 2.5 points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Orange 40.8 science points Maintained 0.8 points 75 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 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.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
48 making progress.	making progress.
Number Students: 148 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
14.2%	37.8%	0%	48%

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

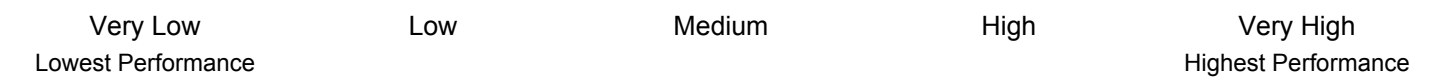
Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

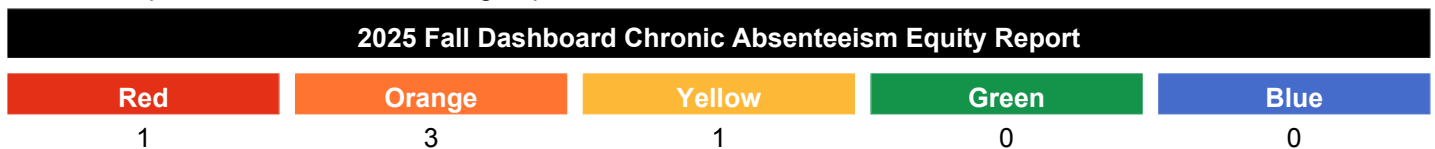
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 28.8% Chronically Absent Declined 2.5 489 Students	English Learners  Yellow 20.5% Chronically Absent Declined 4.9 215 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless  Orange 23.5% Chronically Absent Declined 10.4 68 Students	Socioeconomically Disadvantaged  Orange 29.6% Chronically Absent Declined 2.3 467 Students

Students with Disabilities  Red 34% Chronically Absent Increased 3.4 100 Students	African American  No Performance Color 33.3% Chronically Absent Declined 28.2 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 27.9% Chronically Absent Declined 2.3 441 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 37.5% Chronically Absent Increased 4.2 24 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 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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

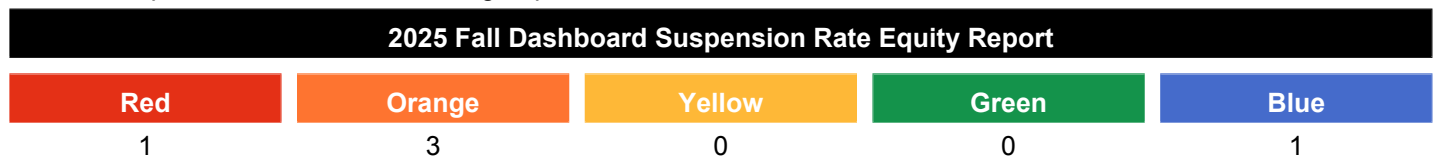
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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	English Learners	Long-Term English Learners
 Orange 2.8% suspended at least one day Increased 1.6% 499 Students	 Orange 1.4% suspended at least one day Increased 0.9% 219 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 Blue 0% suspended at least one day Declined 1.9% 72 Students	 Orange 2.9% suspended at least one day Increased 1.6% 477 Students

Students with Disabilities  Red 8% suspended at least one day Increased 4.9% 100 Students	African American  No Performance Color 0% suspended at least one day Declined 7.7% 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 2.7% suspended at least one day Increased 1.8% 451 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 8.3% suspended at least one day Increased 4.6% 24 Students

Conclusions based on this data:

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

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
Lorraine Burris	X				
Sandra Diaz		X			
Marcelino Allison		X			
Alicia Becerra		X			
Arlette Vidal			X		
Elizabeth Gomez				X	
Yakelin Conde Orozco				X	
Minerva Palacios				X	
Thelma de Leon				X	
Ana Ramirez				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, (ELA), Math, and English Learner Progress.
EES seeks to improve outcomes for all students in ELA, Math, ELPI and Science.

Goal 1a) ELA

All students will demonstrate continuous growth toward grade-level proficiency in English Language Arts through high-quality instruction, data-informed practices, and targeted support. Students in grades 3-5 and identified student groups will decrease dfs by 10 dfs on ELA CAASPP.

Goal 1b) Math

All students will demonstrate continuous growth toward grade-level proficiency in mathematics through the implementation of standards-aligned instruction, effective use of data, and targeted intervention. Students in grades 3-5 and identified student groups will decrease dfs by 10 dfs on Math CAASPP.

Goal 1c) English Learner Progress

EL students will increase 5.2% as measured by ELPI.

Goal 1d) Science

Students in grade 5 who are participating or have participated in robotics will show growth toward grade-level proficiency in science through standards-aligned instruction and opportunities for hands-on, inquiry-based STEM learning, including participation in programs such as robotics. Students will show an increase of 2 science points on CAST.

All students will demonstrate growth toward grade-level proficiency in science through standards-aligned instruction and opportunities for hands-on, inquiry-based STEM learning, including participation in programs such as robotics as measured by local iReady data.

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.

A review of California Dashboard data and local assessment results indicates continued gaps in academic achievement across English Language Arts, Mathematics, Science, and English Learner Progress indicators. Persistent performance gaps are observed among English Learners (EL), Students with Disabilities (SWD), and Homeless Youth (HY), highlighting the need for continued targeted instructional support to accelerate academic progress.

Local iReady benchmark data shows overall student growth in both Reading and Mathematics; however, a significant proportion of students continue to perform below grade-level expectations. While Reading data reflects gradual movement out of the lowest performance bands and increases in students approaching or meeting grade-level expectations, Mathematics data indicates that fewer students are reaching proficiency, with most growth occurring in movement between below-grade-level performance bands. These trends indicate a continued need to strengthen core instruction and accelerate student progress toward grade-level proficiency, particularly in mathematics.

English Learner progress, as measured by the English Learner Progress Indicator (ELPI), shows an increase from 43.5% to 48% of students making progress toward English language proficiency (+4.4%). While this reflects positive growth, overall performance remains below the desired level, indicating a continued need to strengthen consistent implementation of designated and integrated English Language Development (ELD) instruction to accelerate language acquisition and academic language development.

In science, 5th grade CAST performance data and local STEM indicators highlight a need to increase access to hands-on, inquiry-based learning experiences to strengthen student understanding of science concepts and application of mathematical reasoning.

Input from families through ELAC and SSC indicates a desire to maintain enrichment opportunities such as robotics, as community partners have expressed concern that instruction tends to focus primarily on intervention rather than enrichment experiences.

Local monitoring data from the school's robotics program further supports this need. Of the 24 participating students, 62.5% demonstrated growth in iReady Math from fall to winter, including 67% of English Learners and 100% of Students with Disabilities in the program.

These results indicate that structured, hands-on STEM learning experiences support student engagement and provide opportunities to apply mathematical thinking and science and engineering practices in authentic contexts. Maintaining access to this robotics program provides a meaningful enrichment opportunity that complements intervention efforts and supports student engagement and academic growth.

Overall, the data indicates that while current instructional practices and enrichment opportunities are supporting student growth, additional focus is needed to accelerate progress toward grade-level proficiency in mathematics and English language development while maintaining equitable access to hands-on STEM learning experiences that support engagement and achievement, particularly for identified student groups.

Steps to Address Identified Needs:

These steps will prioritize servicing identified student groups, English Learners, Students with Disabilities and Homeless Youth.

- Provide tutoring for ELPAC preparation to support English Learner language development and assessment readiness.
- Implement a robotics program to provide structured, hands-on STEM learning experiences that develop science and engineering practices, problem-solving skills, design thinking, and application of mathematical reasoning in real-world contexts. The program will also include

opportunities for instructional planning, progress monitoring, and student engagement through project-based learning and intramural competition to increase interest and achievement in mathematics and science.

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-CAASPP	Baseline CA Dashboard 23: -71.9 dfs CA Dashboard 24: -77.3 dfs Actual outcome 2025: -65.8	+10 dfs in ELA, from -65.8 dfs to -55.8 dfs as measured by CAASPP June 2026
dfs/ELA,SWD-CAASPP	Baseline CA Dashboard 23: -108.3 dfs CA Dashboard 24: -137.6 dfs Outcome 2025: -118	+10 dfs in ELA, from -118 dfs to -108 dfs as measured by CAASPP June 2026
dfs/ELA,EL-CAASPP	Baseline CA Dashboard 23: -89.4 dfs CA Dashboard 24: -94.6 dfs Actual outcome 2025: -80.9	+10 dfs in ELA, from -80.9 dfs to -70.9 dfs as measured by CAASPP June 2026
dfs/ELA,HY-CAASPP	Baseline CA Dashboard 25: -127.9	+10 dfs in ELA from -127.9 to -117.9 dfs as measured by CAASPP June 2026
dfs/MATH-CAASPP	Baseline CA Dashboard 23: -82.9 dfs CA Dashboard 24: -87.2 dfs Actual outcome 2025: -93.8	+10 dfs in Math, from -93.8 dfs to -83.8 dfs as measured by CAASPP June 2026
dfs/MATH,SWD-CAASPP	Baseline CA Dashboard 23: -112.6 dfs CA Dashboard 24: -129.6 dfs Actual outcome 2025: -117.9	+10 dfs in Math, from -117.9 dfs to -107.9 dfs as measured by CAASPP June 2026

dfs/MATH,EL-CAASPP	Baseline CA Dashboard 24: -94.6 dfs Actual outcome 2025: -105.9	+10 dfs in Math, from -105.9 dfs to -95.9 dfs as measured by CAASPP June 2026
dfs/MATH,HY-CAASPP	Baseline CA Dashboard 25: -134.3	+10 dfs in Math, from -134.3 to 124.3 dfs as measured by CAASPP June 2026
%/English Learner Progress-ELPI	Baseline ELPI 2024: 43.5% making progress • 5.9% Actual outcome 2025: 48% making progress +4.4%	+5.2 % on English Language Progress, from 48% to 53.2% as measured by ELPI June 2026
SCIENCE Points - CAST	Baseline CA Dashboard 25: (Measured by Science points, no longer dfs) 41.6 points	+2 points in Science, from 41.6 to 43.6 as measured by CAST June 2026
SCIENCE Points - SWD - CAST	Baseline CA Dashboard 25: (Measured by Science points, no longer dfs) 31.1 points	+2 points in Science, from 31.1 to 33.1 as measured by CAST June 2026
SCIENCE Points - EL - CAST	Baseline CA Dashboard 25: (Measured by Science points, no longer dfs) 36.9 points	+2 points in Science, from 36.9 to 38.9 as measured by CAST June 2026
SCIENCE Points - HY - CAST	Baseline CA Dashboard 25: (Measured by Science points, no longer dfs) Student group too small - no data available	+2 points in Science as measured by CAST June 2026

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	Tutoring - ELPAC Prep Provide after school tutoring in for ELPAC prep. Teachers/Bilingual Paraeducators will tutor identified students, not specifically their own classroom. Funding will include, 1 hour of tutoring prep and 1 hour of data collection and data entry. 4 teachers X 12 hrs. X \$93.06 extra duty Expanded Learning MOU rate = \$4,466.88 4 teachers X 2 hrs. prep/data collection/entry X \$80.35 extra duty Non-expanded Learning MOU rate = \$642.80 Total: \$5,109.68 2 paras X 12 hrs. X \$35 extra duty rate = \$840	EL, SWD & HY	5,110 Title I 1140: Certificated Extra Duty 840 Title I 2X40: Classified Extra Duty

1.2	Robotics Planning: Provide up to 10 hours of certificated extra duty pay for robotics planning,(instruction and intra-murals) 10 hrs X \$80.35 extra duty Non-expanded Learning MOU rate X 1 Robotics Teacher = \$803.50	EL, SWD & HY	804 Title I 1140: Certificated Extra Duty
1.3	Robotics Instruction: Provide Robotics Instruction after school to increase STEM exposure and improve mathematical thinking in students through coding and robotics competitions, in order to improve CAST scores. 4 hrs X 28 weeks X \$93.06 certificated extra duty Expanded Learning MOU rate = \$10,422.72* *(Deduct 30 STEM MOU hours @ \$80.35 per fiscal = \$2,410.50) = \$8,012.22 4 hrs. X 28 weeks X \$35 classified extra duty = \$3,920	EL, SWD & HY	8,013 Title I 1140: Certificated Extra Duty 3,920 Title I 2X40: Classified Extra Duty
1.4	Robotics Progress Monitoring: Provide up to 6 hours of extra duty pay for data collection and progress monitoring of students participating in Robotics. 6 hrs X \$80.35 extra duty Non-expanded Learning MOU rate X 1 Robotics Teacher = \$482.10	EL, SWD & HY	483 Title I 1140: Certificated Extra Duty
1.5	Robotics Intramural Competitions 4 competitions X 5 hours ED Non-expanded Learning MOU rate \$80.35 X 1 Robotics Teacher = \$1,607 4 competitions X 5 hours ED classified rate \$35 X 1 Robotics Para-professional = \$700 ED to include set up, competition and clean up.	EL, SWD & HY	1,618 Title I 1140: Certificated Extra Duty 700 Title I 2X40: Classified Extra Duty

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Goal 1- per SPSA 2025-26

Action 1.1 – Data analysis and Instructional Planning

All grade levels, along with special education teachers and instructional coaches, participated in one full release day in January/February focused on data analysis and instructional planning. These release days were jointly funded through Title I (SPSA) and the Literacy Grant (LCRSET), as the work supported both ELA and Math instruction.

A key impact of this action was the increased capacity of teachers to analyze and use multiple data sources to inform instruction. The inclusion of i-Ready representatives during one of the release days was particularly effective, as it provided targeted training on interpreting assessment data, comparing fall to winter growth, and using results to develop differentiated instructional groupings. This was especially impactful given that approximately half of the staff had not previously piloted the i-Ready assessment platform, resulting in increased consistency in data understanding and use across grade levels.

Post-release day survey results indicated a strong positive impact on teacher practice, with the majority of staff reporting that the professional learning was highly beneficial in identifying ELA and Math instructional needs. Teachers also reported increased confidence in using data to guide small group instruction and instructional planning.

Overall, this action contributed to improved data literacy among staff and strengthened the alignment between assessment data and instructional decision-making.

Instructional planning days in Math were offered to all grade levels; however, most teams elected to utilize these release days later in the spring (April–May). This decision reflected thoughtful consideration of existing professional development demands and the need for increased familiarity with the new Amplify Math curriculum. While the full impact on student outcomes is still forthcoming, this strategic delay is expected to result in more focused, data-informed planning and stronger alignment to instructional practices.

Action 1.2 - Tutoring

ELPAC test preparation tutoring was provided in February for English Learner students in 1st and 3rd–5th grades, with priority enrollment given to students with ELPI levels 2H–3H. Instructional support was intentionally focused on key ELPAC domains, with 1st grade receiving tutoring in Speaking, Reading, and Writing, and grades 3–5 targeting Reading and Writing skills.

This targeted intervention was designed to strengthen students' language development skills in preparation for the ELPAC assessment and to support growth toward reclassification readiness.

While final ELPAC results will not be available until May 2026, the effectiveness of this action will be measured by comparing 2025 and 2026 ELPAC overall performance as well as ELPI growth data. Additional indicators of impact will include student progress in iReady reading data.

Overall, this action is expected to contribute to improved performance on the ELPAC and accelerated language acquisition for participating English Learners.

Action 1.3 - MTSS data gathering

Data gathering and monitoring occurred throughout the year; however, implementation was less consistent compared to the previous year due to increased teacher commitments related to multiple district-wide curriculum adoptions and the implementation of new instructional and assessment platforms. As a result, site administration provided additional support to ensure continuity of data monitoring practices.

Despite these challenges, data status reports were consistently developed and presented during leadership and staff meetings. The regular sharing of these reports strengthened schoolwide data-driven decision-making by maintaining a clear focus on student achievement trends and instructional priorities.

This ongoing review of data allowed staff and leadership teams to identify achievement gaps more efficiently, monitor student progress more closely, and respond with more timely and targeted instructional supports. These adjustments contributed to improved alignment of interventions and strengthened instructional responsiveness across grade levels.

Overall, while the frequency of teacher-led data monitoring decreased, administrative support and structured data reporting helped maintain a strong focus on student outcomes and ensured continued progress toward data-informed instruction.

Action 1.4 – MTSS members participate in PLC meetings

This action was not implemented.

Action 1.5 – Robotics Instruction

Robotics instruction was provided after school for students in grades 3–5 to increase STEM exposure and strengthen mathematical thinking through coding, engineering design, and robotics competitions. Students engaged in hands-on learning experiences that required problem-solving, logical reasoning, and application of mathematical concepts in real-world design challenges.

The program supported students in applying STEM skills through iterative design, programming, and participation in intramural robotics competitions, which promoted collaboration, persistence, and critical thinking.

Student progress in mathematics was monitored during the school year using i-Ready Math data to provide ongoing insight into skill development and instructional needs. While these interim measures indicate student growth in mathematical understanding and problem-solving skills, CAST assessment data for science will only be available for 5th grade students and will not be released until the end of the school year.

Per progress-monitoring data, of the 24 students who participated in robotics:

- 38% were EL students
- 67% of ELL showed growth on iReady Math Assessments, (fall – winter).
- 12.5% were students with disabilities, (SWD).
- 100% of SWD showed growth on iReady Math Assessments, (fall – winter).
- 62.5% of all students showed growth in iReady Math Assessments, (fall-winter)

The full impact of this action on CAST performance and science-related outcomes will be more accurately determined through end-of-year results and future longitudinal data. However, early indicators suggest increased student engagement in STEM-related tasks and improved application of mathematical reasoning during robotics activities.

Overall, this action expanded STEM learning opportunities and is expected to support long-term improvement in mathematical thinking and science achievement as measured by CAST.

Here's the revised version:

Action 1.6 – Robotics Summer Camp

This action was not implemented.

Action 1.7 – Robotics Planning

The site robotics teacher was provided release time and extra duty pay to support strategic planning for robotics instruction and to strengthen implementation of the site robotics program. This dedicated time allowed for intentional development of instructional plans, and refinement of robotics lessons.

In addition, collaboration time was provided between robotics instructors across participating elementary schools. This cross-district planning strengthened consistency in program implementation and supported the development of shared expectations for intramural robotics competitions, including scoring procedures and event coordination.

This action was effective in increasing program coherence and instructional quality by ensuring that staff had protected time to design, align, and refine robotics instruction across the district. It also contributed to improved collaboration across sites, resulting in more organized and consistent robotics competitions.

Overall, providing structured planning time supported the continued growth and sustainability of the robotics program at both the site and district levels and enhanced the quality of STEM learning opportunities for students.

Action 1.8 – Intramural Robotics Competitions

Four intramural robotics competitions were held during the school year, providing students in elementary robotics teams with opportunities to collaborate across schools, develop competition strategies, and apply STEM skills in authentic robotics challenges. These events created structured opportunities for students to engage in problem-solving, teamwork, and iterative design within a competitive STEM environment.

The competitions were well attended by students and families, contributing to increased school-community engagement and the development of a supportive network among participating students and their families. This helped strengthen

interest and investment in STEM learning beyond the classroom.

Additionally, the competitions served as a motivating factor for students to further develop and apply STEM concepts and skills, including coding, engineering design, and mathematical reasoning. Students demonstrated increased engagement and persistence in refining strategies and improving robot performance over time.

Overall, this action effectively enhanced student engagement in STEM learning, strengthened school and family connections, and provided meaningful opportunities for students to apply STEM skills in collaborative, real-world problem-solving contexts. Continued implementation is expected to further support student motivation and growth in STEM-related competencies.

Action 1.9 – Robotics Progress Monitoring

The robotics instructor provided mid-year progress monitoring data using iReady Math results and will provide an end-of-year report comparing student performance across fall, winter, and spring diagnostic windows. Data was disaggregated to monitor the progress of identified student groups, including English Learners (EL) and Students with Disabilities (SWD), ensuring alignment with schoolwide equity goals.

This action was effective in establishing a structured system for monitoring student growth connected to participation in the robotics program. The use of i-Ready Math data allowed for ongoing analysis of students' mathematical development, particularly in areas related to problem-solving and conceptual understanding.

Additionally, disaggregation of data strengthened the site's ability to identify trends, monitor progress of focus student groups, and inform targeted supports where needed.

Overall, this action enhanced accountability and data transparency within the robotics program, ensuring that student progress was regularly monitored and that instructional decisions could be adjusted to better support student outcomes.

Overall Effectiveness:

Data results indicate that current Goal 1 actions are generally effective in supporting student growth.

- CAASPP Expected annual outcomes in ELA, +10 dfs were met for All students, SWD and ELL students.
- CAASPP Expected annual outcomes in Math, +10 dfs were not met for any student groups. However, it is worth highlighting that the only identified group that showed growth was the SWD group with +8.7 dfs.
- English Learner Progress Indicator, (ELPI) the expected annual outcome (+5.2%) was not fully met; however, EL performance increased by +4.4%, indicating continued progress toward English language proficiency.
- Due to changes in the CAST assessment reporting structure, scale scores are no longer reported in Distance from Standard (DFS), and the 2025–26 administration will serve as a new baseline year. Therefore, prior DFS-based annual outcome comparisons cannot be made to determine if annual outcomes in Science were met.

Local iReady Reading and Math data collected throughout the current school year for all identified student groups, also shows overall student growth in ELA and Math achievement between fall and winter benchmark assessment results in grades 1-5.

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

Goal 1- per SPSA 2025-26

Action 1.1 – Data analysis and Instructional Planning

Budgeted amount: \$14,966 (Certificated Sub Costs)

Actual expenditure: \$5,308.53(Certificated Sub Costs)

Difference due to: A reduced need for additional site-funded release days since, during the school year, teachers participated in multiple district- and site-provided professional development and release days related to the implementation of new literacy and mathematics curriculum and assessment platforms. As a result, fewer SPSA-funded release days were utilized for data analysis and instructional planning than originally budgeted. Teachers also requested additional time with curriculum implementation in order to be more strategic during instructional planning release days. Prior to the end of the school year, additional expenditures are expected, as most grade level teams have expressed interest in scheduling an additional release day for data analysis and instructional planning using the new

math curriculum, facilitated by site instructional coaches. This additional planning time is intended to support teachers in preparing for effective implementation in the upcoming school year.

Action 1.2 - Tutoring

Budgeted amount: \$1,513 (Certificated Extra Duty)

\$1,920 (Classified Extra Duty)

Actual expenditure: \$837.54 (Certificated Extra Duty)

\$630 (Classified Extra Duty)

Difference due to: Limited availability of certificated teachers and paraeducators to provide tutoring sessions after school, resulted in fewer sessions being offered than originally planned, which also impacted the ability to offer CAASPP preparation tutoring. Given the staffing constraints, it was determined that priority would be placed on ELPAC preparation, as English Learner students are a focus student group and ELAC members requested that ELPAC test preparation be prioritized. Lastly, extra duty timesheets for tutoring prep and data collection have not been submitted by teachers as of 4/17/26. Teachers have been reminded to submit all outstanding timesheets prior to the conclusion of the school year to ensure accurate reporting of expenditures.

Action 1.3 - Multi-tiered Systems of Support, (MTSS) Data Gathering

Budgeted amount : \$4,876 (Certificated Extra Duty)

Actual expenditure: \$UNDETERMINED because teachers have not submitted time sheets

Difference due to: Selected MTSS teachers engaged in data gathering and analysis as data became available and as schedules permitted, due to increased professional learning commitments and implementation demands during the school year. These conditions impacted the frequency and consistency of some data-related activities across the site. In addition, not all timesheets have been submitted as of 4/17/26. Teachers have been reminded to submit all outstanding timesheets prior to the conclusion of the school year to ensure accurate reporting of expenditures.

Action 1.4 - Multi-tiered Systems of Support, (MTSS) Members Participate in PLC Meetings:

Budgeted amount: \$4,067 (Certificated sub cost)

Actual expenditure:\$0

Difference due to: Increased professional learning commitments and implementation demands during the school year resulted in competing demands on available substitute coverage. In addition, the EL Facilitator was on an extended medical leave for the majority of the first semester, which further limited the ability to implement planned PLC release time and utilize budgeted substitute costs.

Action 1.5 - Robotics Instruction

Budgeted amount: \$10,500 (Certificated extra duty cost)

\$4,500 (Classified extra duty cost)

Actual expenditure:\$7,832.30 (Certificated extra duty cost)

\$3,385.30 (Classified extra duty cost)

Difference due to: Robotics after-school instruction will conclude at the end of May; therefore, reported expenditures only reflect costs through 4/17/26. Additionally, due to clarification and interpretation of the Expanded Learning MOU, the Fiscal Department is applying a lower extra-duty rate, as the MOU does not explicitly specify the higher rate for robotics instruction.

Action 1.6 Robotics Summer Camp

Budgeted amount: Original amount was reallocated to another action, as the camp was not offered

Actual expenditure: \$0

Difference due to: The robotics instructor was unable to offer the summer camp; therefore, the budgeted funds were reallocated to support other planned actions.

Action 1.7 Robotics Planning

Budgeted amount: \$1,428 (Certificated sub costs cost)

\$4,761.80 (Certificated extra duty cost)

Actual expenditure:\$427.43 (Certificated sub costs cost)

\$1,365.95 (Certificated extra duty cost)

Difference due to: Remaining after-school planning sessions for upcoming intramural competitions will occur before the end of the school year; therefore, expenditures to date are lower than anticipated. Additionally, fewer release days were utilized than originally planned, as participating elementary sites opted to reduce substitute coverage due to numerous site and district professional learning release days. Instead, the team shifted to after-school planning sessions, resulting in lower substitute costs and adjusted extra duty expenditures.

Action 1.8 Robotics Intramural Competitions

Budgeted amount: \$641.13 (Certificated Sub cost)

\$2,914.16 (Certificated extra duty cost)

\$1,360 (Classified extra duty cost)

Actual expenditure:\$0 (Certificated Sub cost)

\$1,245.43 (Certificated extra duty cost)

\$385 (Classified extra duty cost)

Difference due to: Participating schools determined after the start of the school year that hosting intramural competitions after school would minimize disruption to instructional time and increase opportunities for parent participation. As a result, substitute costs were not incurred, and expenditures shifted to cover extra duty costs for staff to support event setup, facilitation, and cleanup. Not all timesheets for extra duty compensation have been submitted for the school year.

Action 1.9 Robotics Progress Monitoring

Budgeted amount - \$458(Certificated extra duty cost)

Actual expenditure: \$160.70 (Certificated extra duty cost)

Difference due to: At the time of this report, the robotics instructor has submitted only one timesheet for mid-year data monitoring. Additional expenditures are anticipated, as the end-of-year data report and corresponding extra duty time have not yet been completed or submitted.

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

In general the goal remains the same, except for the following:

ELA & Math – Added Homeless Youth (HY) a student focus group to be serviced by these actions based on 2025 CA Dashboard dfs data.

Any omission of previous actions will mainly be due to a reduction in available funding, as the site allocation is \$10,000 lower than this current school year and as of the 2026-27 school year, we have agreed to fund the position of Community Liaison from the Title 1 site allocation, as this position will no longer be funded at the district level.

Action 1.1- Data Analysis and Instructional Planning will be moved to Goal 3 – Educational Environment, as this action aligns more closely with efforts to strengthen collective efficacy and instructional practices among teachers. In the 2026–2027 SPSA, it will appear as Action 3.4.

Action 1.2 – Tutoring – CAASPP prep tutoring will be removed, and the focus will remain on ELPAC test preparation only due to cost reduction needs and limited staff availability, which impacted the full implementation of this action. Under the 2026–2027 SPSA, this will become Action 1.1.

Action 1.3 – MTSS Data Gathering will be removed from the SPSA and instead funded through the site's general fund.

Action 1.4 – Multi-Tiered Systems of Support (MTSS) Members Participation in PLC Meetings will also be removed from the SPSA, as the action was not fully implemented this school year. However, this practice will continue to be offered to the EL Facilitator and RSP Special Education teachers as needed and will be supported through the site's general fund.

Action 1.5 – Robotics Instruction will continue however, in the 2026–2027 SPSA, it will appear as Action 1.3.

Action 1.6 – Robotics Summer Camp will be discontinued due to limited staff availability and the need to reduce costs.

Action 1.7 - Robotics Planning will continue, however, in the 2026–2027 SPSA, this will appear as Action 1.2.

Action 1.8 – Robotics Intramural Competitions will continue, however, in the 2026–2027 SPSA, it will appear as Action 1.5.

Action 1.9 – Robotics Progress Monitoring will continue, however, in the 2026–2027 SPSA, it will appear as Action 1.4.

Change in Annual Measurable Outcomes:

The following Metrics/Indicators were removed as they reflect performance data for a majority of students:

dfs ELA, Hispanic-CAASPP

dfs ELA, SED-CAASPP

The following metrics/indicators have been added to better measure performance for identified student groups that were not previously included in prior reporting cycles:

- dfs ELA, Homeless Youth-CAASPP
- dfs MATH, Homeless Youth-CAASPP
- Science points, SWD-CAST
- Science points, EL-CAST
- Science points, HY-CAST - However, there is no baseline data for 2025 because the student group was too small.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

EES seeks to increase parent engagement and decrease chronic absenteeism.

Goal 2a) Parent Engagement: Increase parent engagement with the goal that 25 parents participate in parent workshops.

Goal 2b) EL Parent Engagement: Increase parent engagement with the goal that 25 of EL parents participate in ESL classes offered onsite.

Goal 2c.) Student Engagement: Decrease chronic absenteeism rate by 10% annually.

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.

Based on a review of expected outcomes, parent engagement participation rates, and chronic absenteeism data, continued needs have been identified in both student engagement and family engagement systems.

Parent engagement data indicates that participation in parent workshops did not meet the annual measurable goal of a 30% increase, suggesting a need to strengthen outreach, accessibility, and relevance of family engagement opportunities to improve sustained participation.

In addition, Adult ESL classes were not offered due to federal funding reductions, resulting in a gap in structured language support opportunities for English Learner families. Feedback from ELAC and the Annual Title I Parent Survey indicates continued interest in restoring on-site ESL programming.

While chronic absenteeism decreased overall, the school did not meet the annual measurable goal of a 10% reduction across all student groups. Only Homeless Youth and Black/African American student groups met the expected reduction, indicating a need for continued, targeted strategies to improve attendance across all student populations.

Steps to Address Identified Needs:

- Expand parent workshop offerings based on topics identified through ELAC, SSC, and the Annual Title I Parent Survey to increase relevance and participation.
- Reestablish on-site Adult ESL classes to support English Learner families, with priority enrollment for parents of EL students.
- Continue ongoing monitoring of chronic absenteeism data to identify trends, inform intervention strategies, and support improved student attendance across all student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents at each school parent workshop - Sign-in Sheet	Baseline - 2024-25 parent participation: The session with the highest number of participants represented 1% of the entire parent population at EES Actual Outcome 2025-26: (using count not percentage rate) 10 parents of the 188 EL students participated and graduated from the six week parent workshop series which was only intended for families of EL students.	20 parents attend the workshops
Number of parents at each ESL class session - Sign-in Sheet	Baseline - 2024-25 parent participation: Participation ranged from 9 to 12 parents per session, representing a 4% to 6% participation rate of EL parents	20 of EL parents attend ESL classes
%/Chronic Absenteeism Rate - All students	Baseline % as measured by CA Dashboard 2023: 36.4%	- 10% in Chronic Absenteeism rate from 28% to 18% as measured by the CA Dashboard by June 2026

	CA Dashboard 2024: 30.2%	
	Actual Outcome 2025 as measured by the CA Dashboard 2025:: 28.%	
%/Chronic Absenteeism Rate - Black/African American	Baseline % as measured by CA Dashboard 2024: (newly identified based on 2024 outcome) 61.5%	- 10% in Chronic Absenteeism rate from 28.27% to 18.27% as measured by the CA Dashboard by June 2026
	Actual Outcome as measured by the CA Dashboard 2025: 28.27% (n=12 students)	
%/Chronic Absenteeism Rate - HY	Baseline % as measured by CA Dashboard 2023: 43.3%	- 10 % in Chronic Absenteeism rate from 23.5% to 13.5% as measured by the CA Dashboard by June 2026
	CA Dashboard 2024: 32.1%	
	Actual outcome as measured by the CA Dashboard 2025: 23.5%	
%/Chronic Absenteeism Rate - SWD	Baseline % as measured by CA Dashboard 2023: 37.9%	- 10% in Chronic Absenteeism rate from 34% to 24% as measured by the CA Dashboard by June 2026
	CA Dashboard 2024: 31.5%	
	Actual outcome as measured by CA Dashboard 2025: 34%	
%/Chronic Absenteeism Rate - White	Baseline % as measured by CA Dashboard 2023: 58.1%	- 10% in Chronic Absenteeism rate from 37.5% to 27.5% as measured by the CA Dashboard by June 2026
	CA Dashboard 2024: 33.3%	
	Actual outcome as measured by CA Dashboard 2025: 37.5%	
Parent survey results related to communication and engagement	Baseline - 2026-27 results (new metric)	
Number of documented family outreach contacts (calls, meetings, follow- ups)	Baseline - 2026-27 results (new metric)	
Number of families connected to community resources/services	Baseline - 2026-27 results (new metric)	
Number of Parents present at Annual Title 1 Meeting/s - Sign in Sheet	Baseline - 2026-27 results (new metric)	

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 Workshops Based on parent requested topics Estimated extra duty costs: Instructional Coaches &/or Teachers \$80.35 ED rate X 12 = \$964.20	EL, SWD & HY	300 Title I Part A: Parent Involvement 4000-4999: Books And Supplies 964 Title I Part A: Parent Involvement 1140: Certificated Extra Duty
2.2	Adult ESL classes Offer Adult ESL classes at Elsinore Elementary, two times weekly for 30 weeks. ESL classes are offered by LEUSD Valley Adult School free of charge. Enrollment will be prioritized for parents of EL students. Refreshment costs: (not to exceed \$3 per parent)	EL, SWD & HY	254 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
2.3	Community Liaison The site will employ a Community Liaison to strengthen school-to-home communication, increase family engagement, and support improved student attendance. The Community Liaison will provide ongoing outreach to families through in person contact and phone calls to increase engagement and support student success. The Community Liaison will support with the following: • Implementation of site Title I parent involvement policies by coordinating parent meetings and workshops and supporting communication efforts that increase family participation in school activities. • Maintain ongoing communication with outside agencies to connect families with community	EL, SWD, & HY	49,766 Title I 2000-2999: Classified Personnel Salaries

	resources and services and actively link families to supports that address barriers to daily school attendance. • Provide informal translation and interpretation during outreach activities (supplementing district-provided interpretation for formal meetings) to reduce language barriers and increase equitable access to information about school programs, academic expectations, and student progress. • Support families in accessing and using the Infinite Campus (IC) Parent Portal to strengthen home-school communication and assist with school registration.		
2.4	Monitor Chronic Absenteeism Rates Chronic absenteeism rates will continue to be monitored weekly by site administration Weekly phone calls to families of chronic absentee students, with priority of subgroups with higher chronic absenteeism rates, "homeless youth" and "SWD". SART meetings will continue to be held bi-monthly. Priority for SART meetings will be placed on target student subgroups with higher chronic absenteeism rates per the CA Dashboard: "Homeless Youth" and "SWD" and students on Tier 1 and Tier 2 intervention plans, Continue attendance awards/recognition/incentives: Weekly - Class with best attendance schoolwide - Photo with mascot/door banner/featured in weekly school video Weekly - Random Perfect Attendance Days - Classes with perfect attendance receive a prize Monthly - students with perfect attendance and no tardies earn a "Smart Cookie" Monthly - grade level class with the best attendance rate for the month earns a Pizza Party. Semester - Perfect Attendance Awards Semester - Excellent Attendance Party for students with no more than 5 absences for the semester and only one tardy.	Black/African American, HY, SWD & White	General Fund

	Monthly Attendance Newsletter with attendance rates by grade and overall school attendance rate shared via ParentSquare		
	Monthly District Booster announcements sent via ParentSquare		

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.

Goal 2 - per SPSA 2025-26

Action 2.1 – Parent Literacy Workshops

These workshops were not implemented due to staff shortages resulting from increased teacher commitments associated with multiple district-wide curriculum adoptions and the implementation of new instructional and assessment platforms. However, the we had the opportunity to offer a six-week parent workshop series for English Learner (EL) families funded by the LEUSD EL Department. The goal of Project2Inspire is to build strong, collaborative partnerships between families and schools in order to increase student academic achievement.

Effectiveness:

This action was not implemented as intended, as the planned site-based workshops were not offered. While the EL parent workshop series supported family engagement for English Learner families, it did not fully align with the original intent of providing site-based literacy workshops for all families. Additionally, the expected measurable outcome of 30% parent participation was not met, as participation in the six week “Project2Inspire” workshop series remained below the established target.

Action 2.2 – Parent/Family Literacy Night

In place of multiple workshops, the site offered one combined literacy and math-focused family event during the “Dr. Seuss Whimsical Night of Learning.” During this event, families received strategies and resources to support reading and math learning at home. Instructional coaches developed and distributed a one-page resource with practical reading and math tips for families. However, the original intent of this action was to provide an opportunity for parents to actively practice literacy strategies and routines with their children, based on learning from the series of literacy workshops aligned to Action 1.1, which did not occur.

Effectiveness:

Partially met. While the event provided families with valuable strategies and resources, it did not fully meet the intended outcome of engaging parents in hands-on literacy practice with their children aligned to Action 1.1. The expected annual outcome could not be determined since sign in sheets for parents at the event were not made available.

Action 2.3 – Adult ESL Classes on Site

These classes were not offered due to federal funding cuts; therefore, this action was not implemented.

Effectiveness:

Due to the loss of federal funding, the planned adult ESL classes were not offered, resulting in no opportunity to provide on-site English language development support for adult learners and therefore unable to meet the annual expected outcome.

Action 2.4 – Monitor Chronic Absenteeism Rates

Attendance and chronic absenteeism were monitored on a weekly and monthly basis. Monthly attendance reports were shared schoolwide via ParentSquare, providing families with overall attendance and tardy rates, as well as grade-level data. All planned monitoring actions were consistently implemented.

Effectiveness:

Elsinore Elementary School (EES) experienced a slight decrease in chronic absenteeism compared to the previous school year; however, the site did not meet the annual measurable goal of a 10% reduction. While most student groups showed minimal improvement or remained relatively stable, only the white student group demonstrated a slight increase in overall chronic absenteeism.

During the 2025–2026 school year, attendance patterns may have been influenced by broader community factors, including heightened concerns within the local climate, which may have contributed to fluctuations in attendance during certain periods.

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 - per SPSA 2024-25

Action 2.1 – Parent Literacy Workshops

Budgeted amount: \$500 (Books and Supplies)

\$300 (Classified extra duty cost)

Actual expenditure: \$ 156.49 (Books and Supplies)

\$0 (Classified extra duty cost)

Difference due to: The action was not fully implemented as originally planned. Funds were intended to support multiple site-based family literacy workshops throughout the year; however, these workshops were not conducted. Instead, the site offered district-funded EL parent workshops, which did not require the use of site-allocated funds. The site, however, did host one combined literacy and math family engagement event (“Dr. Seuss Whimsical Night of Learning”) in place of multiple workshops. This event required minimal expenditures, and did not necessitate the full use of the allocated budget. The only costs incurred were for printing color copies of the family resource materials distributed during the event.

Action 2.2 – Parent/Family Literacy Night

Budgeted amount: \$405 (Certificated extra duty cost)

Expenditure: \$372.24 (Certificated extra duty cost)

Difference due to: action being modified from its original design. Funds were allocated for certificated extra duty to support the planning and facilitation of a dedicated Parent/Family Literacy Night aligned to a series of literacy workshops (Action 1.1); however, those workshops did not take place. In place of the planned series and corresponding culminating event, the site hosted one combined literacy and math-focused family engagement event (“Dr. Seuss Whimsical Night of Learning”). This event was largely supported within existing staff responsibilities, and the only costs incurred were certificated extra duty for instructional coaches to develop a resource for families on supporting reading and math at home. This resource was distributed during the event.

Action 2.3 – Adult ESL Classes on Site

Budgeted amount: \$531 (Books and Supplies)

Expenditure: \$0 (Books and Supplies)

Difference due to: The action was not implemented as a result of the loss of federal funding through the district Adult School, which provides the ESL classes. Because the classes were not offered, no books or supplies were needed, and therefore no costs were incurred.

Action 2.4 Monitor Chronic Absenteeism Rates

No allocation of Title 1 funds.

All actions were implemented.

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.

These will be the following changes:

Action 2.1 - Parent Workshops - Revisions will be made to Action 2.1 to better align with parent needs and improve implementation. The action title will be broadened to "Parent Workshops" to allow for a wider range of topics based on parent interest, as identified through ELAC input, SSC input and the Annual Title I Parent Survey. This adjustment is intended to increase parent engagement and participation by offering more relevant and responsive workshop topics.

Additionally, certain metrics will be removed due to feasibility challenges and because a related metric will be included in the new Action 2.4, which funds a Community Liaison. This new action will incorporate parent survey results focused on communication and engagement. Based on feedback from families, the survey item requiring parents to reflect on what they learned during workshops will be discontinued, as the format was not user-friendly for all participants and did not yield reliable or actionable data.

As a result, the following metric will be discontinued:

- Parent survey to gather feedback on why parents do not attend workshops
- Survey asking parents to indicate something they learned in the workshop

Action 2.2 – Parent/Family Literacy Night will be removed from the 2026–2027 SPSA - This action was originally designed as a culminating event aligned to a series of parent literacy workshops; however, family engagement workshops will now be consolidated under the broader Parent Workshops action, eliminating the need for a separate culminating event.

Action 2.3 – Adult ESL classes in the 2026–2027 SPSA will appear as Action 2.2. This action will planned to be offered due to the confirmation of federal funding through the district adult school. Additionally, parent interest in reinstating on-site ESL classes has been expressed through ELAC and the Annual Title 1 Survey.

As previously noted, the new Community Liaison action will include a related metric addressing parent communication and engagement.

As a result, the following metrics will be discontinued:

- Parent interviews for EL parents to gather feedback on participation in ESL classes
- End-of-cycle parent surveys to determine perceived usefulness of ESL classes and interest in continuation at Elsinore Elementary School

Overall change to metrics and expected outcomes in actions related to parent engagement:

- Metrics related to parent engagement will be revised from a percentage-based measure to a count of participating families. This change ensures alignment between the metric and how participation is recorded, as families may have multiple students enrolled at the school. Measuring the number of families attending provides a more accurate and meaningful indicator of parent engagement.

Action 2.4 - Monitor Chronic Absenteeism under the 2026–2027 SPSA will become Action 2.3. This action will continue as it is a district and site goal to continue to increase student attendance.

New Action 2.4 in the 2026-2027 SPSA will be related to employing a Community Liaison with the intent to strengthen school-to-home communication, increase family engagement, and support improved student attendance, with a focus on unduplicated student groups, including English Learners, Students with Disabilities, and Homeless Youth.

New metrics will be added for this action:

- Parent survey results related to communication and engagement
- Number of documented family outreach contacts (calls, meetings, follow- ups)
- Number of families connected to community resources/services
- Number of parents supported with access/usage of the Infinite Campus (IC) Parent Portal

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

EDUCATIONAL ENVIRONMENT -

EES seeks to strengthen collective efficacy and improve instructional practice through the following:

Goal 3a) Capacity-building opportunities for all teachers to support, monitor, and expand the implementation of improvement initiatives aimed at improving instruction and vertical alignment.

Goal 3b) Professional development in Professional Learning Communities (PLCs) to deepen collaboration, strengthen data-driven practices, and promote continuous instructional growth.

Goal 3c) Opportunities for collaborative planning and refinement of designated ELD (dELD) instruction to ensure targeted language development support and increase in language proficiency and academic achievement for English learners.

Goal 3d) Structured opportunities for collaborative data analysis and instructional planning to strengthen data-informed decision-making, improve instructional coherence in mathematics, and support targeted intervention to increase student achievement, with a focus on identified student groups.

*Data analysis and instructional planning opportunities focused on literacy will also be provided but will be funded through the LCRSET grant.

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.

A review of Dashboard and local assessment data indicates continued gaps in academic achievement among identified student groups, including English Learners (EL), Students with Disabilities (SWD), and Homeless Youth (HY), along with significantly lower percentages of students meeting grade-level proficiency in mathematics compared to English Language Arts.

Local data and instructional observations indicate a need to improve the consistency of instructional practice and the effective use of assessment data across classrooms. While new mathematics common assessments (SVMI, FIAB, and Amplify embedded assessments) provide actionable information, variability exists in how data is interpreted and used to guide instructional decisions.

In addition, collaborative planning practices focused on lesson design, data analysis, and instructional refinement are not yet consistently embedded across grade levels, resulting in variation in instructional coherence and implementation of best first instruction during the early stages of Amplify Math curriculum implementation.

These findings highlight the need for structured systems to build collective capacity through collaborative data use, instructional planning, professional learning, and instructional reflection. Strengthening these systems through lesson demonstrations, instructional rounding, PLC learning, leadership data analysis, ELD Task Force collaboration, and math-focused release time is intended to improve instructional consistency and accelerate outcomes for all students, with a focus on identified student groups.

Steps to Address Identified Needs

- Implement lesson demonstration and instructional rounding cycles to enhance instructional practice through observation, feedback, and reflection.
- Conduct ongoing leadership data analysis and a comprehensive needs assessment to inform instructional priorities and schoolwide improvement efforts.
- Continue to support professional learning through participation in the Solution Tree PLC conference to strengthen collaborative team structures and instructional alignment.
- Continue the work of the ELD Task Force to refine designated ELD (dELD) instruction through collaborative analysis of English Learner data and instructional planning.
- Provide release time for collaborative analysis of mathematics assessment data (SVMI, FIAB, and Amplify) and instructional planning to improve implementation of best first instruction and guide targeted interventions.

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
Data gathered from Instructional Rounds	Baseline 2025-26 Identified patterns of practice across classrooms - (5 Rounding Days) Access to grade-level curriculum: 66%, 62%, 93%, 71%, 75% Clarity and purpose: (Learning Objectives & Success Criteria) 75%, 38%, 71%, 36%, 56% Student Engagement and Interaction: 33%, 52%, 71%, 57%, 50% Academic Language and Meaning-Making: 67%, 76%, 57%, 36%, 90%	Data gathered from rounding will identify patterns of practice across classrooms.
% of Survey respondents -Lesson Demonstration Cycles and Instructional Rounding participants	Baseline - 2025-26 - % of teachers that completed the survey: Actual Outcome 2025-26 - Only relates to instructional rounding because Lesson Demo Cycles will not take place until the 2026-27 school year 90.4% (19/22) of teachers responded to the survey	90% of teachers complete the surveys
Survey responses after each Lesson Demonstration Cycle and Instructional Rounding release day	Baseline - Post Survey results - 2025-26 Actual Outcome 2025-26 - Only relates to instructional rounding because Lesson Demo Cycles will not take place until the 2026-27 school year 100% of teachers rated the content of the PD "very satisfactory" or "satisfactory" 100% of teachers rated the relevance of the PD to their work as "very satisfactory" or "satisfactory". 100% of teachers were able to articulate at least one key learning from the PD.	80% of teachers rate the PD as "very satisfactory" or "satisfactory" 80% of teachers will articulate one key learning from the instructional rounds. 80% of teachers identify at least one instructional strategy or articulate a key learning from the lesson demonstration.
% of Survey respondents - PLC conference participants	Baseline - 2024-25 - % of teachers that completed the survey: 87.5% Actual Outcome 2025-26: 100% of teachers completed the survey	90% of teachers complete the surveys

Surveys responses after PLC conference attendance	Baseline - 2024-25 - 100% of respondents found the PLC conference to be either "Very valuable" or "Extremely valuable" 100% of respondents were able to list at least one useful concept/strategy they gained from the conference. Actual Outcome 2025-26: 100% of respondents found the PLC conference to be either "Very valuable" or "Extremely valuable" 100% of respondents were able to list at least one useful concept/strategy they gained from the conference.	80% of participants indicate the PLC conference to be either "Very valuable" or "Extremely valuable" 80% of participants identify at least one useful PLC concept/strategy they learned from the conference.
Completion of "Collaborative Team Rubric" by Solution Tree Rating scale: 1-Emerging/2-Progressing/3-Deliberate/4-Adaptive-highly effective)	Baseline 2024 - 25: (1-Emerging/2-Progressing/3-Deliberate/4-Adaptive-highly effective) 100% of teams completed the rubric. By grade/dept.: K/1/2/3/4/5/SPED Norms - 3/1/3/2/1/3/3 Data Use - 3/1/3/1/1/3/4 SMART Goals - 3/1/2/1/1/3/4 Instructional Strategies - 3/1/3/2/3/3/3 Success Criteria - 2/1/2/1/2/1/2 Next Steps - 2/1/3/2/3/3/3 Leadership Monitoring - 2/1/1/2/1/1/3 Actual Outcome 2025-26: 100% of teams completed the rubric. By grade/dept.: K/1/2/3/4/5/SPED Norms - 3/2/3/3/2/3/3 Data Use - 3/3/3/3/3/3/4 SMART Goals - 3/2/2/2/2/3/4 Instructional Strategies - 3/2/3/3/3/3/3 Success Criteria - 2/2/2/2/2/2/2 Next Steps - 2/2/3/2/3/3/3 Leadership Monitoring - 2/2/2/2/2/2/3 Teams who had previously provided a rating scale a 1 or 2, increased by one level, however those who had reported a rating scale of 3 maintained the same rating for 25-26.	100% of grade level teams complete the Collaborative Team Rubric. Spring 2027 will increase at least one level in each area of the PLC rubric.
% of Survey respondents - ELD Task Force Team Members	% of team members that complete the surveys - 25-26 NOTE: Survey was sent out at the end of April - results will be reported before SPSA final approval.	90% of team members complete the survey
Survey responses provided by ELD Task Force Team Members	Post-Survey results - 25-26	80% of team members will identify "agree" or "strongly agree" that the task

	NOTE: Survey was sent out at the end of April - results will be reported before SPSA final approval.	force collaboration positively impacted their understanding ELD instructional planning and practice. 80% of team members will identify at least one instructional strategy or key learning gained from their participation in the task force. 80% of team members will identify at least one area of continued need in English Language Development (ELD) instruction.
% of Survey respondents - Data Analysis and Instructional Planning Days	% of team members that complete the surveys - 26-27	90% of team members complete the survey
Survey responses provided by participants for Data Analysis and Instructional Planning Days	Baseline Post survey results - 26-27	80% of respondents will identify "agree" or "strongly agree" that the Data Analysis and Instructional Planning Days were valuable in strengthening their understanding of math common assessment data, the Amplify Math curriculum, and effective implementation of its learning centers. 80% of respondents will identify at least one key learning from the release day.
Academic outcome data identified in Goal 1 will be used as a secondary measure to monitor the impact of capacity-building efforts on instructional practices and student achievement.		

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	Capacity-building: 1. Lesson Demo & instructional Rounding 2. Data Analysis and Comprehensive Needs Assessment with Leadership Team Release time for teams of teachers to engage in lesson demo-cycles and instructional rounds. All grade levels will participate. First semester - led by RCOE Coach Second semester - led by Instructional Coaches Instructional Rounding will: -Identify patterns of practice across classrooms -Focus on a specific instructional problem of practice -Collect evidence of what's happening to inform schoolwide professional learning, instructional improvements, and decision-making. -Allow for greater vertical alignment	EL, SWD & HY	10,857 Title I 1130: Certificated Sub 4,500 Title I 5800: Professional/Consulting Services And Operating Expenditures

	Team 1 \$213.71 X 4 gen ed teachers X 2 days = \$1,709.68 1 SPED sub X \$238.13 x 2 days = \$476.26 Total: \$2,185.94 Team 2 \$213.71 X 4 gen ed teachers X 2 days = \$1,709.68 1 SPED sub X \$238.13 x 2 days = \$476.26 Total: \$2,185.94 Team 3 \$213.71 X 5 gen ed teachers X 2 days = \$2,137.10 Total: \$2,137.10 Team 4 \$213.71 X 5 gen ed teachers X 2 days = \$2,137.10 1 SPED sub X \$238.13 x 2 days = \$476.26 Total: \$2,613.36 1 full release day for School Leadership - Impact team to meet for mid-year data analysis and comprehensive needs assessment, facilitated by RCOE Coach. 7 Gen Ed subs (K-5 & EL Facilitator) X \$213.71 X 1 days = \$1,495.97 1 SPED sub X \$238.13 x 1 day = \$238.13 Total: = \$1,734.10 Additional Participants not needing sub coverage: Instructional Coaches Assistant Principal Principal		
3.2	Participate in "Professional Learning Communities (PLC) at Work Institute" offered by Solution Tree. Hotel: \$350.00 per day x 3 nights x 7 staff = \$7,350 Conference: \$769 per person x 7 staff = \$5,383 Mileage-\$94 + Food-\$195 + Parking-\$90 per Staff: \$379 x 7 staff = \$2,653 Total: \$15,386 5 (Gen Ed) X \$213.71 X 3 days = \$3,205.65 1 (SPED) @ \$238.13 X 3 days = \$714.39 Total: \$3,920.04 Yr. 3 Attendees: 4 Grade Level Teachers - sub coverage needed 1 Special Education Teacher - sub coverage needed Principal	EL, SWD & HY	15,386 Title I 5200: Conferences 3,921 Title I 1130: Certificated Sub
3.3	Data Analysis and Instructional Planning: Provide release time for staff to collaboratively analyze student data, informing goal setting, instructional planning in Math, and targeted intervention strategies.	EL, SWD & HY	4,084.77 Title I 1130: Certificated Sub

	These release days will focus on analysis of math data and will provide time for teams to become familiar with the newly adopted math curriculum, and allow grade level teams to collaborate on instructional planning. The same type of release days with a focus on literacy will be offered, but will be funded through the LCRSET grant. Progress monitoring will prioritize focus groups EL, SWD and HY. Participants: 18 Grade Level Teachers 1 RSP SPED Teacher 2 Instructional Coaches 18 Gen. ed teachers X \$213.71 sub cost X 1 days = \$3,846.78 1 SPED teachers X \$238.13 SPED sub cost X 1 days = \$238.13 Total: \$4,084.91		
3.4	ELD Task Force - (previously known as Vertical ELD PLC Team) Provide extra duty to teachers from various grade levels to participate in this task force to meet after school and discuss topics related to ELD instructional best practices and lesson design. The ELD Task Force will continue to lead dELD instructional discussions and support the implementation of evidence-based instructional strategies to strengthen lesson design, increase student engagement, and improve academic outcomes for English Learners. Extra Duty Costs - non-expanded learning MOU: \$80.35 ED rate \$80.35 X 6 mtgs. \$482.10 X 6 members X 6 mtgs. = \$2,892.60 Participants: Interested grade level teachers (funding for up to 6 members) Instructional Coaches	EL, SWD & HY	2,893 Title I 1140: Certificated Extra Duty
3.6			

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.

Goal 3 - per SPSA 2025-26

Action 3.1 – Capacity Building and Instructional Rounding - Release days were implemented as planned for both leadership capacity building and instructional rounding cycles.

Effectiveness:

This action was met. Staff feedback collected through surveys indicated positive perceptions of the release days, noting that they supported collaboration, instructional alignment, and professional growth.

The Leadership Team participated in five professional learning sessions with RCOE coaches focused on continued collective efficacy work, including data analysis and comprehensive needs assessment to support instructional improvement efforts.

All teachers participated in two cycles of instructional rounding. During the process, staff collaboratively developed and refined an Instructional Rounding Data Collection Tool after the first cycle to improve clarity and consistency in data collection. Findings from instructional rounding indicated a continued need to strengthen consistency in instructional practices and alignment of key instructional elements across classrooms.

Action 3.2 – Participate in “Professional Learning Communities (PLC) at Work Institute” Conference – A second team of 9 staff members, including teachers, instructional coach and site administrator attended the conference as planned.

Effectiveness:

Survey results indicated that the majority of attendees rated the PLC conference as “Very valuable” or “Extremely valuable,” and respondents identified at least one strategy or concept they plan to implement with their teams.

Action 3.3 – Professional Development in Evidence-based Instructional Strategies: This action was not met as originally planned. The scheduled release days in this area were instead utilized for literacy-focused professional development (three-part phonics drill) funded through the Literacy Grant (LCRSET). Due to multiple district-wide curriculum adoptions and the implementation of new instructional and assessment platforms, staff priorities shifted, and teachers expressed a preference for fewer release days. As a result, evidence-based instructional strategies were incorporated into existing staff meetings and district-provided Math professional development aligned with new curriculum implementation requirements.

Effectiveness:

Because this action was not implemented as intended and similar professional learning was provided through other funding sources and required trainings, this action will be discontinued in the 2026–2027 SPSA.

Action 3.4 – Vertical ELD PLC Team: Due to multiple district-wide curriculum adoptions and the implementation of new instructional and assessment platforms, the ELD PLC team met three times during the second semester. During these meetings, the team focused on monitoring i-Ready phonics data for English Learners and implementing a consistent three-part phonics drill strategy aligned with prior professional development provided earlier in the year.

Effectiveness:

This goal was partially met, as the team met three times instead of the planned six. A staff survey was administered to participating members, indicating that 100% of respondents (4 teachers representing grades 1, 2, 3, and 5) reported that implementation of the “Phonics 3-Part Drill” supported improvements in EL students’ phonics skills, as measured by the 95% Phonics Skills Inventory and/or DIBELS Oral Reading Fluency and Accuracy assessments. The team expressed interest in continuing this collaboration in the upcoming school year, with plans to expand participation and continue monitoring English Learner progress over time.

Overall Effectiveness:

Local data was collected to evaluate the effectiveness of the combined actions under Goal 3. As summarized in the Annual Analysis for Goal 1, student performance data in both ELA and Mathematics demonstrates growth in the right direction. These outcomes indicate that efforts to build teacher capacity—through professional learning, collaboration, and instructional alignment—are positively impacting classroom instruction and contributing to improved student achievement. Continued implementation of these strategies is expected to further strengthen outcomes for all student groups

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

Goal 3 - per SPSA 2025-26

Action 3.1 – Capacity Building and Instructional Rounding

Budgeted amount: \$17,415.00 (Certificated Sub Cost)

\$17,100.00 (Consultant Fees)

\$1,000 (Certificated extra duty cost)

Actual expenditure: \$8,086.35 (Certificated Sub Cost)

\$17,100.00 (Consultant Fees)

\$678.77 (Certificated extra duty cost)

Difference due to: A number of teachers were absent on scheduled release days, and two leadership release days along with one instructional rounding day were cancelled. Additionally, certificated extra duty costs were budgeted as an estimate for instances in which, due to substitute shortages, students would need to be redistributed across grade levels, resulting in extra duty compensation per contractual agreements. These situations occurred less frequently than projected, resulting in lower than expected expenditures in this category.

Action 3.2 – Participate in “Professional Learning Communities (PLC) at Work Institute” Conference

Budgeted amount: \$19,521.00 (Conference cost)

\$4,561.00 (Certificated sub cost)

Actual expenditure: \$18,222.75(Conference cost)

\$4,487.28 (Certificated sub cost)

Difference due to: The estimated costs included a contingency buffer.

Action 3.3 – Professional Development in Evidence-based Instructional Strategies – This action was not implemented.

Budgeted amount: \$5,276 (Certificated sub cost)

Actual expenditure:\$0

Difference due to: The high number of release days associated with SPSA actions, the LCRSET grant, and district professional development related to new curriculum adoptions and new assessment platforms, as well as ongoing substitute shortages, staff capacity constraints led to a decision to limit additional release days. As a result, no certificated substitute costs were incurred for this action.

Action 3.4 - Vertical ELD PLC Team

Budgeted amount: \$2,119.04 (Certificated extra duty cost)

Actual expenditure: \$186.12 (Certificated extra duty cost)

Difference due to: Not all timesheets have been submitted as of 4/17/26. Teachers have been reminded to submit all outstanding timesheets prior to the end of the school year to ensure accurate expenditure reporting. In addition, the team held three meetings during the second semester; however, due to competing commitments previously outlined, the team was unable to hold the projected six meetings.

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.

Any omission of previous actions will mainly be due to a reduction in available funding, as the site allocation is \$10,000 lower than this current school year and as of the 2026-27 school year, we have agreed to fund the position of Community Liaison from the Title 1 site allocation, as this position will no longer be funded at the district level.

Action 3.1 – Capacity Building - will continue with minor modifications. The focus of this action will shift to incorporating lesson demonstrations into scheduled release days that include instructional rounds with teacher teams. After two years of concentrated efforts on leadership capacity building, the emphasis in this area will be reduced. Moving forward, one full release day will be dedicated to data analysis and the completion of a comprehensive needs assessment with the leadership team.

Participant surveys will include a question of the effectiveness of the lesson demonstration cycles, since these were not part of the instructional rounds this year.

Action 3.2 – Participate in “Professional Learning Communities (PLC) at Work Institute” Conference – will continue with no changes.

Action 3.3 – Professional Development in Evidence-based Instructional Strategies – will be removed as it is now embedded within the instructional planning action in the area of mathematics. Professional development focused on evidence-based instructional strategies in literacy will continue to be provided through funding from the LCRSET grant. The annual outcomes and metrics related to this action will also be removed.

Action 3.4 – Vertical ELD PLC Team - will continue but will be renamed “ELD Task Force” to better align with PLC structures and focus, however in the 2026-27 SPSA, will appear as Action 3.3.

Annual outcomes and metrics related to surveying all teachers will be removed, as the task force has determined that the current focus should be on building the capacity of its members. The group is not yet prepared to provide or facilitate professional development for all staff and will instead concentrate its efforts on developing a deeper understanding of designated English Language Development (ELD) instruction among task force members.

New Action 3.4 in the 2026–27 SPSA will be, Data Analysis and Instructional Planning, which has been moved from Goal 1 where it appeared in the previous SPSA. An annual measurable outcome and metric has been added to this action, consisting of a participant survey to measure the impact and learning resulting from this release day.

Overall change to Annual Measurable Outcomes:

A clarifying statement was added to the metrics section to strengthen alignment across goals and ensure coherence in monitoring impact. Academic outcome data identified in Goal 1 will be used as a secondary measure to monitor the impact of capacity-building efforts on instructional practices and student achievement. This addition ensures that professional learning outcomes are connected to measurable student performance data without duplicating metrics across goals.

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	\$114,413.77
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$114,413.77
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	\$112,895.77
Title I Part A: Parent Involvement	\$1,518.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$114,413.77

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: \$114,413.77

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	112,895.77
Title I Part A: Parent Involvement	1,518.00

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	18,862.77
1140: Certificated Extra Duty	19,885.00
2000-2999: Classified Personnel Salaries	49,766.00
2X40: Classified Extra Duty	5,460.00
4000-4999: Books And Supplies	554.00
5200: Conferences	15,386.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	18,862.77
1140: Certificated Extra Duty	Title I	18,921.00
2000-2999: Classified Personnel Salaries	Title I	49,766.00
2X40: Classified Extra Duty	Title I	5,460.00
5200: Conferences	Title I	15,386.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	4,500.00
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	964.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	554.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,488.00
Goal 2	51,284.00
Goal 3	41,641.77

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: PTA, Leadership	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory (ELAC)	
Parent/Teacher Association (PTA)	
Leadership	

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

Attested:

Lorraine Burris		
Typed name of school principal	Signature of school principal	Date
Sandra Diaz		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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