



# School Plan for Student Achievement (SPSA)

| School Name            | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Elsinore Middle School | 33-75176-6071203                  | May 18, 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 Middle School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

# Table of Contents

|                                                                                  |    |
|----------------------------------------------------------------------------------|----|
| SPSA Title Page .....                                                            | 1  |
| Table of Contents.....                                                           | 3  |
| Plan Description.....                                                            | 4  |
| Educational Partner Involvement .....                                            | 4  |
| Resource Inequities .....                                                        | 5  |
| Comprehensive Needs Assessment Components .....                                  | 5  |
| School and Student Performance Data .....                                        | 8  |
| Student Enrollment.....                                                          | 8  |
| CAASPP Results.....                                                              | 10 |
| ELPAC Results .....                                                              | 14 |
| Student Population.....                                                          | 17 |
| Overall Performance .....                                                        | 19 |
| Academic Performance .....                                                       | 20 |
| Academic Engagement.....                                                         | 28 |
| Conditions & Climate.....                                                        | 31 |
| School Site Council Membership .....                                             | 33 |
| Goals, Strategies, & Proposed Expenditures.....                                  | 34 |
| Goal 1.....                                                                      | 34 |
| Goal 2.....                                                                      | 40 |
| Goal 3.....                                                                      | 43 |
| Budget Summary .....                                                             | 46 |
| Budget Summary .....                                                             | 46 |
| Other Federal, State, and Local Funds .....                                      | 46 |
| Budgeted Funds and Expenditures in this Plan .....                               | 47 |
| Funds Budgeted to the School by Funding Source.....                              | 47 |
| Expenditures by Funding Source .....                                             | 47 |
| Expenditures by Budget Reference .....                                           | 47 |
| Expenditures by Budget Reference and Funding Source .....                        | 47 |
| Expenditures by Goal.....                                                        | 48 |
| Recommendations and Assurances .....                                             | 49 |
| Instructions.....                                                                | 50 |
| Appendix A: Plan Requirements .....                                              | 57 |
| Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... | 60 |
| Appendix C: Select State and Federal Programs .....                              | 63 |

# 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.

Elsinore Middle School's SPSA maximizes the available resources and is aligned with the LEUSD Local Control and Accountability Plan (LCAP), which focuses on Common Core State Standards, communication with our school community through engagement and improved services, and connections that support academic success for all district students through the provision of a safe and supportive environment. While our purpose is to allocate our Title I fund to support all students, we have a particular need to support for our English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

## Educational Partner Involvement

How, when, and with whom did your Elsinore Middle 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

Our SPSA is developed with feedback from several groups including Leadership Team, SPSA Monitoring Team, English Learner Advisory Committee (ELAC), School Site Council (SSC), and the district office. SSC discusses and approves these expenditures. Once the SPSA is complete and board approved, it is monitored throughout the year by the SPSA Monitoring Team and SSC, and necessary changes are made in spending to reflect and address the needs of the school.

#### SSC Meeting Dates and Summary:

September 29, 2025

SSC met, reported out election results, and completed SSC training. Feedback and input given to the Parent Involvement Policy and School-Parent Compact. The committee reviewed the current SPSA Goals and Actions along with requisite CA Dashboard Data that informed the stated goals and actions. Concerns with student performance in math, as well as overall performance of EL students, and students with disabilities were discussed. The committee also discussed the literacy rates for all grade levels and the plan to address literacy through the Tier 1 reading intervention program, REWARDS, as well as Tier 2 reading intervention program, 95%, to be implemented outside of the school day. There were concerns about access to the Tier 2 reading intervention program, but based on master schedule constraints and sections available, we are unable to envelope the intervention within the school day.

November 17, 2025

SSC discussed and approved updated Parent Involvement Policy and School-Parent Compact. Reviewed updated CA Dashboard data in alignment with current SPSA goals and actions. Identified progress areas: ELPI, ELA; Need areas: ELs and LTELs; and Performance Gaps: math, EL, LTELs. The committee reviewed the SPSA Monitoring and Evaluation Tool with updated data. Based on the data, implementation progress, and educational partner input, SSC proposed a change to the 25 – 26 SPSA: Goal 2, action 2 will be discontinued and the budgeted cost, \$5,129 will be moved to Goal 3, action 2 to facilitate additional PLC Professional Development. Scheduling student shadowing and empathy interviews for chronically absent students isn't feasible because the students are absent so frequently. The committee also discussed moving additional money to PD to facilitate attendance at a PLC conference in the summer.

February 17, 2026

SSC met and reviewed CA Dashboard data again. The committee focused on the dfs for LTELs in ELA and math, and students with disabilities (SWD) in math. Reviewed the SPSA Monitoring and Evaluation Tool updates. Based on the data, implementation progress, and educational partner input, SSC proposed changes to the budgeted amounts for Goal 1, Action 1; Goal 1, Action 5; and Goal 3, Action 1. The committee discussed the importance of focusing on PLC training in order to improved instruction for all students.

March 23, 2026

SSC met and reviewed the Comprehensive Needs Assessment with all updates, current benchmark assessment data, SPSA Monitoring and Evaluation Tool, and input from ELAC. Recommendations made for next year's SPSA.

#### April/May Summary:

SSC reviewed SPSA Monitoring and Evaluation Tool for all goals and actions, including any revisions and adjustments. SSC reviewed and discussed the goals and actions that are part of the 26 - 27 SPSA. The focus continues to be on EL and LTEL students and SWD. Literacy will continue to be a focus with Tier 1 reading intervention in 6th grade with additional intervention offered for students who need Tier 2 reading intervention.

#### ELAC Meeting Dates and Summary:

September 11

ELAC met and completed training, including purpose and legal requirements. Discussed ELAC involvement in development of the school's SPSA and the importance of providing feedback to SSC. Reviewed current SPSA goals and actions, focused on those that are intended to impact outcomes for EL students. Reviewed Parent Involvement Policy and School-Parent Compact; feedback and input given to both documents.

October 23

Reviewed EL program and goals, including the criteria for reclassification. Reviewed CA Dashboard data and explained that updated dashboard data won't be available until November. Reviewed SPSA goals and actions with updated progress. Explained the purpose and process for EL shadowing and empathy interviews. Discussed how the data collected will be used to support EL students and their academic progress. The group identified the need for continued targeted support of EL students through after school intervention and intentional release time for EL facilitators to work with general education teachers by grade level to identify areas of need and supports to implement.

December 11, February 5, March 12, April 9, and June 4. The group identified the need for continued targeted support of EL students through after school intervention and intentional release time for EL facilitators to work with general education teachers by grade level to identify areas of need and supports to implement.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

## Comprehensive Needs Assessment Components

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

Goal 1: Academic Excellence

1A: ELA

All students are -50.8 dfs

EL students are -113.5 dfs

LTEL students are -126.8 dfs

Homeless Youth are -93.6 dfs

Socioeconomically Disadvantaged students are -68.7 dfs

Students with disabilities are -134.8 dfs

Hispanic students are -65.8 dfs

Priority/Root Causes:

1. PLC training needed to build teacher capacity.
2. Gaps in literacy for all grades.
3. Reliance on bilingual paraeducators to translate for EL students.

Elsinore Middle School plans the following actions to address the needs of Goal 1A:

Provide release time for teachers to analyze data from local benchmarks, identify areas for instructional focus, identify instructional strategies to address the areas of focus, and engage in lesson study.

Provide extra duty for teachers and bilingual paraeducators for before/after school intervention, including data analysis and planning curriculum and instruction.

Support professional development for teachers, both on site through district coaches, as well as outside trainings/workshops, to ensure students have access to first best instruction.

1B: Math

All students are -93.7 dfs.

EL students are -163.9 dfs.

LTEs are -182.4 dfs.

Homeless Youth -149.7 dfs.

Students with Disabilities are -174.6 dfs.

Socioeconomically Disadvantaged students are -114 dfs.

Hispanic students are -111 dfs.

Priority/Root Causes:

1. PLC training needed to build teacher capacity.
2. Tier 2/Tier 3 math intervention curriculum
3. Collaboration with Special Education support staff

Elsinore Middle School plans the following actions to address the needs of Goal 1B:

Provide release time for teachers to analyze data from local benchmarks, identify areas for instructional focus, identify instructional strategies to address the areas of focus, and engage in lesson study.

Provide extra duty for teachers and bilingual paraeducators for before/after school intervention, including data analysis and planning curriculum and instruction.

Support professional development for teachers, both on site through district coaches, as well as outside trainings/workshops, to ensure students have access to first best instruction.

1C: EL

EL students are -113.5 dfs in ELA

LTEL students are -126.8 dfs in ELA

EL students are -163.9 dfs in math

LTEL students are -182.4 dfs. in math

62.3% of EL students are making progress in ELPI

74% of LTEL students are making progress in ELPI

Priority/Root Causes:

1. PLC training needed to build teacher capacity.
2. Reliance on bilingual paraeducators to translate.

Elsinore Middle School plans the following actions to address the needs of Goal 1C:

Provide release time for teachers to analyze data from local benchmarks, identify areas for instructional focus, identify instructional strategies to address the areas of focus, and engage in lesson study.

Provide extra duty for teachers and bilingual paraeducators for before/after school intervention, including data analysis and planning curriculum and instruction.

Support professional development for teachers, both on site through district coaches, as well as outside trainings/workshops, to ensure students have access to first best instruction.

Provide release time for the ELD teachers, paraeducators, counselors, teachers, and administrators to conduct student shadowing and empathy interviews, as well as analyze the data collected to create goals and supports for students.

Provide release time for the ELD teachers to facilitate targeted bootcamps designed to strengthen student skills across the four ELPAC domains: reading, writing, listening, and speaking.

Goal 2: Student and Family Engagement

2A: Chronic Absenteeism

All students have a chronic absenteeism rate of 22.2%.

EL students have a chronic absenteeism rate of 24% and declined -0.6%.

Long term English learners have a chronic absenteeism rate of 21.4% and declined -9.4%.

Homeless Youth have a chronic absenteeism rate of 33.8% and declined -6.2%.

Students with disabilities have a chronic absenteeism rate of 25.6% and declined -4.4%.

Socioeconomically disadvantaged students have a chronic absenteeism rate of 25.8% and declined -5.9%

Black/African American students have a chronic absenteeism rate of 27.3% and declined -2.7%.

Black/African American students have a suspension rate of 21.2% and increased 5.1%.

White students maintained their chronic absenteeism rate of 21.6%.

Students of multiple races/two or more have a chronic absenteeism rate of 30.6% and increased 17.7%.

Priority root causes:

1. Lack of student connections to school.
2. Lack of parent/family connection to school.
3. Lack of parent/guardian understanding of the school institution and available resources.

Elsinore Middle School plans the following actions to address the needs of Goal 2A:

Plan parent/family engagement activities, including workshops to increase parent/guardian access to Infinite Campus, Parent Square, and Canvas; student showcases planned by student groups such as PLUS, ASB, AVID, GEMS, and VAPA; Parent/Guardian information and learning workshops hosted by GEMS, Special Education, and ELD.

Focus on the development and implementation of PBIS in partnership with RCOE.

Goal 3: Educational Environment

3A: Increase collaboration and alignment to improve instruction

Release days were not strategically planned and organized around goals.

District support was not utilized or requested consistently.

Professional Development was not planned to support identified goals.

Elsinore Middle School plans the following actions to address the needs of Goal 3A:

Provide release time to attend professional development focused on PLC and leadership.

Pay for costs associated with off site trainings, including registration fees, travel, food, and accommodations costs.

# 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 Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 23-24                 | 24-25  | 25-26  | 23-24              | 24-25 | 25-26 |
| American Indian                | %                     | 0.21%  | 0.10%  |                    | 2     | 1     |
| African American               | 3.20%                 | 3.38%  | 2.61%  | 30                 | 32    | 25    |
| Asian                          | 1.92%                 | 2.32%  | 2.40%  | 18                 | 22    | 23    |
| Filipino                       | 1.39%                 | 1.37%  | 2.30%  | 13                 | 13    | 22    |
| Hispanic/Latino                | 76.73%                | 77.09% | 77.45% | 719                | 730   | 742   |
| Pacific Islander               | 0.43%                 | 0.32%  | 0.31%  | 4                  | 3     | 3     |
| White                          | 12.38%                | 11.72% | 11.06% | 116                | 111   | 106   |
| Multiple/No Response           | 3.95%                 | 3.59%  | 3.76%  | 37                 | 34    | 36    |
| Total Enrollment               |                       |        |        | 937                | 947   | 958   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 23-24              | 24-25 | 25-26 |
| Grade 6                           | 323                | 333   | 308   |
| Grade 7                           | 280                | 332   | 328   |
| Grade 8                           | 334                | 282   | 322   |
| Total Enrollment                  | 937                | 947   | 958   |

#### Conclusions based on this data:

1. See comprehensive needs assessment.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment |                    |       |       |                     |       |       |
|---------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                   | Number of Students |       |       | Percent of Students |       |       |
|                                 | 23-24              | 24-25 | 25-26 | 23-24               | 24-25 | 25-26 |
| English Learners                | 146                | 154   | 136   | 13.5%               | 15.6% | 14.2% |
| Fluent English Proficient (FEP) | 245                | 234   | 240   | 30.2%               | 26.1% | 25.1% |

Conclusions based on this data:

1. See comprehensive needs assessment.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 6                                | 274                    | 328   | 336   | 270                  | 323   | 329   | 270                       | 323   | 329   | 98.5                          | 98.5  | 97.9  |
| Grade 7                                | 320                    | 273   | 335   | 314                  | 264   | 330   | 314                       | 264   | 330   | 98.1                          | 96.7  | 98.5  |
| Grade 8                                | 299                    | 327   | 280   | 287                  | 313   | 275   | 287                       | 312   | 274   | 96.0                          | 95.7  | 98.2  |
| All Grades                             | 893                    | 928   | 951   | 871                  | 900   | 934   | 871                       | 899   | 933   | 97.5                          | 97    | 98.2  |

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 6                              | 2468.            | 2474. | 2481. | 9.63                | 8.67  | 10.64 | 20.00          | 18.89 | 21.58 | 21.11                 | 29.41 | 23.71 | 49.26              | 43.03 | 44.07 |
| Grade 7                              | 2493.            | 2489. | 2502. | 8.92                | 7.95  | 10.91 | 19.11          | 23.11 | 23.64 | 24.20                 | 18.94 | 23.33 | 47.77              | 50.00 | 42.12 |
| Grade 8                              | 2519.            | 2493. | 2500. | 13.24               | 8.01  | 8.76  | 23.00          | 18.91 | 20.80 | 23.69                 | 26.60 | 24.45 | 40.07              | 46.47 | 45.99 |
| All Grades                           | N/A              | N/A   | N/A   | 10.56               | 8.23  | 10.18 | 20.67          | 20.13 | 22.08 | 23.08                 | 25.36 | 23.79 | 45.69              | 46.27 | 43.94 |

| Reading<br>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 6                                                                    | 12.22            | 11.76 | 12.77 | 43.33                 | 47.99 | 46.20 | 44.44            | 40.25 | 41.03 |
| Grade 7                                                                    | 11.46            | 12.12 | 11.82 | 56.37                 | 54.17 | 57.58 | 32.17            | 33.71 | 30.61 |
| Grade 8                                                                    | 16.72            | 11.22 | 12.41 | 46.69                 | 42.31 | 49.64 | 36.59            | 46.47 | 37.96 |
| All Grades                                                                 | 13.43            | 11.68 | 12.33 | 49.14                 | 47.83 | 51.23 | 37.43            | 40.49 | 36.44 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 6                                                         | 8.52             | 5.88  | 7.60  | 38.52                 | 45.20 | 45.59 | 52.96            | 48.92 | 46.81 |
| Grade 7                                                         | 9.24             | 9.85  | 11.82 | 43.95                 | 43.18 | 51.21 | 46.82            | 46.97 | 36.97 |
| Grade 8                                                         | 9.09             | 4.49  | 9.12  | 47.55                 | 43.59 | 41.97 | 43.36            | 51.92 | 48.91 |
| All Grades                                                      | 8.97             | 6.56  | 9.54  | 43.45                 | 44.05 | 46.52 | 47.59            | 49.39 | 43.94 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 6                                                                 | 10.37            | 10.22 | 10.03 | 69.63                 | 66.87 | 67.17 | 20.00            | 22.91 | 22.80 |
| Grade 7                                                                 | 7.96             | 7.20  | 10.91 | 69.75                 | 67.05 | 63.64 | 22.29            | 25.76 | 25.45 |
| Grade 8                                                                 | 12.89            | 8.33  | 11.68 | 67.94                 | 67.31 | 64.96 | 19.16            | 24.36 | 23.36 |
| All Grades                                                              | 10.33            | 8.68  | 10.83 | 69.12                 | 67.07 | 65.27 | 20.55            | 24.25 | 23.90 |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 6                                                                                | 8.52             | 11.46 | 12.46 | 61.48                 | 61.61 | 59.27 | 30.00            | 26.93 | 28.27 |
| Grade 7                                                                                | 9.87             | 12.12 | 14.24 | 59.55                 | 54.17 | 57.27 | 30.57            | 33.71 | 28.48 |
| Grade 8                                                                                | 20.56            | 11.86 | 10.22 | 55.05                 | 60.90 | 63.14 | 24.39            | 27.24 | 26.64 |
| All Grades                                                                             | 12.97            | 11.79 | 12.43 | 58.67                 | 59.18 | 59.70 | 28.36            | 29.03 | 27.87 |

**Conclusions based on this data:**

1. See comprehensive needs assessment.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 6                                | 276                    | 328   | 336   | 270                  | 326   | 330   | 270                       | 325   | 330   | 97.8                          | 99.4  | 98.2  |
| Grade 7                                | 320                    | 273   | 335   | 318                  | 268   | 331   | 318                       | 265   | 331   | 99.4                          | 98.2  | 98.8  |
| Grade 8                                | 299                    | 328   | 280   | 290                  | 320   | 275   | 290                       | 320   | 275   | 97.0                          | 97.6  | 98.2  |
| All Grades                             | 895                    | 929   | 951   | 878                  | 914   | 936   | 878                       | 910   | 936   | 98.1                          | 98.4  | 98.4  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 6                              | 2461.            | 2469. | 2463. | 11.11               | 13.23 | 11.21 | 12.22          | 10.15 | 13.64 | 18.89                 | 22.77 | 19.70 | 57.78              | 53.85 | 55.45 |
| Grade 7                              | 2475.            | 2475. | 2479. | 10.69               | 10.57 | 10.88 | 13.84          | 12.08 | 14.80 | 17.61                 | 20.75 | 20.54 | 57.86              | 56.60 | 53.78 |
| Grade 8                              | 2487.            | 2472. | 2470. | 12.76               | 11.88 | 10.18 | 10.69          | 6.88  | 8.36  | 15.86                 | 13.75 | 11.64 | 60.69              | 67.50 | 69.82 |
| Grade 11                             |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
| All Grades                           | N/A              | N/A   | N/A   | 11.50               | 11.98 | 10.79 | 12.30          | 9.56  | 12.50 | 17.43                 | 19.01 | 17.63 | 58.77              | 59.45 | 59.08 |

| <b>Concepts &amp; Procedures</b><br><b>Applying mathematical concepts and procedures</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 6                                                                                  | 10.00            | 13.23 | 10.00 | 30.74                 | 30.46 | 30.91 | 59.26            | 56.31 | 59.09 |
| Grade 7                                                                                  | 11.01            | 12.83 | 12.39 | 30.50                 | 33.96 | 35.35 | 58.49            | 53.21 | 52.27 |
| Grade 8                                                                                  | 12.76            | 10.31 | 12.00 | 31.38                 | 33.13 | 30.55 | 55.86            | 56.56 | 57.45 |
| Grade 11                                                                                 |                  |       |       |                       |       |       |                  |       |       |
| All Grades                                                                               | 11.28            | 12.09 | 11.43 | 30.87                 | 32.42 | 32.37 | 57.86            | 55.49 | 56.20 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 6                                                                                                                                            | 8.89             | 9.54  | 8.79  | 38.52                 | 41.54 | 42.42 | 52.59            | 48.92 | 48.79 |
| Grade 7                                                                                                                                            | 9.12             | 9.43  | 8.16  | 47.48                 | 40.00 | 47.13 | 43.40            | 50.57 | 44.71 |
| Grade 8                                                                                                                                            | 12.07            | 8.13  | 9.09  | 45.52                 | 41.88 | 41.82 | 42.41            | 50.00 | 49.09 |
| All Grades                                                                                                                                         | 10.02            | 9.01  | 8.65  | 44.08                 | 41.21 | 43.91 | 45.90            | 49.78 | 47.44 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 6                                                                                            | 8.89             | 9.23  | 10.91 | 50.37                 | 53.54 | 50.30 | 40.74            | 37.23 | 38.79 |
| Grade 7                                                                                            | 11.64            | 8.30  | 8.16  | 56.29                 | 62.64 | 53.17 | 32.08            | 29.06 | 38.67 |
| Grade 8                                                                                            | 11.38            | 9.38  | 8.36  | 51.38                 | 55.00 | 44.73 | 37.24            | 35.63 | 46.91 |
| All Grades                                                                                         | 10.71            | 9.01  | 9.19  | 52.85                 | 56.70 | 49.68 | 36.45            | 34.29 | 41.13 |

**Conclusions based on this data:**

1. See comprehensive needs assessment.

# School and Student Performance Data

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

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

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 |
| 6                                                                                            | 1501.7  | 1506.4 | 1524.1 | 1498.5        | 1502.2 | 1534.8 | 1504.5           | 1510.3 | 1512.8 | 44                        | 60    | 58    |
| 7                                                                                            | 1511.5  | 1492.8 | 1538.2 | 1502.7        | 1480.9 | 1550.4 | 1519.9           | 1504.5 | 1525.6 | 55                        | 42    | 61    |
| 8                                                                                            | 1520.1  | 1517.1 | 1526.5 | 1515.3        | 1509.9 | 1529.6 | 1524.3           | 1523.7 | 1523.0 | 32                        | 49    | 38    |
| All Grades                                                                                   |         |        |        |               |        |        |                  |        |        | 131                       | 151   | 157   |

| Overall Language<br>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 |
| 6                                                                                     | 13.64   | 6.78  | 17.24 | 27.27   | 37.29 | 46.55 | 22.73   | 38.98 | 20.69 | 36.36   | 16.95 | 15.52 | 44                       | 59    | 58    |
| 7                                                                                     | 16.36   | 7.14  | 31.15 | 27.27   | 21.43 | 19.67 | 30.91   | 40.48 | 27.87 | 25.45   | 30.95 | 21.31 | 55                       | 42    | 61    |
| 8                                                                                     | 12.50   | 12.24 | 18.42 | 43.75   | 34.69 | 31.58 | 15.63   | 20.41 | 18.42 | 28.13   | 32.65 | 31.58 | 32                       | 49    | 38    |
| All Grades                                                                            | 14.50   | 8.67  | 22.93 | 31.30   | 32.00 | 32.48 | 24.43   | 33.33 | 22.93 | 29.77   | 26.00 | 21.66 | 131                      | 150   | 157   |

| Oral Language<br>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 |
| 6                                                                                  | 27.27   | 23.73 | 48.28 | 20.45   | 42.37 | 36.21 | 27.27   | 22.03 | 3.45  | 25.00   | 11.86 | 12.07 | 44                       | 59    | 58    |
| 7                                                                                  | 27.27   | 21.43 | 45.90 | 32.73   | 30.95 | 24.59 | 10.91   | 19.05 | 14.75 | 29.09   | 28.57 | 14.75 | 55                       | 42    | 61    |
| 8                                                                                  | 31.25   | 26.53 | 34.21 | 31.25   | 32.65 | 23.68 | 12.50   | 16.33 | 13.16 | 25.00   | 24.49 | 28.95 | 32                       | 49    | 38    |
| All Grades                                                                         | 28.24   | 24.00 | 43.95 | 28.24   | 36.00 | 28.66 | 16.79   | 19.33 | 10.19 | 26.72   | 20.67 | 17.20 | 131                      | 150   | 157   |

| Written Language<br>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 |
| 6                                                                                     | 0.00    | 1.69  | 0.00  | 18.18   | 8.47  | 15.52 | 38.64   | 55.93 | 55.17 | 43.18   | 33.90 | 29.31 | 44                       | 59    | 58    |
| 7                                                                                     | 3.64    | 2.38  | 11.48 | 23.64   | 4.76  | 14.75 | 30.91   | 45.24 | 37.70 | 41.82   | 47.62 | 36.07 | 55                       | 42    | 61    |
| 8                                                                                     | 3.13    | 8.16  | 5.26  | 18.75   | 18.37 | 23.68 | 37.50   | 24.49 | 26.32 | 40.63   | 48.98 | 44.74 | 32                       | 49    | 38    |
| All Grades                                                                            | 2.29    | 4.00  | 5.73  | 20.61   | 10.67 | 17.20 | 35.11   | 42.67 | 41.40 | 41.98   | 42.67 | 35.67 | 131                      | 150   | 157   |

| Listening Domain<br>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 |
| 6                                                                                       | 11.36          | 18.64 | 31.03 | 61.36               | 57.63 | 50.00 | 27.27     | 23.73 | 18.97 | 44                       | 59    | 58    |
| 7                                                                                       | 3.64           | 11.90 | 32.79 | 61.82               | 45.24 | 44.26 | 34.55     | 42.86 | 22.95 | 55                       | 42    | 61    |
| 8                                                                                       | 12.50          | 20.41 | 28.95 | 56.25               | 48.98 | 50.00 | 31.25     | 30.61 | 21.05 | 32                       | 49    | 38    |
| All Grades                                                                              | 8.40           | 17.33 | 31.21 | 60.31               | 51.33 | 47.77 | 31.30     | 31.33 | 21.02 | 131                      | 150   | 157   |

| Speaking Domain<br>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 |
| 6                                                                                      | 43.18          | 40.68 | 68.97 | 22.73               | 44.07 | 17.24 | 34.09     | 15.25 | 13.79 | 44                       | 59    | 58    |
| 7                                                                                      | 49.09          | 42.86 | 60.66 | 23.64               | 26.19 | 24.59 | 27.27     | 30.95 | 14.75 | 55                       | 42    | 61    |
| 8                                                                                      | 50.00          | 42.86 | 47.37 | 28.13               | 28.57 | 15.79 | 21.88     | 28.57 | 36.84 | 32                       | 49    | 38    |
| All Grades                                                                             | 47.33          | 42.00 | 60.51 | 24.43               | 34.00 | 19.75 | 28.24     | 24.00 | 19.75 | 131                      | 150   | 157   |

| Reading Domain<br>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 |
| 6                                                                                     | 0.00           | 5.08  | 3.45  | 36.36               | 32.20 | 36.21 | 63.64     | 62.71 | 60.34 | 44                       | 59    | 58    |
| 7                                                                                     | 5.45           | 2.38  | 14.75 | 32.73               | 28.57 | 31.15 | 61.82     | 69.05 | 54.10 | 55                       | 42    | 61    |
| 8                                                                                     | 12.50          | 16.33 | 21.05 | 40.63               | 28.57 | 15.79 | 46.88     | 55.10 | 63.16 | 32                       | 49    | 38    |
| All Grades                                                                            | 5.34           | 8.00  | 12.10 | 35.88               | 30.00 | 29.30 | 58.78     | 62.00 | 58.60 | 131                      | 150   | 157   |

| Writing Domain<br>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 |
| <b>6</b>                                                                              | 13.64          | 3.39  | 8.62  | 59.09               | 86.44 | 81.03 | 27.27     | 10.17 | 10.34 | 44                       | 59    | 58    |
| <b>7</b>                                                                              | 10.91          | 0.00  | 6.56  | 69.09               | 78.57 | 77.05 | 20.00     | 21.43 | 16.39 | 55                       | 42    | 61    |
| <b>8</b>                                                                              | 0.00           | 6.12  | 0.00  | 71.88               | 71.43 | 76.32 | 28.13     | 22.45 | 23.68 | 32                       | 49    | 38    |
| <b>All Grades</b>                                                                     | 9.16           | 3.33  | 5.73  | 66.41               | 79.33 | 78.34 | 24.43     | 17.33 | 15.92 | 131                      | 150   | 157   |

**Conclusions based on this data:**

1. See comprehensive needs assessment.

# School and Student Performance Data

## Student Population

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

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

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

| 2024-25 Student Population                                   |                                                                                                                                  |                                                                                                                                                              |                                                             |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                             | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 947                                                          | 81.4%                                                                                                                            | 16.3%                                                                                                                                                        | 0.8%                                                        |
| Total Number of Students enrolled in Elsinore Middle 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                                  | 154   | 16.3%      |
| Foster Youth                                      | 8     | 0.8%       |
| Homeless                                          | 63    | 6.7%       |
| Socioeconomically Disadvantaged                   | 771   | 81.4%      |
| Students with Disabilities                        | 107   | 11.3%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 32    | 3.4%       |
| American Indian              | 2     | 0.2%       |
| Asian                        | 22    | 2.3%       |
| Filipino                     | 13    | 1.4%       |
| Hispanic                     | 730   | 77.1%      |
| Two or More Races            | 34    | 3.6%       |
| Pacific Islander             | 3     | 0.3%       |
| White                        | 111   | 11.7%      |

### Conclusions based on this data:

1. See comprehensive needs assessment.



# School and Student Performance Data

## Overall Performance

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

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                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div><p>Yellow</p></div>   | <div>Chronic Absenteeism</div> <div><p>Yellow</p></div> | <div>Suspension Rate</div> <div><p>Green</p></div> |
| <div>Mathematics</div> <div><p>Orange</p></div>            |                                                                                                                                           |                                                                                                                                        |
| <div>English Learner Progress</div> <div><p>Blue</p></div> |                                                                                                                                           |                                                                                                                                        |

#### Conclusions based on this data:

1. See comprehensive needs assessment.

# School and Student Performance Data

## Academic Performance English Language Arts

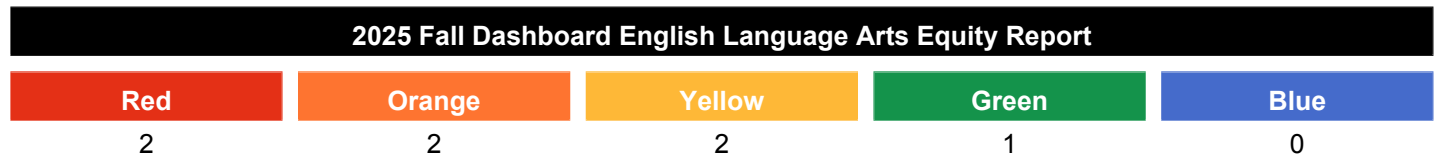
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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                                                                                                                                                    |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Yellow</div> <div>50.8 points below standard</div> <div>Increased 12.3 points</div> <div>877 Students</div> | <div>English Learners</div> <div></div> <div>Orange</div> <div>113.5 points below standard</div> <div>Increased 22.3 points</div> <div>215 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>126.8 points below standard</div> <div>Increased 25.1 points</div> <div>71 Students</div>    |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>    | <div>Homeless</div> <div></div> <div>Red</div> <div>93.6 points below standard</div> <div>Maintained -1.4 points</div> <div>48 Students</div>             | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>68.7 points below standard</div> <div>Increased 12 points</div> <div>709 Students</div> |

|                                                                                                                                                                                                             |                                                                                                                                                                                                          |                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>134.8 points below standard<br>Maintained 2.8 points<br>95 Students        | <b>African American</b><br><br>No Performance Color<br>35.2 points below standard<br>Increased 71 points<br>29 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                     |
| <b>Asian</b><br><br>No Performance Color<br>54.4 points above standard<br>Increased 36 points<br>20 Students               | <b>Filipino</b><br><br>No Performance Color<br>51 points above standard<br>Maintained 1.4 points<br>13 Students         | <b>Hispanic</b><br><br>Yellow<br>65.8 points below standard<br>Increased 11.3 points<br>685 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>11.1 points above standard<br>Increased 22.3 points<br>28 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students       | <b>White</b><br><br>Green<br>1.3 points below standard<br>Increased 7.4 points<br>99 Students        |

**Conclusions based on this data:**

1. See comprehensive needs assessment.

# School and Student Performance Data

## Academic Performance Mathematics

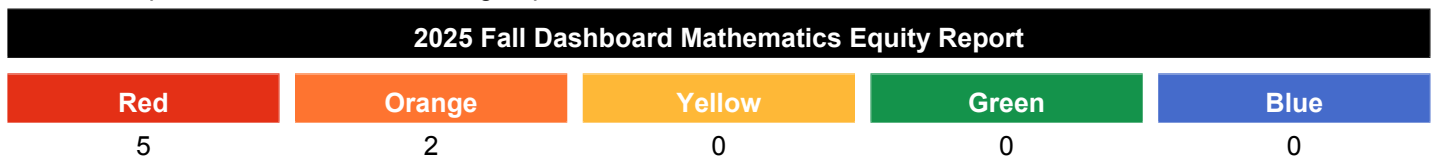
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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                                                                                                                       |                                                                                                                                                                                                 |                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>93.7 points below standard<br>Maintained -0.4 points<br>884 Students     | <b>English Learners</b><br><br>Orange<br>163.9 points below standard<br>Increased 4.6 points<br>221 Students | <b>Long-Term English Learners</b><br><br>Red<br>182.4 points below standard<br>Declined 4.2 points<br>71 Students       |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>Homeless</b><br><br>Red<br>149.7 points below standard<br>Declined 46.7 points<br>50 Students             | <b>Socioeconomically Disadvantaged</b><br><br>Red<br>114 points below standard<br>Maintained 1.4 points<br>715 Students |

|                                                                                                                                                                                                             |                                                                                                                                                                                                             |                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>174.6 points below standard<br>Maintained -0.5 points<br>95 Students       | <b>African American</b><br><br>No Performance Color<br>106.8 points below standard<br>Increased 29.1 points<br>29 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                  |
| <b>Asian</b><br><br>No Performance Color<br>17.1 points above standard<br>Increased 21.4 points<br>22 Students             | <b>Filipino</b><br><br>No Performance Color<br>51.1 points above standard<br>Declined 9.6 points<br>13 Students            | <b>Hispanic</b><br><br>Red<br>111 points below standard<br>Maintained -0.4 points<br>690 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>20.1 points below standard<br>Increased 24.3 points<br>28 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students          | <b>White</b><br><br>Orange<br>29.4 points below standard<br>Declined 9.4 points<br>99 Students    |

**Conclusions based on this data:**

1. See comprehensive needs assessment.

# School and Student Performance Data

## Academic Performance Science

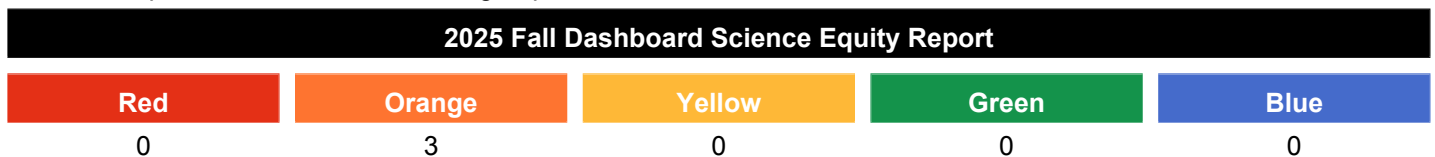
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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                                                                                                                           |                                                                                                                                                                                              |                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>44.3 science points<br>Maintained 0.5 points<br>260 Students             | <b>English Learners</b><br><br>Orange<br>29.8 science points<br>Increased 3.4 points<br>53 Students       | <b>Long-Term English Learners</b><br><br>No Performance Color<br>28.4 science points<br>Maintained 0.8 points<br>23 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>41.5 science points<br>Maintained 0.8 points<br>206 Students         |

|                                                                                                                                                                                                                |                                                                                                                                                                                                    |                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>32.6 science points<br>Maintained -0.7 points<br>21 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                       |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students                        | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student          | <b>Hispanic</b><br><br>Orange<br>41 science points<br>Maintained -0.3 points<br>208 Students           |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students            | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student  | <b>White</b><br><br>No Performance Color<br>58.4 science points<br>Increased 4.5 points<br>29 Students |

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator                                    |                                                                                             |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| English Learner Progress                                                                  | Long-Term English Learner Progress                                                          |
| <br>Blue | <br>Blue |
| 62.3 making progress.                                                                     | 74 making progress.                                                                         |
| Number Students: 146 Students                                                             | Number Students: 73 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 |
| 5.5%                                                             | 32.2%                                      | 0%                      | 62.3%                              |

### Conclusions based on this data:

1. See comprehensive needs assessment.

# School and Student Performance Data

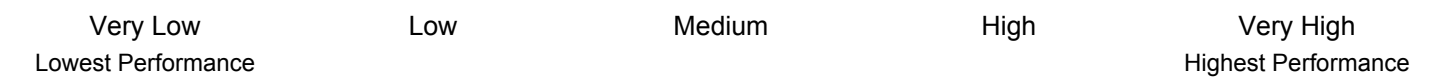
## Academic Performance College/Career Report

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

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 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. See comprehensive needs assessment.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

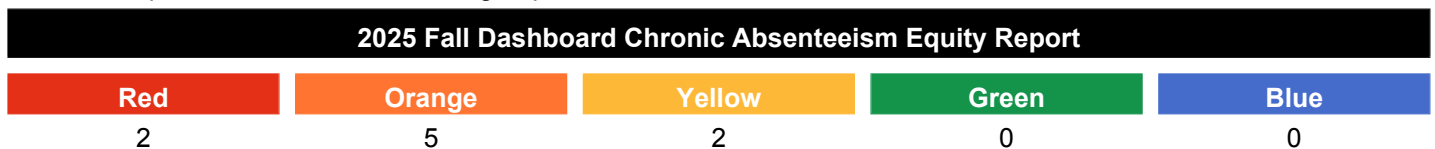
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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                                                                                                          |                                                                                                                                                                                    |                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>22.2% Chronically Absent<br>Declined 4.6<br>1006 Students           | <b>English Learners</b><br><br>Orange<br>24% Chronically Absent<br>Declined 0.6<br>171 Students | <b>Long-Term English Learners</b><br><br>Orange<br>21.4% Chronically Absent<br>Declined 9.4<br>84 Students       |
| <b>Foster Youth</b><br><br>No Performance Color<br>50% Chronically Absent<br>Declined 8.3<br>12 Students | <b>Homeless</b><br><br>Orange<br>33.8% Chronically Absent<br>Declined 6.2<br>77 Students        | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>25.8% Chronically Absent<br>Declined 5.9<br>826 Students |

|                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>25.6% Chronically Absent<br>Declined 4.4<br>117 Students | <b>African American</b><br><br>Orange<br>27.3% Chronically Absent<br>Declined 2.7<br>33 Students                  | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>No Performance Color<br>12% Chronically Absent<br>Increased 0.9<br>25 Students          | <b>Filipino</b><br><br>No Performance Color<br>6.7% Chronically Absent<br>Increased 6.7<br>15 Students            | <b>Hispanic</b><br><br>Yellow<br>22.2% Chronically Absent<br>Declined 6.5<br>776 Students                        |
| <b>Two or More Races</b><br><br>Red<br>30.6% Chronically Absent<br>Increased 17.7<br>36 Students            | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>White</b><br><br>Red<br>21.6% Chronically Absent<br>Maintained 0.4<br>116 Students                            |

**Conclusions based on this data:**

1. See comprehensive needs assessment.

## School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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

Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2025 Fall Dashboard Graduation Rate Equity Report

Red

## Orange

## Yellow

## Green

## Blue

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

## 2025 Fall Dashboard Graduation Rate for All Students/Student Group

## All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

**1.**

# School and Student Performance Data

## Conditions & Climate Suspension Rate

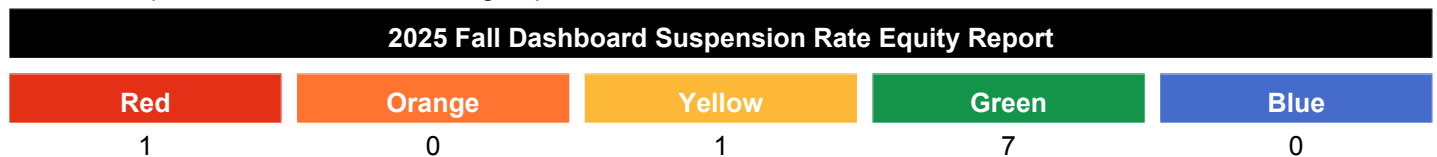
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                                 |                                                                                                        |                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>3.8% suspended at least one day<br>Declined 3.5%<br>1018 Students              | <b>English Learners</b><br><br>Green<br>7% suspended at least one day<br>Declined 1.5%<br>172 Students | <b>Long-Term English Learners</b><br><br>Yellow<br>10.7% suspended at least one day<br>Declined 0.3%<br>84 Students   |
| <b>Foster Youth</b><br><br>No Performance Color<br>16.7% suspended at least one day<br>Increased 9%<br>12 Students | <b>Homeless</b><br><br>Green<br>7.4% suspended at least one day<br>Declined 2.7%<br>81 Students        | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>4.5% suspended at least one day<br>Declined 3%<br>838 Students |

|                                                                                                                                                                                                 |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Green<br>6% suspended at least one day<br>Declined 6%<br>117 Students | <b>African American</b><br><br>Red<br>21.2% suspended at least one day<br>Increased 5.1%<br>33 Students           | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>No Performance Color<br>4% suspended at least one day<br>Increased 4%<br>25 Students       | <b>Filipino</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>15 Students      | <b>Hispanic</b><br><br>Green<br>3.6% suspended at least one day<br>Declined 4%<br>788 Students                   |
| <b>Two or More Races</b><br><br>Green<br>2.8% suspended at least one day<br>Declined 4.7%<br>36 Students       | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>White</b><br><br>Green<br>1.7% suspended at least one day<br>Declined 4.1%<br>116 Students                    |

**Conclusions based on this data:**

1. 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 |
|---------------------------------------------|-----------|-------------------|--------------------|----------------------------|--------------------|
| Shawna Pedretti                             | X         |                   |                    |                            |                    |
| Esmeralda Torrez                            |           |                   | X                  |                            |                    |
| Grace Hodges (Year 2)                       |           | X                 |                    |                            |                    |
| Marisa Bowers (Year 2)                      |           |                   | X                  |                            |                    |
| Jamie Webber (Year 1)                       |           | X                 |                    |                            |                    |
| Elizalyn Perez (Year 2)                     |           | X                 |                    |                            |                    |
| Veronica Petrocelli                         |           |                   |                    | X                          |                    |
| Francisco Osorio                            |           |                   |                    | X                          |                    |
| Stacy Portman                               |           |                   |                    | X                          |                    |
| Giselle Soto                                |           |                   |                    |                            | X                  |
| Monet Mitchell                              |           |                   |                    |                            | X                  |
| Sophia Feliciano                            |           |                   |                    |                            | X                  |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>3</b>          | <b>2</b>           | <b>3</b>                   | <b>3</b>           |

# 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.

**Elsinore Middle School seeks to improve all student achievement in the areas of ELA and math, decreasing the dfs for each of the targeted student groups. Additionally, Elsinore Middle School will continue to increase the percentage of EL and LTEL students making progress in ELPI.**

Goal 1A:

LTEL students will decrease dfs in ELA from -126.8 to -107.9

SWD will decrease dfs from -134.8 to -128.8

English Learners will decrease dfs in ELA from -113.5 to -99

Goal 1B:

LTEL students will decrease dfs in math from -182.4 to -179.4

SWD will decrease dfs in math from -174.6 to -171.6

ELs will decrease dfs in math from -163.9 to -160.9

Goal 1C:

ELPI will increase by 3%, totaling 65.3% of ELs making progress.

ELPI will increase by 3%, totaling 81.3% of LTELs making progress.

### 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.

Goal 1A:

1A: ELA

The results of the root cause analysis revealed:

- PLC training needed to build teacher capacity.
- There are gaps in literacy for all grades.
- EL students rely on bilingual paraeducators to translate all instruction and activities.

Goal 1B: math

The results of the root cause analysis revealed:

- PLC training needed to build teacher capacity.
- Tier 2/Tier 3 math intervention curriculum is needed to help close skill gaps.
- Collaboration with Special Education support staff to build their capacity.

Goal 1C: ELPI

The results of the root cause analysis revealed:

- PLC training needed to build teacher capacity.
- EL students rely on bilingual paraeducators to translate all instruction and activities.

To support student progress, targeted intervention will be offered before/after school based on student need as measured through iReady, CAASPP, CAST, grades, empathy interviews, and student shadowing. In addition, release time will be provided for teachers to engage in professional development, data analysis, identifying areas for instructional focus, identifying instructional strategies to address the areas of focus, and engage in lesson study. Release time will also be provided for teachers to engage in empathy interviews and student shadowing.

## Annual Measurable Outcomes

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

| Metric/Indicator                        | Baseline/Actual Outcome | Expected Outcome                                    |
|-----------------------------------------|-------------------------|-----------------------------------------------------|
| DFS/ELA, All students - CAASPP          | -50.8 (CAASPP 2025)     | -47.8 dfs in ELA as measured by CAASPP, June 2027   |
| DFS/ELA, EL - CAASPP                    | -113.5 (CAASPP 2025)    | -99 dfs in ELA as measured by CAASPP, June 2027     |
| DFS/ELA, LTELs - CAASPP                 | -126.8 (CAASPP 2025)    | -107.9 dfs in ELA as measured by CAASPP, June 2027  |
| DFS/ELA, Homeless Youth - CAASPP        | -93.6 (CAASPP 2025)     | -90.6 dfs in ELA as measured by CAASPP, June 2027   |
| DFS/ELA, SED - CAASPP                   | -68.7 (CAASPP 2025)     | -65.7 dfs in ELA as measured by CAASPP, June 2027   |
| DFS/ELA, SWD - CAASPP                   | -134.8 (CAASPP 2025)    | -131.8 dfs in ELA as measured by CAASPP, June 2027  |
| DFS/ELA, Hispanic Students - CAASPP     | -65.8 (CAASPP 2025)     | -62.8 dfs in ELA as measured by CAASPP, June 2027   |
| % of EL students making progress-ELPI   | 62.3%                   | 65.3%                                               |
| % of LTEL students making progress-ELPI | 78.3%                   | 81.3%                                               |
| DFS/math, All students - CAASPP         | -93.7 (CAASPP 2025)     | -90.7 dfs in math as measured by CAASPP, June 2027  |
| DFS/math, EL students - CAASPP          | -163.9 (CAASPP 2025)    | -160.9 dfs in math as measured by CAASPP, June 2027 |
| DFS/math, LTEL students - CAASPP        | -182.4 (CAASPP 2025)    | -179.4 dfs in math as measured by CAASPP, June 2027 |
| DFS/math, Homeless Youth - CAASPP       | -149.7 (CAASPP 2025)    | -146.7 dfs in math as measured by CAASPP, June 2027 |
| DFS/math, SED - CAASPP                  | -114 (CAASPP 2025)      | -111 dfs in math as measured by CAASPP, June 2027   |
| DFS/math, SWD - CAASPP                  | -174.6 (CAASPP 2025)    | -171.6 dfs in math as measured by CAASPP, June 2027 |
| DFS/math, Hispanic - CAASPP             | -1111 (CAASPP 2025)     | -108 dfs in math as measured by CAASPP, June 2027   |
| DFS/math, White - CAASPP                | -29.4 (CAASPP 2025)     | -27.9 dfs in math as measured by CAASPP, June 2027  |

## Strategies/Activities

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

| Strategy/Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                | Students to be Served | Proposed Expenditures                                 |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------|
|                     |                                                                                                                                                                                                                                                                                                                                                                                                            |                       |                                                       |
| 1.1                 | Targeted intervention will be offered before/after school based on student need as measured through iReady, CAASPP, CAST, grades, empathy interviews, and student shadowing. Before/after school intervention will be scheduled no more than 4 days a week, utilizing no more than 4 teachers per day in 6 or 7 week cycles. Intervention will be offered for ELA, math, ELD, science, and social science. | EL, LTEL, SWD, SED    | 16,379.52<br>Title I<br>1140: Certificated Extra Duty |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |                                                         |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------|
|            | <p>Students will be identified for intervention after analysis of CAASPP/CAST, iReady, and/or grades. No more than 20 students will be scheduled with each intervention teacher for 1 hour sessions up to 2 days per week. Reading intervention will be held 4 days a week, one hour per session. Pre and post assessments and surveys will be utilized to measure the effectiveness of the intervention session.</p> <p>Two cycles of reading intervention and two sessions of math, ELD, science, and social science will be run during the school year.</p> <p>Reading intervention costs: 2 teachers x 4 hours x 8 weeks = \$5,955.84</p> <p>Math, ELD, science, and social science intervention: 2 teachers x 2 hours x 6 weeks = \$2,233.92</p>                                              |                    |                                                         |
| <b>1.2</b> | <p>Provide release time for general education teachers to meet with SPED inclusion teachers in grade level teams twice per semester to analyze data, identify areas for instructional focus, identify instructional strategies to address the areas of focus, and engage in co-plan / co-teach.</p> <p>Agenda with outcomes will be created by grade level case carrier and administrator with district support when needed (data analysis or coaching support). Surveys will be completed by participants to provide feedback on the agenda, outcomes, and future needs. Co-plan / co-teach lessons will be developed with observation schedule determined during the release day.</p> <p>4 teachers x 2 days = \$1709.68 per grade level subject per semester x 3 Case Managers = \$5,129.04</p> | SWD                | 5,000<br>Title I<br>1130: Certificated Sub              |
| <b>1.3</b> | <p>Provide release time for EL teachers and/or EL teachers and general education teachers once per semester to analyze data, identify areas for instructional focus, identify instructional strategies to address the areas of focus, and engage in co-plan / co-teach.</p> <p>Agenda with outcomes will be created by EL Facilitator and administrator with district support when needed (data analysis or coaching support). Surveys will be completed by participants to provide feedback on the agenda, outcomes, and future needs. Co-plan / co-teach lessons will be developed with observation schedule determined during the release day.</p> <p>Two release days will be scheduled during the school year for this action.</p> <p>5 teachers x 1 day = \$1068.55 per release day</p>      | EL, LTEL           | 2,137.10<br>Title I<br>1130: Certificated Sub           |
| <b>1.4</b> | <p>Provide para-educator and/or bilingual para-educator support to students in before/after school intervention. Up to two para-educators will be utilized based on student needs.</p> <p>2 paras x 4 hours (\$22.99) = \$183.92 x 8 weeks = \$1,471.36 per cycle x 2 cycles = \$2,942.72</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | EL, LTEL, SWD, SED | 3,000<br>Title I<br>2X40: Classified Extra Duty         |
| <b>1.5</b> | <p>Provide release time for a team to engage in student shadowing and empathy interviews to collect additional data for low performing students as measured by ELPAC, iReady, CAASPP, CAST, and grades. Teams of 5 comprised of EL teacher,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | EL, LTEL           | 1,282.26<br>Title I<br>1130: Certificated Sub<br>551.76 |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                                                      |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------|
|     | <p>general education teacher, counselor, AES, administration, and/or support staff will be utilized monthly.</p> <p>Empathy interview and student shadowing data will be collected and utilized to provide additional support to students. Student improvement will be measured through comparison of assessment data and student surveys.</p> <p>Two cycles of student shadowing and empathy interviews will be conducted.</p> <p>3 teachers x 1 day = \$641.13 per release day x 2 cycles = \$1,282.26</p> <p>4 bilingual paraeducators x 3 hours (\$22.99) = \$275.88 per day x 2 cycles = \$551.76</p>                                                                             |                    | Title I<br>2X40: Classified Extra Duty               |
| 1.6 | <p>Targeted intervention data analysis, monitoring, and planning, which includes organizing students into small groups for weekly instruction based on formative assessment results for both before, during, and after school intervention.</p> <p>To meet the needs of students in intervention periods, additional time is required to evaluate data and plan for small group instruction.</p> <p>Planning for fall semester Tier 1 and Tier 2 reading intervention for 6th grade: 3 teachers x 6 hours = \$1,446.30</p> <p>Spring semester planning: 1 teacher x 1 hour weekly (per 4 hours of instruction) x 7 weeks = \$562.45 per intervention cycle x 2 cycles = \$1,124.90</p> | EL, LTEL, SWD, SED | 2,571.20<br>Title I<br>1140: Certificated Extra Duty |
| 1.7 | <p>Provide release time for teacher(s) to assess students and collect data for progress monitoring: pre assessment, mid point assessment, and post assessment.</p> <p>Literacy intervention requires that students be assessed individually. To support the assessment process, teachers will be provided release time to facilitate the assessment process.</p> <p>1 teacher x 3 days per intervention cycle = \$641.13 x 2 cycles = \$1,282.26</p>                                                                                                                                                                                                                                   | EL, LTEL, SWD, SED | 1,282.26<br>Title I<br>1130: Certificated Sub        |
| 1.8 | <p>Provide release time for EL teachers to provide additional support to EL students in each of the 4 domains tested on the ELPAC. These EL bootcamps will provide students additional opportunities to practice skills and receive feedback on their progress. The EL bootcamps will support all EL students, but will specifically target the EL 3H students.</p> <p>2 teachers x 4 days = \$2,564.52</p>                                                                                                                                                                                                                                                                            | EL, LTEL           | 2,564.52<br>Title I<br>1130: Certificated Sub        |

## Annual Review

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

Goal 1 Action 1 - This action was implemented with success and the overall effectiveness was significant. All students who participated consistently showed growth in their reading as measured by iReady and the BPST (Basic Phonics

Skills Test). Due to the intervention being scheduled outside of the regular school day, the number of students who participated was limited.

Goal 1 Action 2 - This action was implemented with moderate success and each grade level met with the Special Education teacher at least twice this year. However, to enhance effectiveness, a more targeted approach is needed, particularly within the math department. Currently, students with disabilities (SWD) demonstrate a significant achievement gap, with a -133.6 dfs in ELA and a -174.7 dfs in math compared to all students. While both subjects require attention, the greater disparity in math suggests an urgent need for intentional strategies and support in this area. By prioritizing math during future release time meetings and focusing on evidence-based instructional practices, grade level teams can better address these gaps and improve outcomes for SWD.

Goal 1 Action 3 - The implementation of this action was successful and demonstrated overall effectiveness. Data analysis revealed critical areas for instructional focus and support strategies, particularly for English Learner (EL) students and Long-Term English Learners (LTELs). All core content teachers participated in iELD training, establishing a foundation for ongoing collaborative discussions. Continued collaboration between EL and content teachers is essential, especially in math, where gains are smaller and LTELs are experiencing stagnation or decline. A focused effort to leverage EL teacher expertise, refine instructional strategies, and provide targeted supports could further enhance the effectiveness of this action and accelerate student growth in both ELA and math.

Goal 1 Action 4 - The implementation of this action was comprehensive and demonstrated clear effectiveness during the 2025–2026 school year. Bilingual paraeducators and general paraeducators were strategically assigned to support students participating in both before- and after-school intervention programs. This targeted support increased student engagement and access to intervention services. Evidence of success is reflected in improved student outcomes, as measured by assessments such as iReady, BPST, and course grades. These positive results indicate that the use of paraeducators contributed significantly to students' academic progress within the intervention framework.

Goal 1 Action 5 - This action was successfully implemented and demonstrated a positive impact. The English Learner (EL) team dedicated two full days to shadowing English Language Development (ELD) students and conducted empathy interviews to better understand their experiences and needs. The insights and qualitative data gathered from these activities provided valuable perspectives, supplementing quantitative measures and informing analysis during EL release days. As a result, the EL team was able to make more informed decisions and adjustments to instructional practices, supporting continuous improvement in meeting the needs of ELD students.

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 Action 1 - The budgeted amount for before/after school intervention in the 25 - 26 school year was originally \$31,762.72 but after analysis of spending at the end of the fall semester, it was determined to move money to Goal 3 Action 2 to support sending teacher leaders to PLC training. The final budgeted amount is \$14,962.16. The actual expenditure to date is \$6,395.05 with a total expected expenditure to be \$12,790.12. The major differences between intended implementation and the budgeted amount was the focus on literacy intervention only. Additionally, due to the assessment heavy Spring (iReady and CAASPP/CAST) a third session of intervention was not implemented at all.

Goal 1 Action 2 - The budgeted amount for SpEd and general education teacher release time in the 25 - 26 school year was originally \$10,000 but after analysis of spending at the end of the fall semester, SSC decided to transfer money to Goal 3 Action 2 in an effort to support sending teacher leaders to PLC training. The final budgeted amount is \$5,000. The actual expenditure to date is \$3,205.65.

Goal 1 Action 3 - The budgeted amount for EL teacher and general education teacher release time in the 25 - 26 school year was \$3,846. The actual expenditure to date is \$2,137.10. Additional days may be scheduled before the end of the year.

Goal 1 Action 4 - The budgeted amount for bilingual paraeducator support in the 25 - 26 school year was \$3,909. The actual expenditure to date is \$1,799.04. The total expected expenditure is \$3,598.

Goal 1 Action 5 - The budgeted amount for release time for EL facilitators and teachers to engage in student shadowing and empathy interviews in the 25 - 26 school year was originally \$3,846 but after analysis of spending at the end of the fall semester, it was determined to move money to Goal 3 Action 2 to support sending teacher leaders to PLC training. The final budgeted amount is \$1282.00. The actual expenditure to date is \$641.13 and it is expected that the total expenditure by the end of the year will be \$1282.00.

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

Goal 1 Action 1 - The anticipated expenditure for the 2026–2027 school year is expected to remain consistent with previous years. The before and after school intervention program will expand its focus to include all academic subjects, moving away from the prior emphasis solely on literacy. Students will be selected for intervention based on comprehensive data, such as grades, benchmark results, and common assessments, ensuring targeted support for those who need it most. Additionally, students will be required to participate throughout the entire intervention cycle, maximizing the effectiveness of the program and supporting sustained academic growth.

Goal 1 Action 2 - The expenditure for the upcoming year will remain at \$5,000, maintaining support for ongoing initiatives. The budget allocated for this category was \$10,000 for each of the past two years, but actual spending has consistently been lower, indicating a more efficient use of resources. This adjustment aligns the budget more closely with real expenditures, ensuring fiscal responsibility while still meeting program needs. Special Education teachers collaborate with general education teachers across all subjects, making this expenditure both necessary and justified. Looking ahead, enhanced systems for data collection and improved scheduling of pre-meetings with the team lead are expected to increase the effectiveness and impact of targeted interventions. Additionally, the adoption of the PLC rubric will provide teams and leaders with a structured tool for evaluating the success of release days. This feedback mechanism will not only help teams refine their collaborative practices but also foster continuous improvement in instructional strategies and outcomes. Overall, these steps demonstrate a commitment to maximizing the value of each dollar spent and strengthening collaborative efforts among educators.

Goal 1 Action 3 - For the 2025–2026 school year, the anticipated expenditure is \$3,846. To enhance outcomes for all English Learner (EL) students, we plan to broaden the range of educational partners participating in release time. This strategic expansion is expected to foster more comprehensive support and collaboration. Additionally, next year we will implement improved systems for collecting data and scheduling pre-meetings with the team lead, enabling us to more effectively identify and address areas where targeted interventions are needed. The adoption of the PLC rubric will provide teams and team leaders with a structured tool to assess the effectiveness of release days. This process will generate actionable feedback, allowing teams to continuously refine their collaborative practices and maximize the impact of release time on student achievement.

For Goal 1 Action 4 - No changes will be made to this goal. Providing paraeducator and bilingual paraeducator support in intervention increases access for students.

Goal 1 Action 5 - No changes will be made to this goal; however, the team responsible for conducting the shadowing and empathy interviews will now include bilingual paraeducators. By actively involving these paraeducators in data collection and subsequent discussions, the process will not only enhance the quality and depth of information gathered but also strengthen their capacity to support students in their classrooms. Their firsthand participation provides valuable perspectives that can inform instructional strategies, foster more effective communication, and ensure that student needs—especially those of bilingual learners—are addressed more comprehensively. This collaborative approach promotes professional growth among paraeducators and ultimately leads to improved outcomes for the students they serve.

# 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.

**EMS seeks to reduce chronic absenteeism and suspension rates for all students.**

Goal 2A: By 2027, chronic absenteeism will drop for all students from 22.2% to 18.1%. The chronic absenteeism rate for Long-term English Learners will drop from 21.4% to 17.6%. The chronic absenteeism rate for English Learners will drop from 24% to 22.8%. The chronic absenteeism rate will drop for students with disabilities from 25.6% to 23.7%. The chronic absenteeism rate for socioeconomically disadvantaged students will drop from 25.8% to 20.5%.

Elsinore Middle School seeks to increase and improve student, family, and community engagement by providing multiple opportunities for parents/guardians and the community to attend events at the school. These events will provide parents/guardians and the community with opportunities to connect to the school and its staff, learn about how to access the various programs we use (Canvas, IC, Parent Square), and see student work on display. Additionally, Elsinore Middle School will focus on developing and implementing PBIS on campus.

### 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.

Goal 2A

22.2% chronic absenteeism for all students

21.4% chronic absenteeism for Long-term English Learners

24% chronic absenteeism for English Learners

25.6% chronic absenteeism for Students with Disabilities

25.8% chronic absenteeism for Socioeconomically disadvantaged students

33.8% chronic absenteeism for homeless youth.

21.6% chronic absenteeism for white students.

Black/African American students' suspension rate increase 5.1% to 21.2%.

Parent and student workshops will be provided to support families with strategies to support attendance, positive behavior and engagement. PBIS will be fully implemented in the 26 - 27 school year.

### Annual Measurable Outcomes

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

| Metric/Indicator                                    | Baseline/Actual Outcome                      | Expected Outcome                          |
|-----------------------------------------------------|----------------------------------------------|-------------------------------------------|
| CA dashboard chronically absent rate - all students | 22.2% of all students are chronically absent | 18.1% of all students chronically absent  |
| CA dashboard chronically absent rate-LTEs           | 21.4% of LTEs students chronically absent.   | 17.6% of LTEs students chronically absent |
| CA dashboard chronically absent-EL                  | 24% of EL students chronically absent.       | 22.8% of EL students chronically absent   |
| CA dashboard chronically absent rate-SWD            | 25.6% of SWD students chronically absent.    | 23.7% of SWD chronically absent           |

|                                                                       |                                                                     |                                                                 |
|-----------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------|
| CA dashboard chronically absent - SED                                 | 25.8% of SED students chronically absent                            | 20.5% of SED students chronically absent                        |
| CA dashboard chronically absent - Homeless Youth                      | 33.8% of homeless youth are chronically absent.                     | 29.2% of homeless youth chronically absent                      |
| CA dashboard chronically absent - Black/African American students     | 27.3% of black/African American students are chronically absent     | 24.9% of black/African American students chronically absent     |
| CA dashboard chronically absent - White students                      | 21.6% of white students are chronically absent.                     | 21.1% of white students chronically absent                      |
| CA dashboard chronically absent - Multiple Races/Two or More students | 30.6% of multiple races/two or more students are chronically absent | 27.1% of multiple races/two or more students chronically absent |
| CA dashboard suspension rate - Black/African American students        | 21.2% of black/African American students were suspended             | 18.1% of black/African American students suspended              |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |                                                                                                                                                                                                                                                                      |
| <b>2.1</b>              | <p>Provide parent engagement nights and workshops to connect families and community with the school utilizing staff and outside agencies. Topics will focus on: accessing IC, Parent Square, and Canvas; student showcases planned by student groups such as PLUS, ASB, AVID, GEMS, and VAPA; Parent/Guardian information and learning workshops hosted by GEMS, Special Education, and ELD.</p> <p>In addition to Back-to-School Night and Open House, three additional parent engagement nights will be offered, including one Special Education Parent Information Event.</p> <p>Parent survey data will be collected at student orientation to determine the focus for additional parent engagement events.</p> <p>Prep and Event time: 4 teachers/counselors/AES for up to 3 hours - 12 hours x \$76.18 = \$914.16 x 2 events = \$1,828.32</p> <p>Childcare: 2 classified staff for 3 hours x 2 events - 12 hours x \$25.00 = \$300.00 x 2 events = \$600.00</p> <p>Food for participants - \$3.00 per person x 100 people = \$300 x 2 events = \$600</p> | All students          | <p>1,828.32<br/>Title I Part A: Parent Involvement<br/>1140: Certificated Extra Duty</p> <p>600.00<br/>Title I Part A: Parent Involvement<br/>2X40: Classified Extra Duty</p> <p>600.00<br/>Title I Part A: Parent Involvement<br/>4000-4999: Books And Supplies</p> |
| <b>2.2</b>              | <p>Provide release time for the PBIS team, comprised of certificated and classified staff members, to analyze data, support implementation of PBIS, completing needs assessments and/or root cause analyses, as well as student shadowing and empathy interviews. The team will meet 3 times each semester.</p> <p>5 certificated staff x 3 days = \$3205.65 per semester x 2 days = \$6,411.30</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | All students          | <p>6,411.30<br/>Title I<br/>1130: Certificated Sub</p>                                                                                                                                                                                                               |
| <b>2.3</b>              | <p>Provide release time for a team to plan and implement tier 2 intervention trainings and workshops for students who have exhibited significant behavior issues. The team will deliver proactive skill-building supports aligned to PBIS and MTSS to reduce suspensions and improve chronic</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | All students          | <p>2,564.52<br/>Title I<br/>1130: Certificated Sub</p>                                                                                                                                                                                                               |

|  |                                                                                                |  |  |
|--|------------------------------------------------------------------------------------------------|--|--|
|  | absenteeism. Two groups will be identified and engage in two full day workshops with the team. |  |  |
|  | 3 certificated staff x 4 days = \$2,564.52                                                     |  |  |

# 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 Action 1 will continue in the 26 - 27 school year. This year the goal was implemented with moderate success because most engagement events were planned and implemented by the Academic and Engagement Specialist. EMS is hosting Special Education Information Events for incoming 6th grade families, which will be a yearly event. Additionally, EMS hosted Project2Inspire, a parent education program. This action can be more effective than it is currently with more intentional planning.

Goal 2 Action 2 was discontinued early in the year. Scheduling release time for a team to meet with chronically absent students was not effective due to the unpredictability of the targeted students' attendance.

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

Goal 2 Action 1 - The budgeted expenditure is \$5,790.00. The expenditure to date is \$153.93. While we increased the number of parent/community engagement events on campus, we need to be better about measuring the success of the events, including impact on student outcomes.

Goal 2 Action 2 was discontinued early in the year. Scheduling release time for a team to meet with chronically absent students was not effective due to the unpredictability of the targeted students' attendance. The original budgeted amount was \$5,129 but zero dollars were spent on this action. All money was transferred to Goal 3 Action 2 to support sending teacher leaders to PLC training.

Goal 2 Action 4 with an outlined action of paying extra duty for staff to make phone calls to communicate and connect with families was discontinued in the 24 - 25 SPSA and not carried forward in the 25-26 SPSA.

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

Goal 2 Action 1 will continue and we plan to involve more programs and student groups in this goal to increase the amount of parent engagement at EMS. We will host at least 3 events above the required events (BTSN, Open House, etc) to engage our families and provide information that they need to help them access the school and their student's educational institution.

Goal 2 Action 2 is a new goal. A team of 5 educational partners will be provided release time monthly to analyze attendance data, conduct empathy interviews and student shadowing of our chronically absent students. We sent staff members to the RCOE Chronic Absenteeism Conference to learn best practices that will help us as we improve our efforts to reduce chronic absenteeism. This goal will not carry forward to the 26 - 27 SPSA.

Goal 2 Action 4 with an outlined action of paying extra duty for staff to make phone calls to communicate and connect with families was discontinued in the 24 - 25 SPSA and not carried forward in the 25-26 SPSA. It will not be included in the 26 - 27 SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

**EMS seeks to build capacity of staff to improve student outcomes.**

Goal 3: Increase collaboration and alignment to improve instruction among staff.

Elsinore Middle School seeks to improve instruction through data analysis and collaboration, utilizing district coaches and support for professional development. The focus will be on McRel strategies with a sitewide focus on goal setting.

### 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.

Inconsistent use of common curriculum, common assessments, and data analysis to support students, specifically EL, LTEL, SED, SWD students. Professional development is needed to train teachers in instructional strategies and curriculum to support students along with release time for teachers to analyze data and revise and/or create curriculum and common assessments.

Release time will be provided for staff to create common assessments and analyze the data and focus on effective first instruction and curriculum. Professional development opportunities will be provided in these areas and a team of four staff members will be tasked with meeting four times a year to review Title 1 expenditures and monitor the implementation of the SPSA.

### 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                                                                                                                                            |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release day calendar with calendar invites to department members. | A minimum of two release days will be scheduled, one per semester.                                                                 | Departments will evaluate CAASPP and/or iReady data with a focus on identifying areas for instructional focus.                                              |
| Release day survey to be completed by department members          | Each department member will complete the survey to provide feedback on what was accomplished and what still needs to be addressed. | Department member feedback will provide information to shape the remaining release days.                                                                    |
| Agenda for release day                                            | Every release day will be pre-planned by site leadership                                                                           | Release days will have structure and appropriate support.                                                                                                   |
| PLC Rubric Scores - Norms                                         | Only 17% of respondents said that roles and norms are set and reviewed for their PLT                                               | 100% of PLTs will have established roles and norms, which are reviewed each meeting as measured on the PLC Rubric by June 2027                              |
| PLC Rubric Scores - Leadership Monitoring                         | Only 25% of respondents reported that their PLT lead meets with the building principal to convey strategies and                    | 100% of PLT leads will meet with the building principal to convey strategies and success criteria. The meeting is timely, focused, and effective. This will |

|                                           |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                               |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | success criteria. The meeting is timely, focused, and effective.                                                                                                                                                                   | be measured on the PLC Rubric by June 2027.                                                                                                                                                                                   |
| PLC Rubric Scores - Leadership Monitoring | Only 25% of respondents reported that he principal or administrators follow up with formative walkthroughs to confirm that teachers have implemented the strategy and to observe most of the success criteria (at least one-half). | 50% of respondents reported that he principal or administrators follow up with formative walkthroughs to confirm that teachers have implemented the strategy and to observe most of the success criteria (at least one-half). |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students to be Served | Proposed Expenditures                                                                                              |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------|
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |                                                                                                                    |
| 3.1                     | <p>Provide staff release time to departments or grade level teams to analyze student data from local benchmarks, identify areas for instructional focus, identify instructional strategies to address the areas of focus, engage in lesson study, and identify areas for focused intervention being held after school. Release time will be scheduled at least once per semester.</p> <p>Agenda with outcomes will be created by department chair and administrator with district support when needed (data analysis or coaching support). Surveys will be completed by participants to provide feedback on the agenda, outcomes, and future needs. Co-plan / co-teach lessons will be developed with observation schedule determined during the release day.</p> <p>24 teachers x 2 release days = \$10,258.08</p> | All students          | <p>10,601.09</p> <p>Title I</p> <p>1130: Certificated Sub</p>                                                      |
| 3.2                     | <p>Provide professional development opportunities to staff to support the implementation of PLC to support our academic goals. Sub costs will be covered so teachers can participate in professional development focused on PLC.</p> <p>Conference costs will include travel, hotel, conference fees, meals, parking, and subs for participating teachers and staff.</p> <p>\$2,255 per attendee for all costs x 10 attendees</p> <p>Estimated hotel \$956 per person x 10 attendees = \$9,560</p> <p>Estimated conference cost \$799 per person x 10 attendees = \$7,990</p> <p>Estimated meals, mileage, and parking \$500 per person x 10 attendees = \$5,000</p> <p>Sub costs 10 teachers x \$213.71 = \$2,137.10</p>                                                                                           | All students          | <p>22,550</p> <p>Title I</p> <p>5200: Conferences</p> <p>2,137.10</p> <p>Title I</p> <p>1130: Certificated Sub</p> |
| 3.3                     | <p>Provide release days for a designated team to regularly review and monitor the SPSA and the effectiveness of Title 1 funds. Four individuals will be selected from the leadership team and will meet bi-monthly before SSC meetings. The review team will evaluate and monitor progress toward SPSA goals prior to SSC meetings, review expenditures for each action and gather evidence of implementation and effectiveness metrics to be documented in the SPSA progress monitoring tool.</p> <p>4 teachers x 4 days = \$3,419.36</p>                                                                                                                                                                                                                                                                          | All students          | <p>3,419.36</p> <p>Title I</p> <p>1130: Certificated Sub</p>                                                       |

# 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 Action 1 - The implementation of Goal 3 Action 1 was successful, as evidenced by the proactive steps taken at the beginning of the year. Department chairs were encouraged to organize release days, allowing focused collaboration within their teams to identify and select instructional strategies aimed at enhancing student outcomes. This structured approach facilitated targeted discussions and the sharing of best practices, which contributed positively to the goal's advancement.

Goal 3 Action 2 was successfully implemented. Eleven site leaders who are serving on the EMS PLC Guiding Coalition Committee will attend the PLC at Work conference in June, providing valuable training to help strengthen PLC meetings. The team will help develop processes and procedures to increase the data collection to measure effectiveness and evaluate the progress of PLTs.

Goal 3 Action 3 was successfully implemented. A team of teachers, classified staff, and the principal met four times to monitor the progress toward SPSA goals.

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 Action 1 - The originally budgeted amount was \$16,241.00 but after completing an analysis of actual expenditures at the semester, it was determined to transfer money to Goal 3 Action 2 to support sending teachers to PLC training. The budget was adjusted to \$6,540 and the expenditure to date is \$4,701.62. Due to some additional release days, the expected total expenditure is \$6,540.00.

Goal 3 Action 2 - The originally budgeted amount was \$4,872 but once EMS started to focus on improving PLC meetings, it was determined that teacher leaders would need training. As we evaluated our actual expenditures for all goals and actions, money that was not going to be spent was transferred to this goal and action to support teacher training. The final budgeted amount was increased to a total of \$44,066.56.

Goal 3 Action 3 - The budgeted expenditure is \$3,419.00. The expenditure to date is \$1,282.26 and it is expected that the entire budget will be spent by the end of the year due to the last two days being scheduled later in the Spring semester.

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

Goal 3 Action 1 will continue, though there can be improvement in supporting the ongoing work. Specifically, increasing the amount of dedicated planning time for team leads and administrators would strengthen the process. By allocating more time for agenda development, data selection, and process evaluation, the institution can ensure that strategies are not only identified but also thoroughly implemented and assessed for effectiveness. This ongoing support is essential to sustain and build upon the initial success, ultimately leading to more consistent and measurable improvements in student outcomes.

Goal 3 Action 2 was increased this year to help build capacity in teacher leaders who will be able to use their training to help facilitate effective PLC meetings. In the 26 - 27 SPSA will have a budget of \$25,000 to continue to facilitate PLC training.

Goal 3 Action 3 is not written to reflect the practice from this year. The monitoring team will meet 4 times per year prior to SSC meetings. The SPSA monitoring tool will be updated and reviewed at each meeting.

# 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 | \$85,480.31 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$85,480.31 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$          |

## Other Federal, State, and Local Funds

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

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

| Federal Programs                    | Allocation (\$) |
|-------------------------------------|-----------------|
|                                     |                 |
| Title I                             | \$82,451.99     |
| Title I Part A: Parent Involvement  | \$3,028.32      |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$              |

Subtotal of additional federal funds included for this school: \$85,480.31

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

| State or Local Programs                | Allocation (\$) |
|----------------------------------------|-----------------|
|                                        |                 |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | \$              |

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

Total of federal, state, and/or local funds for this school: \$85,480.31

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source                     | Amount    |
|------------------------------------|-----------|
| Title I                            | 82,451.99 |
| Title I Part A: Parent Involvement | 3,028.32  |

## Expenditures by Budget Reference

| Budget Reference              | Amount    |
|-------------------------------|-----------|
| 1130: Certificated Sub        | 37,399.51 |
| 1140: Certificated Extra Duty | 20,779.04 |
| 2X40: Classified Extra Duty   | 4,151.76  |
| 4000-4999: Books And Supplies | 600.00    |
| 5200: Conferences             | 22,550.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference              | Funding Source                     | Amount    |
|-------------------------------|------------------------------------|-----------|
| 1130: Certificated Sub        | Title I                            | 37,399.51 |
| 1140: Certificated Extra Duty | Title I                            | 18,950.72 |
| 2X40: Classified Extra Duty   | Title I                            | 3,551.76  |
| 5200: Conferences             | Title I                            | 22,550.00 |
| 1140: Certificated Extra Duty | Title I Part A: Parent Involvement | 1,828.32  |
| 2X40: Classified Extra Duty   | Title I Part A: Parent Involvement | 600.00    |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 600.00    |

## Expenditures by Goal

| Goal Number |
|-------------|
| Goal 1      |
| Goal 2      |
| Goal 3      |

| Total Expenditures |
|--------------------|
| 34,768.62          |
| 12,004.14          |
| 38,707.55          |

# 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              |                                  |
| Departmental Advisory Committee                 |                                  |
| Other: EMS PBIS Team input                      |                                  |
| [Enter name of consulted group or committee]    | [Signature of authorized person] |
| English Learner Advisory Committee              |                                  |
| PBIS Team                                       |                                  |
| EMS Leadership Team                             |                                  |

1. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
2. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. This SPSA was adopted by the SSC at a public meeting on:5/18/26.

Attested:

|                                |                               |           |
|--------------------------------|-------------------------------|-----------|
| <u>Shawna Pedretti</u>         | _____                         | _____     |
| Typed name of school principal | Signature of school principal | Date      |
| <br><u>Monet Mitchell</u>      | <br>_____                     | <br>_____ |
| 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023