

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Earl Warren Elementary School	33-75176-0113100	May 13, 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 Earl Warren Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	5
Comprehensive Needs Assessment Components	6
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	19
Overall Performance	21
Academic Performance	22
Academic Engagement.....	30
Conditions & Climate.....	33
School Site Council Membership	35
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	42
Goal 3.....	48
Budget Summary	53
Budget Summary	53
Other Federal, State, and Local Funds	53
Budgeted Funds and Expenditures in this Plan	54
Funds Budgeted to the School by Funding Source.....	54
Expenditures by Funding Source	54
Expenditures by Budget Reference	54
Expenditures by Budget Reference and Funding Source	54
Expenditures by Goal.....	55
Recommendations and Assurances	56
Instructions.....	57
Appendix A: Plan Requirements	64
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	67
Appendix C: Select State and Federal Programs	70

Plan Description

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

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

Educational Partner Involvement

How, when, and with whom did your Earl Warren Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school collaborated with the following partners: English Learner Advisory Council (ELAC), School Site Council (SSC), Leadership, and Strategic Teams

SSC Meeting Information:

- 1.9/24/25: Convened a representative School Site Council (administration, staff, parents, community members). Provided SSC training to ensure understanding of SPSA roles and responsibilities. Reviewed and monitored 2025–2026 SPSA goals, actions, and budget expenditures. Discussed implementation adjustments based on site capacity and student needs. Reviewed and revised the School-Parent Compact. Ensured stakeholder input and documented approvals as part of the annual review cycle.
2. 10/ 22/25: Reviewed and approved September 25, 2025, minutes, SSC Bylaws, School/Family Compact, and Parent & Family Engagement Policy. Reviewed SPSA and related data (CA Dashboard, i-Ready); site not CSI/TSI/ATSI. Discussed possible reallocation of tutoring funds, Strategic ELA team participation, and increasing Leadership meetings to twice monthly; no SPSA revisions made. Provided an overview of the PLC at Work Conference and the four critical PLC questions.
3. 11/19/25: Reviewed and approved the October 22, 2025, meeting minutes. Reviewed California School Dashboard data, including progress toward goals. Reviewed SPSA implementation, including: Current expenditures for teacher tutoring. Reallocation of funds to support PLC professional development (approved). Update that the Strategic ELA Team has not yet been formed. Confirmation site is not identified as CSI, TSI, or ATSI. Shared updates on MTSS team participation in PBIS training. Provided an overview of IMReady Dashboard and upcoming school initiatives (attendance and behavior expectations).
4. 2/18/26: Reviewed and approved November 19, 2025, meeting minutes. Reviewed student data to inform SPSA, including: i-Ready ELA and Math growth across grade levels. Attendance trends (ADA below goal; chronic absenteeism decreasing). Reviewed Title I budget and SPSA implementation, including: Underutilization of teacher tutoring funds and increased paraeducator support. Planned use of parent engagement funds (Literacy Night, Cyber Safety Workshop). Considered ELAC feedback for SPSA planning (parent workshops, ELPAC supports, recorded options). Discussed future SPSA goals, including continued academic growth, improved family communication, and attendance improvement.
5. 4/16/26: Reviewed and approved February 18, 2026, minutes, draft SPSA, received feedback from SSC members
6. 5/21/26: Reviewed and approved April 15, 2026, minutes and approval of the 2026-2027 SPSA

ELAC:

1. 9/19/25: Reviewed roles and responsibilities of ELAC members and English Learner services funded by state and federal programs. Conducted elections for ELAC officers, DELAC representative, and alternate. Reviewed and gathered input on: District Parent Involvement Policy, School Site Parent Involvement Policy, School-Family Compact. Discussed parent outreach and engagement activities to support English Learner families.
2. 10/17/25: Attendance data reviewed and discussed.
3. 01/23/26: Communicated goals of current SPSA and elicited input to inform 2025-2026 plan. Facilitated feedback from ELAC regarding the SPSA. Suggestions made were: parent technology application workshop, ELPAC results informational meeting, after school ELPAC student workshops.
4. 03/6/26: Reviewed the purpose of ELPAC, ELPAC results, and parent reports, and parents/guardians to explore the ELPAC practice tests.

EWE Professional Learning Meetings (Tuesday Staff):

1. 08/26/25 - Staff engaged in committee updates (CAC, DTAC, Leadership) to support schoolwide planning. Professional development provided (Amplify, digital lessons, fluency practices) to support instructional priorities. Discussed the benefits of inclusion to support diverse student needs. Staff directed to develop goals and objectives aligned to site priorities (due October 2). Reviewed expectations for ELD instruction and scheduling. Shared key site expectations, trainings, and timelines to support implementation of school plans.
2. 09/16/25 - Established staff norms to support effective collaboration (respect, engagement, focus). Shared committee updates (CAC, DTAC, Leadership) to inform school-wide planning. Provided professional development on Amplify, including digital lessons and fluency practices. Discussed inclusion practices to support diverse student needs. Engaged staff in developing goals and objectives aligned to site priorities. Reviewed expectations for daily schedule and ELD instructional time. Communicated evaluation timelines, required trainings, and compliance expectations. Shared key school-wide information, including safety expectations and reporting timelines.
3. 10/14/25 - Shared committee updates (CAC, DTAC, Leadership) to support school-wide planning. Provided professional development on Amplify, 95% Group, and Canvas courses through instructional coaches. Reviewed English Learner information and resources. Reviewed and discussed EWE SPSA goals with staff. Communicated key site information, including: Counseling systems (passes), Strategic ELA and Math teams, Student supervision expectations (recess, lunch, dismissal, campus boundaries), Employee recognition process
4. 11/18/25 - Recognized staff through Good News and Kudos to promote a positive school culture. Shared committee updates (CAC, DTAC, Leadership) to support collaboration and decision-making. Engaged staff in a thankfulness activity to build community. Reviewed behavior expectations, including: EWE Behavior Matrix, LEUSD District Discipline Guidelines, Staff duty and supervision expectations
5. 1/21/26 - Recognized staff through Good News and Kudos to promote a positive school culture. Shared committee updates (CAC, DTAC, Leadership) to support collaboration and planning. Announced instructional coaching cycles to support teacher development. Reviewed Math Strategic Team updates, including celebrations, challenges, and instructional strategies (games). Gathered input through an extracurricular activities student survey to inform student engagement opportunities.
6. 02/18/26 - Recognized staff through Good News and Kudos to promote a positive school culture. Shared committee updates (CAC, DTAC, Leadership) to support collaboration and site decision-making. Facilitated grade-level share out (2nd Grade) to highlight instructional practices and strategies. Provided professional development through the Math Strategic Team, including Amplify lesson support and instructional strategies. Shared upcoming assessment information, including ELPAC and CAASPP testing timelines and preparation resources.
7. 03/10/26 - Recognized staff through Good News and Kudos to promote a positive school culture. Shared committee updates (CAC, DTAC, Leadership) to support collaboration and site decision-making. Facilitated Compass culture-building activity to strengthen staff teamwork and engagement. Shared upcoming events, including the Kids Healthy Heart Challenge and grade-level assemblies. Provided assessment updates and resources, including ELPAC, Progress Reports, iReady, and DIBELS mClass windows.
8. 04/14/26 - Recognized staff through Good News and Kudos to promote a positive school culture. Shared committee updates (CAC, DTAC, Leadership) to support collaboration and site decision-making. Collaborated on the calibration of behavior and academic indicators for Class Composer. Provided CAASPP updates and preparation guidance to support assessment readiness. Reviewed "95% Big Rocks" strategies and shared how to prepare effectively in 10 minutes.

EWE Leadership Team meetings (Grade Level Representative TK-5)

1. 08/18/25 - Reviewed and updated Leadership Norms, emphasizing respect for time, staying on topic, being present, and assuming positive intentions. Discussed Leadership Team expectations to clarify roles, responsibilities, and collaboration practices. Set Annual Goals/Focus for 2025–2026: MCREL strategies: Interest cues and goal setting ELA: K–3 95% implementation and 3–5 FIAB common assessments Math: Curriculum implementation and focus on MLRs Site-based goals aligned to SPSA targets with leadership support Shared PLC Conference plans (San Antonio, TX, 10/6–10/8; arriving 10/5) for professional learning. Reviewed the agenda and release day planning to ensure staff readiness and alignment. Conducted a round table discussion to gather input and feedback from leadership team members.
2. 09/08/25 - Planned agenda and release days (3½ days per grade level, two grades per day) with first data day focused on using iReady to guide instruction and interventions. Reviewed RCOE Dashboard estimates to inform instructional planning and site decision-making. Discussed field trip guidelines and options, including proximity considerations and late pick-up times for afternoon trips. Provided PLC Conference updates to support professional learning and team collaboration. Shared feedback from Instructional Coach PD to guide ongoing professional development. Conducted a round table discussion to gather input and feedback from staff.
3. 10/06/25 - Conducted PLC check-in to review ongoing collaboration and instructional priorities. Reviewed ELA/Math Strategic Teams: ELA: Identified focus areas and need for 5 additional interested team members. Math: Focus on MLRs; current members include Courtney, Blanca, and Joni, with 2 additional members needed. Facilitated a round table discussion to gather staff input and feedback.

4. 11/03/25 - Debriefed PLC conference learnings and reviewed materials (e.g., Learning by Doing, The 15-Day Challenge) to support collaborative planning and PLC implementation. Shared PLC agenda template to guide structured team meetings and collaboration. Reviewed PLC Collaborative Team Rubric to clarify expectations and support effective teamwork.
5. 12/01/26 - Reviewed PBIS schedule to support behavior expectations and school-wide positive reinforcement. Shared CA Dashboard updates: Leadership PowerPoint presentation on site performance. Earl Warren 2025 Dashboard summary and analysis to inform instructional and leadership decisions. Conducted a round table discussion to gather input and feedback from staff.
6. 02/02/26 - Conducted PLC share out with San Antonio and Pasadena teams to disseminate learning and best practices. Analyzed CAASPP data in comparison to i-Ready results to inform instructional planning and intervention. Discussed preliminary ideas for the 2026–2027 SPSA to align goals with site priorities. Reviewed planning and scheduling for upcoming release days. Facilitated a round table discussion to gather staff input and feedback.
7. 03/02/26 - Reviewed master schedule and invited Matt to share examples and provide input. Planned climate and culture activity for the March staff meeting using Compass Activity PLC notes and descriptions. Discussed call-and-response strategies to gain students' attention (e.g., "Wolves...Howl"). Considered morning recess and duty schedule changes. Explored the possibility of an additional leadership meeting to support site needs. Rescheduled the April leadership meeting due to no school on April 6th. Shared Teacher of the Year nomination process and updates. Conducted a round table discussion to gather staff feedback and input.
8. 04/07/26 - Discussed getting input for behavior and academic indicators for Class Composer, Review of the 95% Admin coaching schedule for Friday, 4/10, received feedback on the change in the morning routine, discussion of the upcoming CAASPP testing schedule, and celebration kickoff.

Strategic Math Team meetings (5 Teachers, Instructional Coaches, Principal, AP) (SPSA Goal #1, Math)

1. 12/05/25 Reviewed team norms. Reviewed data and SPSA goals. Discussed research and next steps in creating school-wide math goals.
2. 01/29/26: Planned professional development for teachers in support of Amplify
3. 04/09/26: The team discussed the focus for the 2026-2027 school year to include supporting the new math curriculum adoption and professional development around Math Language Routines (MLRs). This was based on the team's input as to the goals in the SPSA.
4. 05/07/26:

Strategic Intervention Team Meetings (MTSS) (SPSA: Goal #3): Working with our team to create an EWE MTSS plan so that we have equity with intervention supports for all students and transparent systems of supports that can be utilized by all team members

1. 09/09/25: Discussion on what PD will be provided to staff, next steps for new assessments, and implementation related to SSTs
2. 10/23/25: Created expectations for staff duty assignments and areas
3. 12/12/25: Finalized staff duty expectations, collaborated on the upcoming PBIS training with RCOE
4. 02/13/26: Collaborated on the EWE PBIS/MTSS Digital Handbook, discussed further reflections from the PBIS RCOE training, and next steps
5. 02/19/26: Continued to collaborate on the EWE PBIS/MTSS Digital Handbook
6. 05/21/26: TBD

Title I Parent Workshops: (SPSA: Goal #2):

1. 03/25/26 - Cyber Cop parent/guardian presentation.
2. 03/18/26 - Title I Survey sent through ParentSquare to elicit feedback from our families regarding SPSA.
3. 08/21/25: Title I meeting for families

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI only.

Using Education Resource Strategies' Resource Equity diagnostic the following resource inequities were revealed

****According to ERS Diagnostic the following inequity have been identified:**

1. Our students lack access to culturally relevant experiences during classroom instruction.

2. Students with disabilities have limited access to tutoring in math due to lack of busing after school as well as access to grade level instruction in the classroom due to pull out times, varied student levels, or due to lack of ability to regulate their behavior in the general education classes..
3. EL Students do not have access to integrated ELD instruction in the classrooms from a certificated teacher
4. Access to a viable standards based curriculum at all grade levels is limited in some classrooms.
5. Data analysis is limited in some grade levels which makes data driven decisions for instruction limited and access to a viable standards based instruction limited for students.
6. Common assessments for reading and math vary at every grade level which limits the access for tutoring and intervention access during and after school for all students since students below grade level are not identified in a timely fashion.
7. Teachers would benefit from consistent professional learning on best first instruction in reading and math standards.
8. EWE staff members have varied levels of knowledge on inclusive practices for our special education students.

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 #1a. English Language Arts

1. On the 2025 CA Dashboard, in the area of ELA, and in the student category of "All Students", students scored –21.3 pts below the distance from standard. This was a 19.3 point increase in status in comparison to the previous school year's data. This data represents 384 students in this category.
2. On the 2025 CA Dashboard, in the area of ELA, and in the student category of "English Learner Students", students scored –59.7 below the distance from standard. This was a 13.8 point increase in status in comparison to the previous school year's data. This data represents 75 students in this category.
3. On the 2025 CA Dashboard, in the area of ELA, and in the student category of "Homeless Youth" scored – 35.9 below the distance from standard. This was a 19.7 point increase in status in comparison to the previous school year's data. This data represents 19 students in this category.
4. On the 2025 CA Dashboard, in the area of ELA, and in the student category of Socioeconomically "Disadvantaged, Students" scored –31.3 pts below proficiency. This was a 18.4 point increase in status in comparison to the previous school year's data. This data represents 309 students in this category.
5. On the 2025 CA Dashboard, in the area of ELA, and in the student category of "Students with Disabilities" scored -108 below the distance from standards. This was a 18.1 point increase in status in comparison to the previous school year's data. This data represents 73 students in this category.
6. On the 2025 CA Dashboard, in the area of ELA, and in the student category of "African American", students scored -34 distance from standard. This was a 26.9 point increase in status in comparison to the previous school year's data. This data represents 73 students in this category.
7. On the 2025 CA Dashboard, in the area of ELA, and in the student category of "Asian", students scored 30.3 pts above distance from standard. This was a 44.9 point increase in status in comparison to the previous school year's data. This data represents 15 students in this category.
8. On the 2025 CA Dashboard, in the area of ELA, and in the student category of "Filipino", students scored 42.9 pts above distance from standard. This was a 38.3 point increase in status in comparison to the previous school year's data. This data represents 14 students in this category.
9. On the 2025 CA Dashboard, in the area of ELA, and in the student category of "Hispanic", students scored –33.8 distance from standard. This was a 17.4 increase in this status compared to the previous year. This data represents 270 students in this category.
10. On the 2025 CA Dashboard, in the area of ELA, and in the student category of "White", students scored –9 distance from standard. This was a 2.4 increase in this status compared to the previous year. This data represents 47 students in this category.
11. On the 2025 CA Dashboard, in the area of ELA, and in the student category of "Multiple Races/Two or More", students scored 60.2 points above distance from standard distance. This was a 70.6 increase in this status compared to the previous year. This data represents 17 students in this category.

Actions taken to that contributed to the increase school-wide in reading scores were the following.

- a. Tier 2 intervention services were strategically scheduled within the instructional day to increase access and ensure timely academic support for identified students in grades 1, 2, and 4, to accelerate skill development and improve overall student achievement.
- b. Tutoring groups were assigned by students reading levels and a research/evidence driven reading intervention program was utilized. Data on impact of tutoring to be collected by May 31, 2026

Goal #1b. Math

1. On the 2025 CA Dashboard, in the area of Math, and in the student category of "All Students", students scored -45.6 pts below the distance from standard. This was a point increase in this status compared to the previous year. This data represents 386 students in this category.
2. On the 2025 CA Dashboard, in the area of Math and in the student category of "English Learner Students", students scored -65.3 points below the distance from standard. This was a 6 point increase in this status compared to the previous year. This data represents 77 students in this category.
3. On the 2025 CA Dashboard, in the area of Math, and in the student category of "Homeless Youth" scored - 77.5 points below the distance from standard. This was a -10.7 point decrease in this status compared to the previous year. This data represents 20 students in this category.
4. On the 2025 CA Dashboard, in the area of Math, and in the student category of Socioeconomically Disadvantaged Students scored -54.9 points below the distance from standard. This was a 7.5 point increase in this status compared to the previous year. This data represents 311 students in this category.
5. On the 2025 CA Dashboard, in the area of Math and in the student category of "Students with Disabilities" scored -128 points below the distance from standards. This was a -4.9 point decrease in this status compared to the previous year. This data represents 73 students in this category.
6. On the 2025 CA Dashboard, in the area of Math and in the student category of "African American", students scored - 62.3 points distance from standard. This was a 22.5 point increase in this status compared to the previous year. This data represents 21 students in this category.
7. On the 2025 CA Dashboard, in the area of Math, and in the student category of "Asian", students scored 5 points above the distance from standards. This was a 5.3 point increase in this status compared to the previous year. This data represents 15 students in this category.
8. On the 2025 CA Dashboard, in the area of Math, and in the student category of "Filipino", students scored -6.9 pts distance from standard. This was a 20.2 point increase in status in comparison to the previous school year's data. This data represents 14 students in this category.
9. On the 2025 CA Dashboard, in the area of Math, and in the student category of "Hispanic", students scored -55.6 point distance from standard. This was a 5.3 point increase in status in comparison to the previous school year's data. This data represents 272 students in this category.
10. On the 2025 CA Dashboard, in the area of Math, and in the student category of "White", students scored -34.4 points distance from standard. This was a -10.9 point decrease in status in comparison to the previous school year's data. This data represents 47 students in this category.
11. On the 2025 CA Dashboard, in the area of Math and in the student category of "Multiple Races/Two or More", students scored 26.7 points above distance from standards. This was a 60.6 point increase in status in comparison to the previous school year's data. This data represents 17 students in this category.

Actions taken to address the school-wide minimal increase in Math scores compared to ELA scores were the following:

- a. A "Strategic Math Team" will continue to identify school-wide math goals, timelines, share research, provide math trainings, and review and coach teachers on the best practices to improve Tier I instruction for math school-wide.
- b. Teachers were provided time for coaching, planning, and training that was focused on assessing student data to drive instruction utilizing i-Ready benchmark and SVMI common assessment data, creating and planning Amplify lessons that were explicit and strategic.
- c. Tutoring groups were assigned utilizing i-Ready assessment data, and a research/evidence-driven math intervention program was utilized. Data on the impact of tutoring is to be collected by May 31, 2026.

Goal #1c: English Language Learners

1. An increase was noted on the 2025 CA Dashboard, in the area of ELA, and in the student category of "English Learner Students", students scored -59.7 from the distance from standard. This was an increase of 13.8 points in comparison to the previous school year. This data represents 75 students in this category.
2. An increase was noted on the 2025 CA Dashboard, in the area of Math, and in the student category of "English Learner Students", students scored -65.3 from the distance from standard. This was an increase of 6 points in comparison to the previous school year. This data represents 77 students in this category.

3. Students maintained on the English Learner Progress Indicator (ELPI) with 49.5% of students making progress, which was a decrease of -0.5%. The data represents 93 students in this category.

Actions taken to address our needs with our English Language Learners:

- a. Grade levels collaborated to provide effective and strategic dELD lessons to students.
- b. Teacher administered the 3rd - 5th grade ELPAC assessment to students.
- c. Two teachers were provided release time to work with teachers in developing and presenting dELD model lessons.

Goal 2a. Student and Family Engagement

1. On the 2025 CA Dashboard, in the area of academic engagement, chronic absenteeism, and in the student category of "All Students", students were 20.8% chronically absent. This student population declined 2.2% in comparison to the previous school year data. This data represents 893 students in this category.
2. On the 2025 CA Dashboard, in the area of academic engagement, chronic absenteeism, and in the student category of "Homeless", students were 44.6% chronically absent. This student population increased 11.2% in comparison to the previous school year data. This data represents 101 students in this category.
3. On the 2025 CA Dashboard, in the area of academic engagement, chronic absenteeism, and in the student category of "Two or More Races", students were 23.7% chronically absent. This student population increased 8.5%% in comparison to the previous school year data. This data represents 38 students in this category.
4. On the 2025 CA Dashboard, in the area of academic engagement, chronic absenteeism, and in the student category of "White", students were 23.2% chronically absent. This student population increased 4.9% in comparison to the previous school year data. This data represents 95 students in this category.
5. On the 2025 CA Dashboard, in the area of academic engagement, chronic absenteeism, and in the student category of "Socioeconomically Disadvantaged", students were 24%% chronically absent. This student population declined 2.5% in comparison to the previous school year data. This data represents 736 students in this category.
6. On the 2025 CA Dashboard, in the area of academic engagement, chronic absenteeism, and in the student category of "Students with Disabilities", students were 25% chronically absent. This student population declined 2.4% in comparison to the previous school year data. This data represents 148 students in this category.
7. On the 2025 CA Dashboard, in the area of academic engagement, chronic absenteeism, and in the student category of "African Americans", students were 13.2% chronically absent. This student population declined 8.7% in comparison to the previous school year data. This data represents 38 students in this category.
8. On the 2025 CA Dashboard, in the area of academic engagement, chronic absenteeism, and in the student category of "English Learners", students were 16.5% chronically absent. This student population declined 5.8% in comparison to the previous school year data. This data represents 158 students in this category.
9. On the 2025 CA Dashboard, in the area of academic engagement, chronic absenteeism, and in the student category of "Hispanic", students were 21.5% chronically absent. This student population declined 4.0% in comparison to the previous school year data. This data represents 675 students in this category.

Actions taken to decrease absences school-wide:

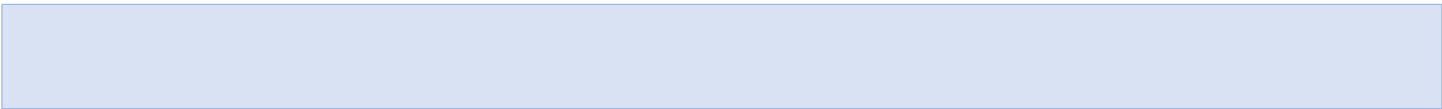
- a. A Title I survey was sent to EWE families, which included questions to identify reasons for absences. 18 parents completed the Title I Parent Survey. Of the 14 responses to the question of why their student is absent, the majority stated that they stay home because of illness. There were other reasons given due to doctors' appointments and family vacations.
- b. 14 Saturday School events were hosted so far this year: 328 students have attended this year, and out of 328,188 students recovered attendance due to these opportunities
- c. 97 Independent Study Contracts were completed, resulting in 505 days of recovered ADA.

Goal #3: Educational Environment

1. The MTSS Strategic Team joined the RCOE Year 1 PBIS/MTSS Tier I Team Training cohort, focusing on implementation of Tier I PBIS schoolwide and becoming a model PBIS school.
2. 5 of 6 grade level teams have begun to collaborate on math, reading, and/or ELD lessons, instruction, and/or assessments
3. 15 certificated staff members (including the Guiding Coalition) and two admin attended the Professional Learning Communities (PLC) conference to begin implementation of PLC protocols to be incorporated in their PLTs to be more effective in analyzing student data and providing a high level of instruction to all students.

Actions taken to create tiered systems of support on the EWE campus:

- a. The MTSS/PBIS team will continue to research and study tiered systems of support that are utilized in a primary school setting, along with RCOE, into year 2 for PBIS implementation.
- b. The MTSS/PBIS will present and lead the implementation of PBIS tiered systems of support for schoolwide implementation.
- c. Focus on PLC/PLT implementation with continued training and support from Solution Tree.



School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Earl Warren Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	5.65%	4.51%	3.72%	48	37	31
Asian	3.53%	2.31%	1.92%	30	19	16
Filipino	2.71%	2.92%	2.64%	23	24	22
Hispanic/Latino	72.24%	74.79%	79.02%	614	614	659
Pacific Islander	0.24%	0.24%	0.24%	2	2	2
White	12.12%	11.21%	7.91%	103	92	66
Multiple/No Response	3.53%	4.02%	4.56%	30	33	38
Total Enrollment				850	821	834

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		49	66
Kindergarten	109	121	111
Grade 1	132	111	133
Grade 2	137	132	114
Grade3	129	132	134
Grade 4	131	138	136
Grade 5	155	138	140
Total Enrollment	850	821	834

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	145	131	122	14.2%	17.1%	14.6%
Fluent English Proficient (FEP)	72	62	84	10.4%	8.5%	10.1%

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 3	124	133	139	122	128	137	122	128	137	98.4	96.2	98.6
Grade 4	149	137	142	145	134	141	145	134	141	97.3	97.8	99.3
Grade 5	141	152	137	141	146	134	141	146	134	100.0	96.1	97.8
All Grades	414	422	418	408	408	412	408	408	412	98.6	96.7	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2411.	2399.	2412.	21.31	17.19	18.98	22.95	21.88	25.55	21.31	27.34	26.28	34.43	33.59	29.20
Grade 4	2429.	2431.	2445.	16.55	13.43	19.86	17.93	25.37	18.44	22.07	18.66	24.82	43.45	42.54	36.88
Grade 5	2463.	2450.	2473.	12.77	11.64	18.66	24.11	17.81	27.61	24.11	25.34	14.18	39.01	45.21	39.55
All Grades	N/A	N/A	N/A	16.67	13.97	19.17	21.57	21.57	23.79	22.55	23.77	21.84	39.22	40.69	35.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.75	8.59	14.60	59.84	69.53	65.69	25.41	21.88	19.71
Grade 4	14.48	17.16	15.60	59.31	60.45	67.38	26.21	22.39	17.02
Grade 5	11.35	12.33	12.69	60.99	52.05	57.46	27.66	35.62	29.85
All Grades	13.48	12.75	14.32	60.05	60.29	63.59	26.47	26.96	22.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.88	10.94	16.06	55.37	55.47	54.01	29.75	33.59	29.93
Grade 4	5.52	7.46	8.51	48.97	52.24	63.12	45.52	40.30	28.37
Grade 5	7.86	7.53	14.93	60.00	49.32	55.22	32.14	43.15	29.85
All Grades	9.11	8.58	13.11	54.68	52.21	57.52	36.21	39.22	29.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.84	12.50	5.11	71.31	67.97	69.34	18.85	19.53	25.55
Grade 4	8.97	8.96	7.09	72.41	71.64	71.63	18.62	19.40	21.28
Grade 5	9.22	11.64	14.18	78.01	63.70	65.67	12.77	24.66	20.15
All Grades	9.31	11.03	8.74	74.02	67.65	68.93	16.67	21.32	22.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.67	13.28	14.60	61.48	64.84	64.96	18.85	21.88	20.44
Grade 4	11.72	13.43	13.48	63.45	62.69	66.67	24.83	23.88	19.86
Grade 5	12.77	13.01	12.69	62.41	57.53	58.96	24.82	29.45	28.36
All Grades	14.46	13.24	13.59	62.50	61.52	63.59	23.04	25.25	22.82

Conclusions based on this data:

1. See comprehensive needs assessment

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	124	133	139	123	131	136	123	131	136	99.2	98.5	97.8
Grade 4	149	137	142	145	135	142	144	135	142	97.3	98.5	100
Grade 5	141	152	137	141	148	135	141	148	135	100.0	97.4	98.5
All Grades	414	422	418	409	414	413	408	414	413	98.8	98.1	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2407.	2401.	2414.	15.45	7.63	15.44	21.14	29.77	27.94	26.02	25.19	27.94	37.40	37.40	28.68
Grade 4	2446.	2435.	2439.	10.42	9.63	7.75	26.39	20.00	21.13	28.47	34.07	40.14	34.72	36.30	30.99
Grade 5	2454.	2449.	2457.	8.51	10.14	13.33	17.02	10.14	10.37	23.40	29.73	27.41	51.06	50.00	48.89
Grade 11															
All Grades	N/A	N/A	N/A	11.27	9.18	12.11	21.57	19.57	19.85	25.98	29.71	31.96	41.18	41.55	36.08

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.70	16.79	20.59	48.78	48.09	47.79	32.52	35.11	31.62
Grade 4	15.28	11.85	11.27	47.92	48.15	51.41	36.81	40.00	37.32
Grade 5	12.06	10.81	11.11	41.13	37.84	39.26	46.81	51.35	49.63
Grade 11									
All Grades	15.20	13.04	14.29	45.83	44.44	46.25	38.97	42.51	39.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.07	9.92	15.44	44.72	54.96	55.15	38.21	35.11	29.41
Grade 4	10.42	10.37	8.45	49.31	48.89	56.34	40.28	40.74	35.21
Grade 5	9.22	9.46	12.59	43.26	46.62	47.41	47.52	43.92	40.00
All Grades	12.01	9.90	12.11	45.83	50.00	53.03	42.16	40.10	34.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.89	15.27	13.97	62.60	62.60	63.97	19.51	22.14	22.06
Grade 4	13.19	14.07	9.15	55.56	53.33	62.68	31.25	32.59	28.17
Grade 5	8.51	6.08	6.67	56.74	54.73	48.89	34.75	39.19	44.44
All Grades	12.99	11.59	9.93	58.09	56.76	58.60	28.92	31.64	31.48

Conclusions based on this data:

1. See comprehensive needs assessment

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1410.1	1449.6	1436.3	1423.7	1473.5	1450.2	1378.4	1393.7	1403.9	39	37	30
1	1432.0	1446.4	1458.3	1438.5	1452.8	1455.1	1425.0	1439.4	1461.2	22	27	12
2	1457.0	1489.0	1474.8	1467.5	1491.0	1481.6	1445.8	1486.4	1467.4	12	27	28
3	1448.5	1461.2	1490.8	1446.4	1462.8	1504.8	1449.8	1459.1	1476.3	11	19	21
4	1494.5	1477.1	1505.3	1499.3	1481.9	1507.2	1489.3	1471.6	1503.0	24	14	24
5	1493.8	1509.4	1459.8	1497.5	1516.4	1448.3	1489.4	1501.8	1470.7	12	26	17
All Grades										120	150	132

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.95	32.43	23.33	25.64	35.14	40.00	33.33	8.11	20.00	23.08	24.32	16.67	39	37	30
1	4.55	11.11	8.33	36.36	40.74	33.33	45.45	22.22	41.67	13.64	25.93	16.67	22	27	12
2	0.00	25.93	14.29	25.00	37.04	28.57	75.00	25.93	46.43	0.00	11.11	10.71	12	27	28
3	0.00	5.26	19.05	27.27	21.05	33.33	18.18	31.58	33.33	54.55	42.11	14.29	11	19	21
4	8.33	14.29	12.50	54.17	21.43	45.83	12.50	35.71	20.83	25.00	28.57	20.83	24	14	24
5	8.33	26.92	0.00	33.33	26.92	11.76	25.00	15.38	41.18	33.33	30.77	47.06	12	26	17
All Grades	9.17	21.33	14.39	34.17	32.00	33.33	33.33	20.67	32.58	23.33	26.00	19.70	120	150	132

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	33.33	45.95	23.33	17.95	29.73	43.33	30.77	5.41	16.67	17.95	18.92	16.67	39	37	30
1	4.55	25.93	16.67	40.91	37.04	50.00	45.45	22.22	16.67	9.09	14.81	16.67	22	27	12
2	16.67	33.33	42.86	33.33	40.74	14.29	41.67	25.93	35.71	8.33	0.00	7.14	12	27	28
3	18.18	5.26	52.38	27.27	47.37	28.57	27.27	26.32	14.29	27.27	21.05	4.76	11	19	21
4	41.67	21.43	37.50	33.33	35.71	45.83	12.50	28.57	12.50	12.50	14.29	4.17	24	14	24
5	16.67	42.31	5.88	50.00	19.23	35.29	8.33	19.23	17.65	25.00	19.23	41.18	12	26	17
All Grades	25.00	32.00	31.82	30.83	34.00	34.85	28.33	19.33	19.70	15.83	14.67	13.64	120	150	132

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		16.22	23.33		35.14	13.33		18.92	46.67		29.73	16.67		37	30
1		3.70	8.33		29.63	33.33		25.93	33.33		40.74	25.00		27	12
2		7.41	14.29		51.85	25.00		18.52	32.14		22.22	28.57		27	28
3		0.00	4.76		10.53	23.81		36.84	33.33		52.63	38.10		19	21
4		0.00	8.33		7.14	25.00		28.57	37.50		64.29	29.17		14	24
5		0.00	0.00		23.08	5.88		38.46	29.41		38.46	64.71		26	17
All Grades	2.50	6.00	11.36	17.50	29.33	20.45	40.00	26.67	36.36	40.00	38.00	31.82	120	150	132

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.51	43.24	40.00	56.41	48.65	50.00	23.08	8.11	10.00	39	37	30
1	31.82	33.33	25.00	59.09	48.15	66.67	9.09	18.52	8.33	22	27	12
2	8.33	29.63	42.86	83.33	70.37	57.14	8.33	0.00	0.00	12	27	28
3	0.00	15.79	28.57	45.45	52.63	52.38	54.55	31.58	19.05	11	19	21
4	25.00	7.14	16.67	58.33	78.57	70.83	16.67	14.29	12.50	24	14	24
5	8.33	19.23	0.00	58.33	53.85	58.82	33.33	26.92	41.18	12	26	17
All Grades	19.17	28.00	28.03	59.17	56.67	58.33	21.67	15.33	13.64	120	150	132

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.64	51.35	33.33	48.72	29.73	43.33	25.64	18.92	23.33	39	37	30
1	9.09	11.11	8.33	72.73	70.37	66.67	18.18	18.52	25.00	22	27	12
2	16.67	44.44	21.43	83.33	48.15	71.43	0.00	7.41	7.14	12	27	28
3	45.45	15.79	71.43	27.27	68.42	28.57	27.27	15.79	0.00	11	19	21
4	54.17	50.00	58.33	25.00	21.43	33.33	20.83	28.57	8.33	24	14	24
5	66.67	61.54	29.41	16.67	19.23	29.41	16.67	19.23	41.18	12	26	17
All Grades	33.33	40.00	38.64	46.67	42.67	45.45	20.00	17.33	15.91	120	150	132

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	13.51	6.67	71.79	54.05	76.67	20.51	32.43	16.67	39	37	30
1	4.55	11.11	8.33	54.55	55.56	58.33	40.91	33.33	33.33	22	27	12
2	0.00	0.00	14.29	50.00	70.37	42.86	50.00	29.63	42.86	12	27	28
3	0.00	0.00	4.76	36.36	57.89	42.86	63.64	42.11	52.38	11	19	21
4	0.00	0.00	4.17	58.33	42.86	58.33	41.67	57.14	37.50	24	14	24
5	8.33	0.00	0.00	33.33	57.69	23.53	58.33	42.31	76.47	12	26	17
All Grades	4.17	5.33	6.82	56.67	57.33	52.27	39.17	37.33	40.91	120	150	132

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.95	32.43	40.00	30.77	32.43	43.33	51.28	35.14	16.67	39	37	30
1	4.55	3.70	16.67	77.27	66.67	75.00	18.18	29.63	8.33	22	27	12
2	0.00	22.22	21.43	91.67	59.26	60.71	8.33	18.52	17.86	12	27	28
3	0.00	0.00	0.00	45.45	47.37	80.95	54.55	52.63	19.05	11	19	21
4	12.50	7.14	8.33	58.33	50.00	62.50	29.17	42.86	29.17	24	14	24
5	0.00	11.54	0.00	41.67	61.54	47.06	58.33	26.92	52.94	12	26	17
All Grades	9.17	15.33	16.67	53.33	52.00	59.85	37.50	32.67	23.48	120	150	132

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
821	81.4%	16%	1%
Total Number of Students enrolled in Earl Warren Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	131	16%
Foster Youth	8	1%
Homeless	78	9.5%
Socioeconomically Disadvantaged	668	81.4%
Students with Disabilities	122	14.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	4.5%
American Indian	0	0.0%
Asian	19	2.3%
Filipino	24	2.9%
Hispanic	614	74.8%
Two or More Races	33	4%
Pacific Islander	2	0.2%
White	92	11.2%

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
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  Yellow		

Conclusions based on this data:

1. See comprehensive needs assessment

School and Student Performance Data

Academic Performance English Language Arts

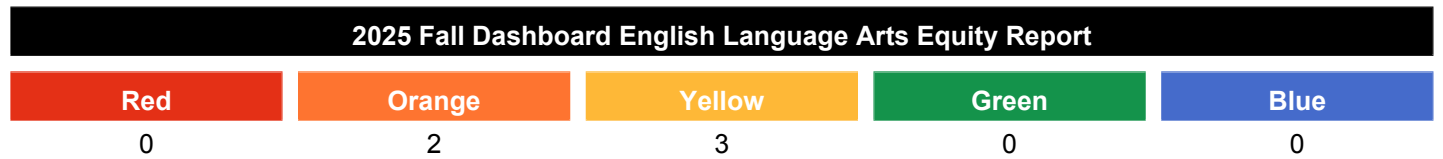
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students  Yellow 21.3 points below standard Increased 19.3 points 384 Students	English Learners  Yellow 59.7 points below standard Increased 13.8 points 75 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 35.9 points below standard Increased 19.7 points 19 Students	Socioeconomically Disadvantaged  Yellow 31.3 points below standard Increased 18.4 points 309 Students

Students with Disabilities  Orange 108 points below standard Increased 18.1 points 73 Students	African American  No Performance Color 34 points below standard Increased 26.9 points 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 30.3 points above standard Increased 44.9 points 15 Students	Filipino  No Performance Color 42.9 points above standard Increased 38.3 points 14 Students	Hispanic  Yellow 33.8 points below standard Increased 17.4 points 270 Students
Two or More Races  No Performance Color 60.2 points above standard Increased 70.6 points 17 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 9 points below standard Maintained 2.4 points 47 Students

Conclusions based on this data:

1. See comprehensive needs assessment
2. .

School and Student Performance Data

Academic Performance Mathematics

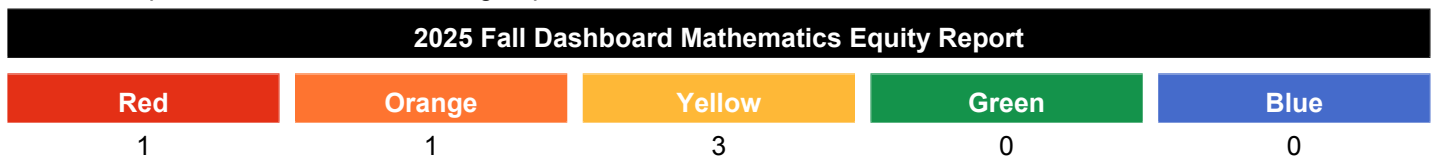
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 45.6 points below standard Increased 6 points 386 Students	English Learners  Yellow 65.3 points below standard Increased 6 points 77 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 77.5 points below standard Declined 10.7 points 20 Students	Socioeconomically Disadvantaged  Yellow 54.9 points below standard Increased 7.5 points 311 Students

Students with Disabilities  Red 128 points below standard Declined 4.9 points 73 Students	African American  No Performance Color 62.3 points below standard Increased 22.5 points 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 5 points above standard Increased 5.3 points 15 Students	Filipino  No Performance Color 6.9 points below standard Increased 20.2 points 14 Students	Hispanic  Yellow 55.6 points below standard Increased 5.3 points 272 Students
Two or More Races  No Performance Color 26.7 points above standard Increased 60.6 points 17 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 34.4 points below standard Declined 10.9 points 47 Students

Conclusions based on this data:

1. See comprehensive needs assessment

School and Student Performance Data

Academic Performance Science

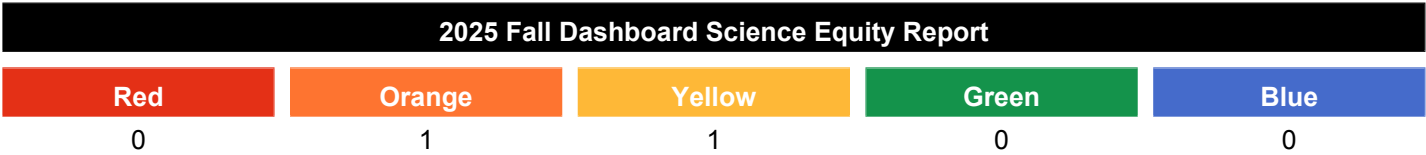
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students  Yellow 46.8 science points Maintained -0.2 points 131 Students	English Learners  No Performance Color 38.8 science points Maintained -0.9 points 25 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Yellow 45.9 science points Maintained 1.2 points 108 Students

Students with Disabilities  No Performance Color 28.6 science points Declined 2.2 points 26 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 43.1 science points Maintained -1.3 points 87 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 51.5 science points Maintained 1.2 points 21 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
 Yellow 49.5 making progress. Number Students: 93 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.1%	35.5%	0%	49.5%

Conclusions based on this data:

1. See comprehensive needs assessment

School and Student Performance Data

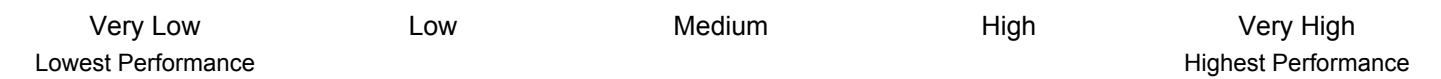
Academic Performance College/Career Report

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. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

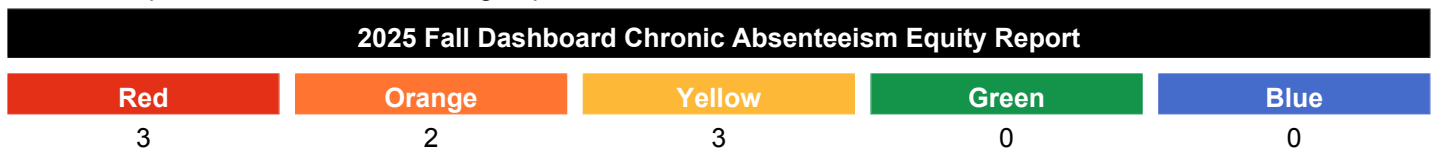
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students Orange 20.8% Chronically Absent Declined 2.2 893 Students	English Learners Yellow 16.5% Chronically Absent Declined 5.8 158 Students	Long-Term English Learners
Foster Youth No Performance Color 27.3% Chronically Absent Increased 0.6 11 Students	Homeless Red 44.6% Chronically Absent Increased 11.2 101 Students	Socioeconomically Disadvantaged Orange 24% Chronically Absent Declined 2.5 736 Students

Students with Disabilities  Orange 25% Chronically Absent Declined 2.4 148 Students	African American  Yellow 13.2% Chronically Absent Declined 8.7 38 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 15% Chronically Absent Increased 0.7 20 Students	Filipino  No Performance Color 8% Chronically Absent Maintained 0 25 Students	Hispanic  Yellow 21.5% Chronically Absent Declined 4 675 Students
Two or More Races  Red 23.7% Chronically Absent Increased 8.5 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Red 23.2% Chronically Absent Increased 4.9 95 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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

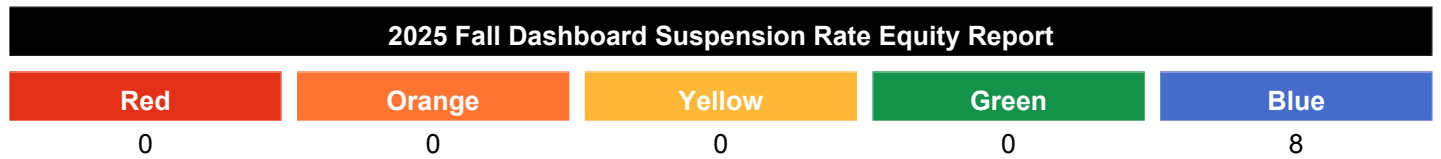
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.3% suspended at least one day Maintained -0.1% 912 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 161 Students	Long-Term English Learners
Foster Youth  No Performance Color 6.7% suspended at least one day Increased 6.7% 15 Students	Homeless  Blue 0% suspended at least one day Maintained 0% 105 Students	Socioeconomically Disadvantaged  Blue 0.4% suspended at least one day Maintained -0.2% 748 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 1.5% 148 Students	African American  Blue 0% suspended at least one day Maintained 0% 39 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 21 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 25 Students	Hispanic  Blue 0.4% suspended at least one day Maintained 0% 690 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 40 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 0% suspended at least one day Declined 1% 95 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
Christina Crain	X				
Kristy Link		X			
Joni Ferguson		X			
Denise Morse		X			
Aracely Medina Valladares			X		
Alicia Mendez-Caldwell				X	
Stacy Portman				X	
Jacqueline Bonales				X	
Desiree Rivera				X	
Jose Flores				X	
Numbers of members of each category:	1	3	1	5	

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Earl Warren Elementary aims to improve student outcomes for all students in the area of ELA, Math, English Learners, and Chronic Absenteeism.

Goal 1a: ELA

English Language Arts: Decrease distance from standard for "ALL students" by 5.4 points. Moving from -21.3 points DFS to -15.9 points DFS as measured by the 2027 CAASPP assessment.

English Language Arts: Decrease distance from standard for Students with Disabilities by 12.7 points. Moving from -108 points to -95.3 points DFS as measured by the 2027 CAASPP assessment.

English Language Arts: Decrease distance from standard for "White" by 3.0 points. Moving from -9.0 points DFS to -6.0 points DFS as measured by the 2027 CAASPP assessment.

Goal 1b. MATH

Math: Decrease distance from standard for "ALL students" by 6.9 points. Moving from -45.6 points DFS to -38.7 points DFS as measured by the 2027 CAASPP assessment.

Math: Decrease distance from standard for Students with Disabilities by 5.0 points. Moving from -128.0 points DFS to -122.0 points DFS as measured by the 2027 CAASPP assessment.

Math: Decrease distance from standard for "White" by 3.0 points. Moving from -34.4 points DFS to -31.4 points as measured by the 2027 CAASPP assessment.

Goal 1c: English Learner Progress Indicator

English Learner Progress: Increase the percentage of EL students making progress towards English language proficiency from 49.5% to 52.5% on the ELPI by June 2027.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

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

Identified Need

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

Goal 1a. ELA

Based on 2025 CA Dashboard ELA data, the school demonstrates overall growth; however, significant achievement gaps persist for Students with Disabilities, English Learners, Hispanic students, African American students, Socioeconomically Disadvantaged students, and Homeless Youth. The most critical area of need is Students with Disabilities, who remain substantially below standard. The data indicate a need to strengthen Tier 1 core instruction, expand access to targeted Tier 2 and Tier 3 interventions during the instructional day, and implement systematic progress monitoring cycles through PLC structures to accelerate literacy outcomes for identified student groups.

Overall, while the school has demonstrated positive growth in ELA across nearly all student groups, significant achievement gaps remain, particularly for Students with Disabilities and English Learners. The data indicate a need to:

- Strengthen Tier 1 core ELA instruction schoolwide
- Expand access to Tier 2 and Tier 3 interventions during the instructional day
- Implement systematic progress monitoring cycles through PLCs
- Increase targeted supports for historically underserved student groups
- Align instructional practices to ensure consistent access to grade-level standards

These identified needs will guide the development of measurable goals, evidence-based strategies, and resource allocation within the School Plan for Student Achievement.

Goal 1b: Math

The 2025 CA Dashboard data indicate that mathematics is a critical area of focus for the school. Although some growth is evident, overall student performance remains significantly below standard, particularly for Students with Disabilities, Homeless Youth, English Learners, Hispanic students, African American students, and Socioeconomically Disadvantaged students.

The data demonstrate a need to:

- Strengthen Tier 1 core mathematics instruction schoolwide
- Expand Tier 2 and Tier 3 math interventions during the instructional day
- Increase emphasis on conceptual understanding and mathematical discourse
- Implement systematic progress monitoring cycles within PLCs
- Align instructional practices to ensure equitable access to grade-level standards

These identified needs will guide the development of measurable math goals, targeted actions, and strategic resource allocation within the School Plan for Student Achievement.

Goal 1c: English Learner Progress Indicator (ELPI)

The 2025 California Dashboard data indicate that English Learners maintained on the ELPI. The data demonstrates a need to:

- Provide consistent, daily Designated ELD instruction aligned to students' proficiency levels, along with intentional Integrated ELD strategies across all content areas.
- Provide targeted intervention and small group instruction for English Learners based on ELPAC/ELPI data and formative assessments.
- Deliver professional development and instructional coaching focused on effective ELD strategies and scaffolds for English Learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DFS/ ELA/ CAASPP --in the category of All Students	-21.3 DFS as measured by CAASPP 2025	Score -15.9 DFS in as measured by CAASPP in June 2027
DFS/ ELA/ CAASPP-- in the category of Students with Disabilities	-108.0 DFS as measured by the CAASPP 2025	Score -95.6 DFS as measured by CAASPP in June 2027
DFS/ELA CAASPP-- in the category of White Students	--9.0 DFS as measured by the CAASPP 2025	Score -6.0 DFS as measured by CAASPP in June 2027
DFS/ Math/ CAASPP -- in the category of All Students	-45.6 DFS as measured by the CAASPP 2025	Score -38.7 DFS as measured by CAASPP in June 2027
DFS/Math/CAASPP in the category of Students with Disabilities	-128.0 DFS as measured by the CAASPP 2025	Score -122.0 DFS as measured by CAASPP in June 2027

DFS/ Math/ CAASPP in the category of White Students	-34.4 DFS as measured by the CAASPP 2025	Score -31.4 DFS as measured by CAASPP in June 2027
Increase the Percentage of students performing at or above grade level in i-Ready Reading	37% of student performing at or above grade level on MOY i-Ready Reading 2026	47% of student performing at or above grade level on MOY i-Ready Reading 2027
Increase the Percentage of students performing at or above grade level in i-Ready Math	19% of student performing at or above grade level on MOY i-Ready 2026	30% of student performing at or above grade level on MOY i-Ready 2026
ELPI on Dashboard	49.5% ELPI	52.5% as measured by ELPI

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	Goal 1a: ELA/Math: Before and After-school Tutoring Increase student achievement in ELA and Math by implementing targeted before- and after-school tutoring, resulting in a reduction of DFS by at least 5.4 points in ELA and 6.9 points for Math as measured by CAASPP. By MOY, increase the percentage of students performing at or above grade level in i-Ready from 37% to 47%, and decrease the percentage of students performing two or more grade levels below from 21% to 13%, as measured by i-Ready Reading Diagnostic data. By MOY, increase the percentage of students performing at or above grade level in i-Ready from 19% to 30%, and decrease the percentage of students performing two or more grade levels below from 21% to 14%, as measured by i-Ready Math Diagnostic data. 315 hours of tutoring x \$80.35 = \$25,307.10	All Students	25,307.10 Title I 1140: Certificated Extra Duty
1.2	Goal 1A: ELA/Math: Paraeducator Intervention During the Day Increase student achievement in ELA and Math by implementing targeted before- and after-school tutoring, resulting in a reduction of DFS by at least 5.4 points in ELA and 6.9 points for Math as measured by CAASPP. By MOY, increase the percentage of students performing at or above grade level in i-Ready from 37% to 47%, and decrease the percentage of students performing two or more grade levels below from 21% to 13%, as measured by i-Ready Reading Diagnostic data. By MOY, increase the percentage of students performing at or above grade level in i-Ready from	All Students	10,600.00 Title I 2X40: Classified Extra Duty

	19% to 30%, and decrease the percentage of students performing two or more grade levels below from 21% to 14%, as measured by i-Ready Math Diagnostic data. 450 hours of tutoring x \$25.00 = \$10,600.00		
1.3	Goal #1b: Math Strategic Math Team will analyze school data, help to create school-wide math goals, and facilitating professional learning, with a focus on the new math curriculum, to other EWE teammates. The math team will support teachers with the new math curriculum, including SVMl Tasks and Math Language Routines (MLRs). Team: Principal, AP, instructional coach, + 5 teachers. 4 teachers+ 1 math coach/6 planning sessions after school for 1 1/2 hours each session: 5 team members x 1.5 hours = 7.5 hours X 6 sessions = 45 hours X \$80.35=\$3,615.75	All Students	3,615.75 Title I 1140: Certificated Extra Duty
1.4	Goal #1c: English Learners Through targeted coaching and professional learning on dELD and iELD instruction, the EWE ELD team will increase the quality and consistency of language development instruction in general education classrooms, resulting in increased student engagement in academic discourse and improved EL student progress toward English proficiency, as measured by classroom observations and EL progress monitoring data. Provide release time for classroom teachers and EL specialists to collaborate on instructional strategies, language development goals, and differentiated supports for English Learners. This dedicated time will be used to review student progress, align instruction with language proficiency levels, and plan interventions that support both academic achievement and English language acquisition. The goal is to ensure EL students receive targeted, culturally responsive instruction that accelerates their growth. Two release days will be provided for the ELD team, which will consist of two teachers from the iELD/dELD cohort to plan professional development for instruction of our English Learners and training for teachers on the ELPAC assessment. 2 teacher subs X \$213.71 X 2 Days=\$854.84 After school training and planning time for the ELD Team to present best practices for teaching EL students for the EWE team: 2 teachers X 1 hour each \$80.35 = \$160.70 X 4 Sessions (8hours) = \$1,285.60	English Learners	1,285.60 Title I 1140: Certificated Extra Duty 854.84 Title I 1130: Certificated Sub
1.7			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, students demonstrated overall growth in both English Language Arts (ELA) and mathematics; however, achievement gaps persist across all student groups, and growth rates were not sufficient to fully close the distance from standard. While instructional practices are supporting learning gains, continued refinement and strengthening of Tier 1 instruction, academic language development, and targeted supports will be necessary to accelerate progress for all students.

In ELA, all students demonstrated a positive growth trend, increasing 19.3 Distance from Standard points. Despite this growth, students remain 21.3 points below standard, indicating that while instruction is effective in promoting progress, it is not yet sufficient to close achievement gaps at the desired rate. Continued emphasis on high-quality Tier 1 instruction, academic language development, and consistent implementation of Designated and Integrated English Language Development (dELD and iELD) practices will be critical to accelerating student achievement.

African American students showed strong growth in ELA, increasing 26.9 Distance from Standard points; however, they remain 34 points below standard. Although growth exceeded the overall student population, a persistent achievement gap remains. Sustained focus on culturally responsive instruction, academic vocabulary development, and intentional use of dELD and iELD strategies will be necessary to further accelerate progress and close opportunity gaps.

Students with Disabilities demonstrated growth in ELA, increasing 18.1 Distance from Standard points; however, they remain significantly below standard at 108 points. While this reflects improved access to grade-level content and instructional support, the subgroup continues to experience a substantial achievement gap. Continued implementation of Universal Design for Learning (UDL), targeted scaffolding, and differentiated instructional supports will be essential to increase access and accelerate learning outcomes.

English Learners also showed growth in ELA, increasing 13.8 Distance from Standard points; however, they remain 59.7 points below standard. While progress reflects the impact of current instructional practices, growth is not yet sufficient to close achievement gaps. Strengthening consistent implementation of dELD and iELD, increasing academic vocabulary instruction, and providing structured opportunities for academic discourse will be essential to improve language acquisition and ELA achievement.

In mathematics, all students demonstrated growth, increasing 6 Distance from Standard points; however, they remain 45.6 points below standard. While this reflects some progress in mathematical understanding, growth is not yet occurring at a rate sufficient to close achievement gaps. Continued focus on strengthening Tier 1 instruction, increasing student engagement in mathematical discourse, and using formative assessment to guide instruction will be necessary to accelerate achievement.

African American students demonstrated strong growth in mathematics, increasing 22.5 Distance from Standard points; however, they remain 62.3 points below standard. Although growth exceeded that of the overall student population, a persistent achievement gap remains. Continued emphasis on culturally responsive instruction, rigorous Tier 1 practices, and structured mathematical discourse will be essential to sustain momentum and close gaps.

Students with Disabilities experienced a decline of 4.9 Distance from Standard points in mathematics and currently remain 128 points below standard. This decline represents a significant concern and indicates that current instructional supports are not yet sufficient to meet student needs. Strengthening Tier 1 instruction, improving access through UDL strategies, and increasing consistency of differentiated supports across settings will be critical to reversing this trend and improving outcomes.

English Learners demonstrated modest growth in mathematics, increasing 6 Distance from Standard points; however, they remain 65.3 points below standard. While some progress is evident, growth is not yet sufficient to accelerate learning or close achievement gaps. Continued integration of academic language supports, scaffolding, and structured discourse within math instruction will be necessary to improve access and achievement.

The English Learner Progress Indicator (ELPI) decreased slightly from 50.0% to 49.5%, falling below the school's target of 55%. This indicates that overall progress toward English language proficiency has not yet accelerated as intended. While academic growth is evident in CAASPP results, language development is not progressing at a comparable rate. This misalignment suggests a need to strengthen the consistency and quality of both Designated and Integrated ELD instruction, with increased focus on academic vocabulary development, structured academic discourse, and ongoing monitoring of English learner progress.

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

Action #1.1: Certificated Tutoring (estimated due to expenses through March) - Budgeted: \$47,520.00, Actual: \$33,780.78

Action #1.2: Paraeducator Tutoring (estimated due to expenses through March) - Budgeted: \$20,792.31 Actual: \$14,925.00

Action #1.4: ELA Strategic Team - Team discontinued due to lack of participation. Budgeted: \$2,382.60 Actual: \$0.00

Action #1.6: Strategic Math Team: Budgeted: \$4,764.60 Actual: \$2,892.60

Action #1.7: English Learner Progress: Budgeted: \$2,982.36 Actual: \$854.84

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

Action #1a Will continue the focus on improving our ELA CAASPP scores (decreasing the DFS), "All Students," and the subgroups African American, Students with Disabilities, and English Learners, and increasing the percentage of students at or above grade level in reading as measured by the MOY i-Ready assessment.

Action #1b: Will continue the focus on improving our Math CAASPP scores (Decreasing the DFS) for "All Students" and the subgroups African American, Students with Disabilities, and English Learners, and on increasing the percentage of students at or above grade level in reading, as measured by the MOY i-Ready assessment.

Action #1c: Will continue to provide additional support and instruction to our EL students with professional development from the EL Strategic Team, under the leadership of the iELD/dELD cohort teachers and the EL site Facilitator.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student, Family, and Community Engagement

STUDENTS, FAMILY, & COMMUNITY ENGAGEMENT

Earl Warren Elementary School will increase student and family engagement and decrease chronic absenteeism by 5% for students in the following categories: All Students, African American Students, and Students with Disabilities.

Decrease chronic absenteeism by 10% for Homeless students.

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.

Earl Warren declined in Chronic Absenteeism in many categories (All Students, African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities), but increased Chronic Absenteeism in the categories of Homeless, Two or More Races, and White). We still continue to remain at a high percentage of 20.8% Chronic Absenteeism on the California Dashboard, so we will continue to work on this goal.

Goal 2a:

By June 2027, our school will reduce chronic absenteeism rates across all student groups, with targeted support for high-need populations. Specifically:

Homeless students will decrease from 44.6% to 34%

Two or More Races will decrease from 23.7% to 18%

White students will decrease from 23.2% to 18%

Socioeconomically Disadvantaged students will decrease from 24% to 19%

Students with Disabilities will decrease from 25% to 20%

This will result in an overall reduction of chronic absenteeism schoolwide by at least 5 percentage points.

Progress will be monitored using attendance data, with a focus on early identification, intervention, and family engagement strategies.

We had a daily attendance rate goal to meet 95% Daily Attendance for the 2025-2026 school year, but we did not meet that goal.

1. August: 94.60%
2. Sept: 94.32%
3. Oct. 93.33%
4. Nov: 92.40%
5. Dec. 93.38%
6. Jan. 93.53%
7. Feb: 90.86%
8. March: 91.18%
9. April: 92.79% (mid-April)

Measurable Outcomes:

- a. 100% of daily absences will be followed up with same-day or next-day family contact.
- b. Attendance data will be reviewed weekly, with documented intervention plans for 100% of students identified as at-risk (missing 10% or more of school days).
- c. Reduce the number of students classified as chronically absent by at least 5 percentage points schoolwide by June 2027.
- d. Increase the percentage of students with satisfactory attendance (95% or higher) by 3 percentage points.

Goal 2b. Increase Parent Engagement for EWE parent groups and events on campus

1. SSC Feedback:

- a. 11/19/2025 SSC meeting, feedback received regarding the awareness of attendance for families, including a possible parent/guardian training on cyber safety for families.
- b. 04/15/2026 SSC meeting, feedback received regarding the proposed 26-27 SPSA, including support for the PLC implementation using a consultant from Solution Tree.

2. The Title I parent survey noted (18 families responded)

- a. 100.0% of parents use ParentSquare for communication with the teachers and school
- b. 83%% stated their child has increased in their reading ability
- c. 78% stated their child has increased in their math ability
- d. 78% stated their child has an increase in their writing ability
- e. 83% of parents noted they felt like there was a positive relationship between their students and their teachers
- f. 94% stated that the school offers sufficient support for families to be involved in the school.

3. ELAC Feedback:

- a. Parent Technology & Student Application Workshops: The school will provide parent workshops focused on student applications and basic technology skills, including navigation of instructional programs used to support English Language Development and ELPAC practice. These workshops will empower parents to better support their students' learning at home.

- b. ELPAC Results Parent Information Meeting: The school will host an ELPAC results meeting for parents to explain ELPAC scores, proficiency levels, and progress toward English language proficiency. Parents will be provided with strategies and resources to support their child's language development at home based on individual student needs.
- c. After-School/After-Work ELPAC Student Workshops: The school will offer ELPAC support workshops for students outside of regular instructional hours to provide targeted practice in listening, speaking, reading, and writing skills aligned to the ELPAC domains.

Student/ Family Events hosted at EWE are well attended. EWE families participate in family events and support their students and the school.

1. Fall Festival
2. Paint & Sip Event
3. Family Literacy Night
4. Dance with a Loved One
5. Title I Parent Information Night
6. Cyber Cop Presentation

Measurable Outcomes:

- a. Host at least 4–6 family engagement events throughout the school year, with at least 2 occurring in the first semester.
- b. Achieve a minimum of 25–30% family participation rate at each event (based on total enrollment).
- c. Collect family feedback surveys at each event, with 80% of respondents indicating increased understanding of how to support their child.
- d. Students whose families attend at least one event will demonstrate improved attendance rates (increase of at least 2%) compared to their baseline attendance.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard : Chronic Absenteeism for ALL Students	2025 CA Dashboard Data: 20.8%	Decrease to 17.8% on the 2025 CA Dashboard for All Students
CA Dashboard: Chronic Absenteeism for Homeless Students	2025 CA Dashboard Data: 44.6%	Decrease to 34.0% on the 2025 CA Dashboard in the category of Homeless
CA Dashboard : Chronic Absenteeism for Two or More Races	2025 CA Dashboard Data: 23.7%	Decrease to 18.0% on the 2025 CA Dashboard for Two or More Races
CA Dashboard: Chronic Absenteeism for Students with Disabilities	2025 CA Dashboard Data: 25.0%	Decrease to 20.0% on the 2025 CA Dashboard for Students with Disabilities
CA Dashboard: Chronic Absenteeism for Socioeconomically Disadvantage Students	2025 CA Dashboard Data: 24.0%	Decrease to 19.0% on the 2025 CA Dashboard for Socioeconomically Disadvantaged Students
CA Dashboard: Chronic Absenteeism for White Students	2025 CA Dashboard Data: 23.2%	Decrease to 18.0% on the 2025 CA Dashboard for White Students
Host 4 Parent/Guardian/Family Nights	6 Parent/Guardian/Family events were hosted by April 2025	At least 4 Parent/Guardian/Family Events will be hosted by May 2027, focused on literacy, math, Internet safety, chronic absenteeism, CAASPP/ELPAC Informational, or Technology presentations
Community Liaison	New Action: No baseline	Parent participation rates in school events (SSC, ELAC, workshops, conferences), Number of documented family outreach contacts (calls, meetings, follow-ups), Number of families connected to community resources/services, Parent access/usage of the Infinite Campus

		(IC) Parent Portal, Attendance rates for targeted student groups (EL, SWD, HY, SED), Parent survey results related to communication and engagement
--	--	--

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Host at least 4 Parent/Guardian/Family Events by May 2027, focused on literacy, math, Internet safety, chronic absenteeism, CAASPP/ELPAC Informational, or Technology presentations Consultant to present Internet Safety Presentation for families - \$1,500.00 Teachers/ extra duty pay: 2 hours X 8 teachers = \$1,257.38 (Literacy Night) 2 Pare-educator: Translation 3 events/ 2 hours each/6 hours=\$300 2 Para-educator: Childcare: 3 events/2 hours each/6 hours of childcare = \$300 Hosting seminars on internet safety, attendance, technology, and math and literacy events supports the academic and social-emotional needs of Title I students by fostering a safe and supportive learning environment, building student confidence, and strengthening family engagement. These activities equip students with essential life skills, promote responsible digital citizenship, and empower families to support learning at home, all of which contribute to improved academic achievement and overall student success.	All students	1,500.00 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures 300.00 Title I 2X40: Classified Extra Duty Childcare 1257.38 Title I Part A: Parent Involvement 1140: Certificated Extra Duty 300.00 Title I 2X40: Classified Extra Duty Translation
2.2	The site will employ a Community Liaison to strengthen school-to-home communication, increase family engagement, and support improved student attendance, with a focus on unduplicated student groups, including English Learners, Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students. The Community Liaison will provide ongoing outreach to families through in-person contact and phone calls to increase engagement and support student success. The Community Liaison will support with the following: a. Implementation of site Title I parent involvement policies by coordinating parent meetings and workshops, and supporting communication efforts that increase family participation in school activities.		16,860.80 Title I 2000-2999: Classified Personnel Salaries

	b. Maintain ongoing communication with outside agencies to connect families with community resources and services, and actively link families to supports that address barriers to daily school attendance. c. Provide informal translation and interpretation during outreach activities (supplementing district-provided interpretation for formal meetings) to reduce language barriers and increase equitable access to information about school programs, academic expectations, and student progress. d. Support families in accessing and using the Infinite Campus (IC) Parent Portal to strengthen home-school communication and assist with school registration. Metric/Measurable Outcomes: 1. Parent participation rates in school events (SSC, ELAC, workshops, conferences) 2. Number of documented family outreach contacts (calls, meetings, follow-ups) 3. Number of families connected to community resources/services 4. Parent access/usage of the Infinite Campus (IC) Parent Portal 5. Attendance rates for targeted student groups (EL, SWD, HY, SED) 6. Parent survey results related to communication and engagement 1 Community Liaison = \$16,860.80		
--	---	--	--

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, the site implemented several actions aimed at improving student attendance and increasing family engagement. While progress was made in some areas, overall attendance goals were not fully met, and chronic absenteeism continues to be an area of focus for future improvement.

Although efforts were made to encourage consistent attendance, the site did not reach the established goal of 95%. The average attendance rate for EWE was 93%. Moving forward, the school will strengthen school-to-home communication and increase family engagement through the support of the community liaison. This role will be instrumental in helping remove barriers to attendance and promoting stronger connections between families and the school.

Attendance data was consistently reviewed and discussed across multiple stakeholder groups, including ELAC, School Site Council, Leadership, and staff meetings. Despite these efforts, the EWE daily attendance rate remained stagnant, and the school did not meet the 95% attendance goal. This indicates a continued need for targeted intervention and strengthened systems to support regular student attendance.

Overall, while multiple strategies were implemented to address attendance and engagement, data shows that additional adjustments and intensified efforts will be necessary to achieve future goals

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

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 2a: The school will continue implementing attendance incentive programs and school-wide engagement activities to promote regular attendance; however, these activities will no longer be funded through Title I. In partnership with the Community Liaison, the school will strengthen its attendance monitoring system by conducting daily outreach (e.g., phone calls) to families of absent students, providing individualized support to address attendance barriers, and maintaining consistent tracking of attendance data. Administration and office staff will review attendance data on a daily and weekly basis to identify students at risk of chronic absenteeism and implement timely, targeted interventions.

Goal 2b: The school will increase family engagement opportunities by scheduling events earlier in the school year and consistently throughout the year, rather than concentrating efforts in the second semester. To maximize participation, events will be strategically aligned with existing school gatherings, such as Friday Flag assemblies, where HOWL Awards are presented. These events will be designed to actively engage families in meaningful activities that build connections to the school, deepen understanding of student behavior and expectations, and provide strategies for supporting their child's success, ultimately contributing to improved student attendance.

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.

ELA, Math, Social Studies, & Science

All teachers will be prepared and equipped to provide high quality first best instruction , interventions, and enrichments to meet all students academic and social emotional needs

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.

SPSA Goal #3a: Implementation of a PBIS Framework (in partnership with RCOE)

By June 2027, the school will implement and sustain an effective, schoolwide Positive Behavioral Interventions and Supports (PBIS) framework in collaboration with Riverside County Office of Education (RCOE) to improve student behavior, increase instructional time, and support a positive school climate. The PBIS team (administration, counselor, MTSS/behavior support staff, and teacher representatives) will engage in ongoing professional learning, data analysis, and implementation planning to ensure fidelity across all tiers of support.

Key Actions:

Partner with RCOE to provide PBIS coaching, training, and implementation support
Establish a PBIS leadership team that meets monthly to review behavior and attendance data
Develop and explicitly teach schoolwide behavior expectations (e.g., HOWL expectations)
Implement a consistent system of positive reinforcement and recognition
Use data systems to monitor behavior trends and adjust Tier II/III supports

SPSA Goal #3b:

Strengthen and improve PLC effectiveness across all grade-level teams through participation in a Solution Tree PLC conference and sustained coaching from a Solution Tree PLC consultant, leading to consistent implementation of data-driven instruction and increased student achievement in ELA and Math.

Key Actions:

PLC Consultant Coaching

- Provide ongoing coaching cycles with a Solution Tree consultant.
- Focus on essential standards, common assessments, and data analysis.

-Implementation of Solution Tree-supported PLC practices will result in consistent use of data-driven instruction across grade-level teams, improved instructional alignment to essential standards, and measurable student growth in ELA and Math, including a 5–10% increase in students meeting or exceeding standards as measured by the i-Ready assessment and reduced achievement gaps among identified subgroups.

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
PBIS Tiered Fidelity Inventory (TFI) Scores Office Discipline Referrals Suspension Rate Staff Implementation Rate School Climate Surveys	PBIS Tier I Fidelity (TFI Score) Tier I: 33% Office Discipline Referrals (ODRs) 106 (Mid April) Suspension Rate: 0.3% Staff Implementation Rate: PBIS Staff Training: 7 Staff members are being trained through RCOE School Climate Survey: Increase the number of survey participants - 18 responses	1. The PBIS Tier I system will be fully implemented with fidelity, as measured by a PBIS assessment tool (e.g., TFI), increasing the overall implementation score to at least 80%. 2. Office discipline referrals (ODRs) will decrease by 15% compared to the previous school year 106 to 90). 3. Suspension rates will decrease by 10%, with a focus on reducing disproportionality among student groups. 4. 100% of staff will receive PBIS training and implement consistent behavior expectations and reinforcement systems schoolwide. 5. School climate survey results will show a 10% increase in responses from families reporting a safe and positive school environment.
PLC Consultant Coaching/PLC Conference	PLC - Impact (Scoring out of 4 Levels): Norms: Level 2 - Progressing: On the Road to Effective Practice Data Use: Level 1 - Emerging: Beginning to Show Signs of Effective Practice SMART Goals: Level 1 - Emerging: Beginning to Show Signs of Effective Practice Instructional Strategies: Level 2 - Progressing: On the Road to Effective Practice Success Criteria: Level 1 - Emerging: Beginning to Show Signs of Effective Practice Next Steps: Level 1 - Emerging: Beginning to Show Signs of Effective Practice Leadership Monitoring: Level 1 - Emerging: Beginning to Show Signs of Effective Practice	Increase at least one level in 4/7 areas of the PLC Impact rubric by June of 2027

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	PBIS (formally MTSS) Team to study, research, present, and help implement an EWE/ MTSS plan by the end of the 2026-2027 school year. Team: Principal, AP, 6 Teachers 6 Sessions - 1 1/2 hours for 6 teachers: \$4,339.90	All students	4,339.90 Title I 1140: Certificated Extra Duty
3.2	Collaboration and Planning time need to:	All Students	1,709.68 Title I

	a. Provide release time for special education and general education staff to collaborate on student-specific goals, instructional strategies, and accommodations. These meetings will promote shared understanding of Individualized Education Program (IEP) goals, foster inclusive teaching practices, and ensure that all staff are equipped to meet the diverse academic and behavioral needs of students. This collaboration aims to improve outcomes for students with disabilities within the general education setting. 2 release days for 4 teachers = \$1,709.68		1130: Certificated Sub Release Days
3.3	Teachers and school administrators will attend professional development to improve professional practice in the area of professional learning communities (PLC). Training will focus on using student data from CAASPP and local benchmark assessments to guide collaborative planning, identify areas of need, and adjust instruction to better meet student learning goals. Emphasis will be placed on identifying effective instructional strategies, setting student achievement targets, and monitoring progress over time. This strategy aims to strengthen Tier 1 instruction and ensure all students, including English Learners, students with disabilities, and socioeconomically disadvantaged students, make measurable academic growth. 7 Teachers & 1 Administrator to attend PLC training in October 2026 Conference - \$769.00 X 8 = \$6,152.00 Hotel = \$300 X 3 Nights X 8=\$7,200.00 Reimbursement=\$300.00 X 8=\$2,400.00 Subs = 3 Days X 7 Teachers = \$4,487.91 Total=\$20,239.91	All Students	15,752.00 Title I 5200: Conferences PLC Conference 4,487.91 Title I 1130: Certificated Sub
3.4	With the support of a Solution Tree PLC consultant, PLC teams will improve instructional effectiveness through consistent use of collaborative data analysis and intervention planning, resulting in increased student growth in ELA and Math as measured by CAASPP Distance from Standard and interim assessment data. Four Days of Grade-Level Coaching (8 days since Solution Tree meets with 5 teams per day, and we have 7 teams) \$7100.00 X 8 Days =56,800.00, 5 Subs per day X 8 Days = \$8, 548.40 One Day of coaching for the Guiding Coalition before the start of the 26-27 school year, 1 Day X \$7,100=\$7,100.00, Certificated Extra Duty \$80.35 X 10 (8 Teachers, 2 Instructional Coaches) = \$4,821.00	All Students	63,900.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Solution Tree Consultant 8,548.40 Title I 1130: Certificated Sub 4,821.00 Title I 1140: Certificated Extra Duty Coaching Day

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, the school made progress in strengthening its Multi-Tiered System of Supports (MTSS) through increased structure, staff training, and systems development. The MTSS Strategic Team played a key role in reviewing and refining systems to better support student learning and intervention practices.

The team successfully developed and updated systematic Student Study Team (SST) procedures and gathered feedback from certificated staff to improve consistency and clarity in the process. Additionally, certificated staff received training on Special Education qualifications and the systems in place to support students, increasing staff awareness and understanding of referral processes and eligibility criteria.

Despite these improvements, the implementation of collaborative instructional practices still requires strengthening. While five out of six grade-level teams are collaborating on instructional practices and interventions, there remains inconsistency in the depth and effectiveness of this collaboration. This has impacted the consistency of data analysis and instructional planning across the school. There is a continued need for targeted professional learning and support in the Professional Learning Communities (PLC) model, including the use of protocols to guide data-driven discussions and instructional decision-making. Strengthening PLC practices will be critical to ensuring all students receive high-quality, targeted instruction.

Through a root cause analysis conducted by the leadership team, several key areas of need were identified. These include the development of a more cohesive, schoolwide intervention plan, increased use of structured (scripted) intervention programs, and earlier identification of students with specific learning needs in both reading and mathematics. Current assessment data, including i-Ready results, indicate a significant area of need in reading comprehension, particularly in Literature and Informational Text.

Overall, while systems and awareness have improved, the next phase of work will require deeper implementation of PLC practices, stronger alignment of interventions across tiers, and a more proactive approach to identifying and supporting students. These focus areas will guide future actions to ensure equitable access to high-quality instruction and improved student outcomes.

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

Action #3.1: Strategic Intervention Team - Budgeted: \$4,764.60 Actual: \$4,338.90

Action #3.2: Teacher Release Days - Budgeted: \$17, 524.22 Actual: \$17,524.22

Action #3.3: PLC Conferences - Budgeted: \$36,198.15 Actual: \$36,189.15

Action #3.4: CMC Math Conference - Budgeted: \$1,624.84 Actual: \$1,624.84

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

Action #3.1: The Strategic Intervention Team will be renamed the MTSS/PBIS Team and will continue to work with RCOE to train on effective implementation of PBIS.

Action #3.2: Release time in this action will only be for the special education teachers to meet with general education teachers on IEP Goals and Compliance.

Action #3.3: Teachers and school administrators will attend professional development to improve professional practice in the area of professional learning communities (PLC). Training will focus on using student data from CAASPP and local benchmark assessments to guide collaborative planning, identify areas of need, and adjust instruction to better meet student learning goals. This will remain the same goal.

Action #3.4: With the support of a Solution Tree PLC consultant, PLC teams will improve instructional effectiveness through consistent use of collaborative data analysis and intervention planning, resulting in increased student growth in ELA and Math as measured by CAASPP Distance from Standard and interim assessment data.

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	\$165,440.36
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$165,440.36
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	\$162,682.98
Title I Part A: Parent Involvement	\$2,757.38
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$165,440.36

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: \$165,440.36

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	162,682.98
Title I Part A: Parent Involvement	2,757.38

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	15,600.83
1140: Certificated Extra Duty	40,626.73
2000-2999: Classified Personnel Salaries	16,860.80
2X40: Classified Extra Duty	11,200.00
5200: Conferences	15,752.00
5800: Professional/Consulting Services And Operating Expenditures	65,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	15,600.83
1140: Certificated Extra Duty	Title I	39,369.35
2000-2999: Classified Personnel Salaries	Title I	16,860.80
2X40: Classified Extra Duty	Title I	11,200.00
5200: Conferences	Title I	15,752.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	63,900.00

1140: Certificated Extra Duty	Title I Part A: Parent Involvement	1,257.38
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,663.29
Goal 2	20,218.18
Goal 3	103,558.89

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	
Special Education Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
Kristy Link, EL Advisor	
Kristy Holveck, Special Education Advisor	
Christina Crain	

- 1. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 2. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 3. This SPSA was adopted by the SSC at a public meeting on:May 13, 2026.

Attested:

Christina Crain		
Typed name of school principal	Signature of school principal	Date
Alicia Mendez-Caldwell		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023