



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Machado School	Elementary	33-75176-6032056	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 Machado Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

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

Our School Plan for Student Achievement is designed to identify areas of need in order to improve student achievement, establish measurable goals, identify actions that will support the established goals, and allocate Title 1 funds to support the planned actions in accordance to the Every Student Succeeds Act (ESSA).

The priority in our SPSA will be placed on addressing deficiencies in student attendance and achievement for all students and more targeted for subgroups such English Learners, Social Economically Disadvantaged, and Hispanic.

In this SPSA, we strive is to accomplish our mission, vision, and specific goals for scholar subgroups and school community. We maintain strong values that are the foundation to accomplishing our school mission, vision, and goals.

Mission:

We, the Machado Elementary Community, strive to provide rigorous, relevant, and high quality learning opportunities through challenging curriculum and a positive environment where all students can succeed. Above all, we work together with our community to nurture lifelong learners and critical thinkers. We educate hearts and minds for the betterment of humankind!

Vision:

Our vision is to be a 21st century educational community that fosters hope, encourages, and guides our student scholars to develop the intellectual/academic, social/emotional, technological, and civic skills they need to be successful in their communities and personal lives now and in the future. We continually invest in our professional growth to provide the educational experiences to meet the ever-evolving needs of all student scholars.

Values:

We embrace a positive "Growth Mindset" and value the partnership and role of each member of the school community to provide our students with the intellectual/academic, social/emotional, technological, and civic, critical thinking, and creative skills they need to be successful in their communities and personal lives now and in the future.

Educational Partner Involvement

How, when, and with whom did your Machado 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:

1) English Learner Advisory Council (ELAC)

*Date: 8/20/25_Discussed purpose of ELAC, Title I Information and SPSA/SSC, Parent Involvement Policy, 4 Way Compact, Norma's Nest afterschool literacy support, ELAC nominations/voting process for officers, ELD classes for students, ESL classes for parents,ELPAC testing, communication with school staff, Reports (SSC/PTA/DELAC/Community Liaisons)

*Date: 9/9/25_coming Title 1 Meeting, ELAC meeting schedule, ELD schedule update, community events, ELAC officer nominations/voting,Reports (SSC/PTA/DELAC/Community Liaisons)

*Date: 10/28/25_Reclassification process, CalKids scholarships, parent workshop requests, announce ELAC officers, Reports (SSC reports /PTA/DELAC/Community Liaisons)

*Date: 12/16/25_Reports: DELAC, SSC reports, PTA, Attendance, Academic Achievement, Parent Involvement, ELPAC Testing, ELD program update, Parent Input: Prop 28/Safety Plan/Literacy

*Date: 1/27/26_Reports: DELAC, SSC reports, PTA, Attendance, Academic Achievement, Parent Involvement, ELPAC Testing and LTEL support, ELD program update

*Date: 3/24/26_Reports ELAC, DELAC, SSC, PTA, Community Liaisons,Title 1 Parent Survey Results and Additional InputRegistration, TK/Kinder Registration, Portal Updates,Parent Workshops: Reading & Literacy, Restorative Parenting

iReady assessments, understanding reports, Universal School Master Schedule/Literacy Block for 2025-2026.,End of Year Calendar

*Date: 5/26/26_

IMPACT STATEMENT-ELAC: Parents request ongoing parent classes on a variety of topics, ongoing tutoring and clubs, continue family engagement events. Parents requested more experiences for students in sports, robotics, and hands-on science during and after school. They expressed need for continued focus on reading, small group instruction, and intervention to help students catch up. Many parents offered positive comments and appreciation for extensive opportunities to be involved with the school, accessibility to teachers, school communication, and feeling supported/welcome at the school.

2) School Site Council (SSC):

*Date: 9/25/25_Review of SPSA 2025-2026, Discussed new assessments and curriculum (95% and math), universal schedules with literacy blocks and intervention, Attendance monitoringm discussed role of chairperson, review SPSA goals, review expenditure monitoring, STEAM clubs, teaching coaching, Machado Strategic Plan and LEUSD Priorities, Reports: ELAC/DELAC/PTA/Teacher/Admin

*Date: 10/22/25_Elected SSC chairperson, discussion of district LCAP goals/clarification, Attendance monitoring, expenditure monitoring, explanation and progress of "Walk to Learn" intervention model, proposed changes to Goal #1 to add paras to support Walk to Learn classes, CABE parent classes, attendance monitoring, Reports: ELAC/DELAC/PTA/Teacher/Admin

*Date: 11/19/25__discussed 2025-2026 Achievement monitoring with iReady initial and Fall growth reports and differences from dashboard data, Attendance monitoring, expenditure monitoring, SPSA actions for teacher/staff PD and upcoming parent/teacher conference days, CPR classes for parents, Safe School Plan components and input, Proposition 28, ELAC/DELAC/PTA/Teacher reports

*Date: 12/12/25_Discussed 2024-2025 Attendance monitoring, Review of SPSA 2024-2025 goals/expenditures, Discussed modifications to funding to move funds from goal 3.1 consulting for professional development to 1.5 to teacher additional reading/math extra duty professional development, ELAC/DELAC/PTA/Teacher reports

*Date: 2/12/26_Discussed 2025-2026, LTEL tutoring, winter benchmark achievement data and Awards Assemblies, Attendance monitoring, expenditure monitoring and discussed modifications to funding to move funds from tutoring to teacher release days and additional reading/math extra duty professional development, ELAC/DELAC/PTA/Teacher reports

*Date: 3/18/26__expenditure monitoring and adjustments to fund additional parent workshops with Cyber Safety Cop, SPSA input for 2026-2027 plan, ELAC/DELAC/PTA/Teacher reports

*Date: 4/16/26_expenditure monitoring for 2025-2026/no adjustments, review and discussion of draft of 2026-2027 SPSA, ELAC/DELAC/PTA/Teacher reports

*Date: 5/13/26_

IMPACT STATEMENT-SSC team requested more parent classes, continuation of 2025-2026 actions, continued updates on attendance and student growth reports, WTL and LTEL boot camp continuation, tutoring when teachers/staff availability increases-more familiarity with 3 new curriculum programs, encouraged by attendance improvement and suggestions to communication increases for greater parent awareness, more support for parents to understand new assessments and reading strategies, appreciation for parent/family engagement.

3) Leadership

*Date: 9/2/25_Discussed: Walk to Learn data and struture, 95% Tier 2 Reading support PD, universal literacy school schedule, best practices for ELD time/instruction, attendance monitoring

*Date: 10/6/25_Discussed: professional development plan/funds, preliminary CAASPP data projections, iReady Assessment data, attendance monitoring

*Date: 11/4/25_Discussed: budget monitoring in SPSA, status of funds, Walk to Learn logistics "Glows and Grows", PLC team reflections and goals, Math PD for Amplify, FOMO Day to increase attendance, attendance monitoring

*Date: 12/2/25_Discussed: Comprehensive Safety Plan input, Walk to Learn updates and vertical collaboration between teams, , PLC progress, release day plans for teams/leadership, additional para support and their PD for WTL, attendance monitoring

*Date: 2/3/26_Discussed: budget monitoring, WTL program monitoring with iReady/DIBLES/PSI assessment data, interest and availability for tutoring Tier 3 students, attendance monitoring

*Date: 3/10/26_Release Day Work_achievement monitoring/patterns (successes and opportunities) and goals for CAASPP/iReady, WTL update, PLC team reflections and Leadership Team mini PD with Stages of Team Development and Needs Assessment, SPSA input for 2026-2027 school year, 95% glows/grows, Amplify Math needs, PD needs, AVID certification progress

*Date: 4/7/26_Discussed: Universal master schedule for 2026-2027 with school wide ELD time, proposed changes to WTL and continuance of vertical collaboration/para support/para training for 95% Tier 2, proposed adjustments to small group reading times, upcoming CAASPP testing and iReady testing window

IMPACT STATEMENT-Leadership Team:Leadership Team analyzed school data, root cause analysis for problem statements, and completed PLC/PLT reflections, goals, next steps along with reflection/next steps on Stages of Team Development. The result is a request for professional development in PLC, Science of Reading, MTSS process and Tiered Instruction, DIBELS PD for upper grades, PD for developing SMART goals, Classroom management and behavior-PBIS, AVID best practices for teaching/learning student engagement. Leadership also requested a adjustments to school wide literacy block schedule, greater vertical collaboration between grade levels, vertical collaboration between grade levels for ELD and Walk to Learn (Focused skill instruction/intervention)

4) District Office

The LEA supported the school during 3 SPSA Learning Series/improvement meetings on the following dates .

*Day 1: September 10, 2025_The LEA provided training on Monitoring and Evaluation and Evidence-based Interventions, document organization/input/monitoring, collaboration on goals/actions

*Day 2: December 9, 2025_The LEA provided training and feedback on the Comprehensive Needs Assessment, data analysis for CAASPP assessment (strengths/weaknesses/aim statements), expenditure monitoring

*Day 3: March 3, 2026_The LEA provided provided training and feedback on Root Cause Analysis, review training of unpacking actions and developing Aim Statements, review of organizational tools as template to support strong development of SPSA

IMPACT STATEMENT-The time to review of organizational documents (Monitor and Evaluation Template, Budget Tracker, Comprehensive Needs Assessment), data analysis procedures, is meaningful and principals requested continuation of this review/time for upcoming school year.

Additional Input was solicited at the following:

Pastries with the Principal and Dean

Parent workshops such as Cyber Safety Cop, ESL, Special Education-Understanding the IEP, Parenting and Child Development

ELAC meetings

SSC meetings

PTA meetings

Teacher Leadership Team meetings

Teacher PLC meetings and staff meetings

Title 1 Surveys

Professional Development such as Science of Reading, best practices/strategies for teaching reading Tier 1 and 2

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:

Dimension 2: Teaching Quality and Diversity

2.1 Not all students have access to a highly qualified teacher and instruction.

- All students do not have access to the same level of high quality cohesive Tier 1 learning experience and First Best Instruction.
- Some teachers need more training/coaching in Math and ELA instruction including Tier I and II instruction common core standards and SMPs (First Best Instruction as well as interventions within the classroom).
- Some teachers need more training/coaching in the implementation and analysis of formative assessments to guide instruction.

*. Teachers would benefit from consistent professional learning on best first instruction in reading and math standards.

2.2 Not all students have access and success in engaging, culturally relevant , and standards-aligned teaching/learning practices.

*Access to a viable standards based curriculum at all grade levels is limited in some classrooms.

*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..

*.Machado faculty lacks knowledge on inclusive practices for our special education students.

Dimension 4:Empowering Rigorous Content

4.1 Students lack access to effective instructional strategies designed to deliver empowering and rigorous content instruction.

- SPED
- English Learners
- SED
- Hispanic
- Homeless
- Go Math going out of print, not aligned
- Teachers need support developing strategies to teach with appropriate rigor in ELA/Math

*. 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.

*. Common assessments for reading and math vary at every grade level which limits the access for tutoring, intervention, and enrichment access during and after school for all students since students below grade level are not identified in a timely fashion.

Comprehensive Needs Assessment Components

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

Goal #1: Academic Excellence

A) ELA

DASHBOARD CAASPP

All Students Group All Students will decrease DFS from 53.8% to 43.8% and 35% or higher will meet the standard for ELA by June 2027.

A) All students demonstrated 14.3, to -53.8, growth toward standard in ELA in 2024-2025 school year. GOAL: All students will decrease distance from standard by 10pts. to -43.8 DFS by June 2027.

B) English Learner students demonstrated 14.7, to -66.4 DFS growth to toward standard in ELA in 2024-2025 school year, GOAL: EL students will decrease distance by 10 pts. -56.4 DFS by June 2026 school year.

C) Homeless students demonstrated 31.1 growth, to -73.6 DFS, toward standard in ELA in 2024-2025 school year. GOAL: Homeless students will decrease distance from standard by 10 pts. to -63.6 DFS by June 2027 school year.

D) Socioeconomically Disadvantaged students demonstrated 13.8 growth, to -58.1 DFS in ELA in 2024-2025. GOAL: SED students will decrease distance from standard by 10 pts. to -48.1 DFS in ELA by June 2027.

E) Students with Disabilities increased DFS by -3.2 DFS, to -88.5 DFS in ELA from -85.3 DFS. GOAL: SWD will decrease distance from standard by 10 points to -78.5 DFS in ELA by June 2027.

F) Hispanic students are -52.9 DFS in ELA in 2024-2025, but demonstrated 16.6 growth from -69.3 DFS. GOAL: Hispanic students will decrease distance from standard by 10 points to -42.9 DFS in ELA by June 2027.

G) White students are -69 DFS and declined -6.3 distance from standard in ELA in 2024-2025 from the -62.7DFS. GOAL: White students will decrease distance from standard by 10 points to -59 DFS in ELA by June 2027.

B) Math

DASHBOARD CAASPP

A) All Students maintained LOW status with 2.2 growth DFS Math to –77.4 DFS in 2024-2025. GOAL/AIM STATEMENT- *All Students group will decrease the distance from standard by 10 pts from to –67.4 DFS on Math CAASPP by June 2027.

B) English Learners decreased distance from standard by 8.9 in Math to –81.3 DFS in 2024-2025 (LOW status). GOAL/AIM STATEMENT- *English Learners will decrease the distance from standard by 10pts to –71.3 on Math CAASPP by June 2027.

C) Homeless students increased the distance from standard (VERY LOW status) by -10.9 in Math to -115.6 DFS in 2024-2025. GOAL/AIM STATEMENT- *Homeless students will decrease the distance from standard by 10pts to –105.6 on Math CAASPP by June 2027.

D) Socioeconomically Disadvantaged students maintained LOW status with .9 growth DFS in Math to –81.7 DFS in 2024-2025 (LOW status). GOAL/AIM STATEMENT- *Socioeconomically Disadvantaged students will decrease the distance from standard by 10pts to –71.7 on Math CAASPP by June 2027.

E) Students with Disabilities increased the distance from standard by –9.6 (VERY LOW status) in Math to –101.2 DFS in 2024-2025. GOAL/AIM STATEMENT- *Students with Disabilities will decrease the distance from standard by 10pts to –91.7 on Math CAASPP by June 2027.

F) Hispanic students decreased the distance from standard by 4.3 (LOW status) to –77.9 DFS in Math in 2024-2025. GOAL/AIM STATEMENT- *Hispanic students will decrease the distance from standard by 10pts to –67.9 on Math CAASPP by June 2027.

G) White students increased the distance from standard by –16.6 (VERY LOW status) to –86.6 DFS in Math in 2024-2025. GOAL/AIM STATEMENT- *White students will decrease the distance from standard by 10pts to –76.6 on Math CAASPP by June 2027.

C) ELPI DASHBOARD ELPAC

ELPI:

38.7% of English Language Learners showed adequate and expected progress in English Language development as measured by ELPAC assessments and ELPI.

GOAL/AIM STATEMENT: *48.7% of English Language Learners will show adequate and expected progress in English Language development as measured by ELPI, up 10% from 38.7% meeting adequate progress by June 2027.

D) SCIENCE

CALIFORNIA SCIENCE TEST (CAST)

25% of 5th graders met/exceeded the standard for proficiency in science on the 2025 California Science Test. 25% nearly met grade level proficiency. 50% did not meet the standard.

All students increased by 3.1 science points to 43.7 science points.

GOAL/AIM STATEMENT:

*35% of 5th grade students (or higher) will meet the standard for proficiency in science on the 2025 California Science Test by June 2027.

*5th grade students will increase 10 science points by June of 2027 to 53.7 science points.

Root Causes

1a: ELA CAASPP

1b: MATH CAASP

1c: ELPI English Learner Proficiency Assessment for California

1d: Science (California Science Test-CAST)

*Machado Elementary School and LEUSD continues to implement strategic efforts to facilitate students access to...

1)to curriculum aligned to standards/frameworks.

2)to quality assessments that align to curriculum standards and frameworks

3)to consistently high expectations in scholarly academic behavior

4)to structured, consistent, and protected literacy, math, ELD learning time blocks in school schedule

5)to structured testing conditions conducive to testing/assessment and high student performance

6)to well trained teachers in content standards, frameworks, and vertical articulation

7)to well trained teachers to support student, teacher, grade level, school goal setting and monitoring and interventions/enrichment

8)to well trained teachers to provide strong early foundations in Reading, Math, English Language Development

9)to parent/teacher partnership for greater understanding/support/needs in developing reading/math/language skills

10)to well trained teachers in data analysis, monitoring, and accountability for student growth

- 11) effective instruction foundational reading and literacy foundational skills.
- 12) effective instruction in foundational math skills.
- 13) to curriculum aligned to reading/ELA and math frameworks.
- 14) All student groups lack access to evidence based Tier 2 intervention.
- 15) EL students lack access to evidence based English Learning instruction and support in all subject areas.
- 16) sufficient exposure and experiences in the core area of science instruction.
- 17) sufficient opportunities for enrichment in all areas of the science disciplines

*Teachers need continued support with....

- 1) Professional development with curriculum training and alignment to standards/frameworks.
- 2) Professional development with quality assessments that align to curriculum standards and frameworks.
- 3) Professional development to develop/maintain/support consistently high expectations in scholarly academic behavior.
- 4) Collaboration time to build a structured, consistent, and protected literacy, math, ELD learning time blocks in school schedule.
- 5) Professional development and collaboration time to structure testing conditions conducive to testing/assessment and high student performance.
- 6) Professional development to train teachers in content standards, frameworks, and vertical articulation.
- 7) Professional development to train teachers to support student, teacher, grade level, school achievement goal setting and monitoring, interventions/enrichment. (eg. MTSS and RTI)
- 8) Professional development to train teachers in providing strong early foundations in Reading, Math, and English Language Development.
- 9) Collaborating with parents to build/sustain parent/teacher partnership for greater understanding/support/needs in developing reading/math/language skills.
- 10) Professional development to train teachers in data analysis, monitoring, and accountability for student growth in reading/math/language development.
- 11) Teachers and staff lack effective professional development to provide effective Tier 1, Tier 2, Tier 3 instruction.
- 12) Teachers and staff lack sufficient coaching support to implement and monitor evidence based Tier 1, Tier 2, and Tier 3 instruction.
- 13) Teachers lack resources and training in diagnostic assessments to identify student learning needs.
- 14) Teachers lack access/resources to evidence based intervention curriculum for effective Tier 2 instruction/intervention.
- 15) Teacher lack sufficient time for effective Tier 1/2/3 instruction. Refinement of universal school schedule and collaboration to integrate subject areas in meaningful/effective ways is needed.
- 16) Teachers lack sufficient training and time in daily schedules to implement effective science curriculum and instruction.
- 17) Teachers lack sufficient training in all science disciplines to offer enriching experiences for students in all science disciplines

Goal #2: Student, Family, and Community Engagement CHRONIC ABSENTEEISM

2A Chronic Absenteeism:

Chronic Absenteeism has decreased significantly (down 5.9%) to 20.2% in 2025 (from 26% in 2024). GOAL: Decrease Chronic Absenteeism of all student groups by 10% and "All Students" by 10% or more from 20% (2024-2025) to 10% or lower by June 2027.

School Wide: down 5.9% (20.2%); GOAL: 10.2%

EL students: down 7.6% (15.2%); GOAL: 5.2%

Homeless students: down 6.4% (26.4%); GOAL: 16.4%

SED students: down 6.3% (21.3%); GOAL: 11.3%

Black students: down 4.2% (42.9%); GOAL: 32.9%

Hispanic students: down 5.8% (19.2%); GOAL: 9.2%

White students: down 3.8% (29.5%); GOAL: 19.5%

Multi-race students: down 20.1% (7.1%); GOAL: 0%

Students with Disabilities: down 6.4% (24.1%); GOAL: 14.1%

2B Suspensions:

Suspension rate remains low at .3% in 2024-2025, VERY LOW status maintained.

GOAL: The suspension rate remains VERY LOW at .3% in 2025; GOAL: 0% suspension and 100% by June 2027.

Root Causes-

1. Financial, childcare, domestic, and social/emotional, and health family issues have affected attendance.

2. Parents, guardians, and caregivers lack understanding of chronic absenteeism and the negative impact on achievement affects attendance.
3. Lack of consistent and reliable transportation affects attendance.
4. Cultural barriers and beliefs affect attendance.
5. Lingering effects from COVID-misunderstanding on health protocol for school attendance impact student attendance.

Goal #3: Educational Environment PROFESSIONAL DEVELOPMENT

Root Causes-Teachers and staff lack consistent, sufficient, and quality professional development opportunities to improve student achievement in all core areas ELA/RDG/MATH/Language Development/Science

1) LETRS inventories revealed need to adjust universal schedules, adopt Tier 2 intervention materials, systematically share SSC and Leadership team meeting agendas/minutes, establish more teacher team accountability to each other, more intentional planning for Walk to Learn and small reading groups, more effectively utilize classroom aides in reading times as they are training in reading, identify students for early intervention/tutoring with teachers and assistants in year to offer more 1:1 intervention support during school day, and develop strong system for vertical collaboration model

Needed Actions:

- Use 18 days and/or staff meeting time provided in contract for vertical collaboration in Walk to Learn across grade levels for ELD/Tier, instruction or enrichment
- Collaborate to establish and utilize implementation criteria/measurements.
- Ongoing Professional Development is needed
- Tiered Instruction RTI and MTSS process
- small group instruction
- reading, writing, math, science instruction
- PBIS and behavior management
- data analysis
- content frameworks/standards
- assessments

2) Parent and Student Input:

- Students and parents requested more small group instruction, science instruction, sciences enrichment opportunities
- Parents have seen growth in their children's reading/math/writing.
- Parents express confidence in school, teachers, administration, and teachers connection with parents/children.

***Because of our achievement/attendance data and educational partners' input, our SPSA high leverage actions for the 2025-2026 school year include the following:

- 1) Professional Development with district coaches and specialists, LETRS training with county
- 2) Release days and Extra Duty for Professional Development
- 3) Release days for Leadership School Improvement Team: Data Analysis and Program Monitoring/Planning
- 4) Standards Based Academic Field Trips
- 5) Parent Classes
- 6) Childcare for Parent Classes
- 7) Family Engagement Learning Events
- 8) Meet the Masters Art History Classes and Instruction
- 9) Release days for teacher collaboration-data analysis/planning/assessment
- 10) Release days for student led conferences with parents/teacher/student
- 11) Greater focus on core science instruction in all disciplines, enrichment in all disciplines of the sciences

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.38%	1.13%	0.19%	2	6	1
African American	2.64%	2.82%	3.09%	14	15	16
Asian	0.38%	0.19%	0.39%	2	1	2
Filipino	0.57%	0.94%	0.39%	3	5	2
Hispanic/Latino	87.74%	84.37%	86.29%	465	448	447
Pacific Islander	0.19%	0.38%	0.19%	1	2	1
White	6.23%	7.53%	7.34%	33	40	38
Multiple/No Response	1.89%	2.64%	2.12%	10	14	11
Total Enrollment				530	531	518

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		35	37
Kindergarten	66	73	76
Grade 1	81	77	67
Grade 2	94	81	65
Grade3	92	96	79
Grade 4	79	90	97
Grade 5	85	79	97
Total Enrollment	530	531	518

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)
2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

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	136	133	131	26.0%	25.7%	25.3%
Fluent English Proficient (FEP)	47	39	44	8.7%	8.9%	8.5%

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)
2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

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	83	84	97	83	82	97	83	82	97	100.0	97.6	100
Grade 4	78	75	90	78	73	89	78	73	89	100.0	97.3	98.9
Grade 5	85	82	83	83	79	82	83	79	82	97.6	96.3	98.8
All Grades	246	241	270	244	234	268	244	234	268	99.2	97.1	99.3

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	2369.	2371.	2380.	6.02	10.98	6.19	15.66	10.98	23.71	24.10	30.49	23.71	54.22	47.56	46.39
Grade 4	2397.	2386.	2406.	6.41	2.74	7.87	19.23	9.59	16.85	14.10	30.14	16.85	60.26	57.53	58.43
Grade 5	2438.	2420.	2451.	8.43	1.27	6.10	12.05	17.72	19.51	28.92	18.99	30.49	50.60	62.03	43.90
All Grades	N/A	N/A	N/A	6.97	5.13	6.72	15.57	12.82	20.15	22.54	26.50	23.51	54.92	55.56	49.63

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	4.82	12.20	6.19	59.04	54.88	58.76	36.14	32.93	35.05
Grade 4	6.41	5.48	10.11	61.54	63.01	57.30	32.05	31.51	32.58
Grade 5	9.64	1.27	7.32	54.22	62.03	63.41	36.14	36.71	29.27
All Grades	6.97	6.41	7.84	58.20	59.83	59.70	34.84	33.76	32.46

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	0.00	4.88	4.12	50.60	46.34	49.48	49.40	48.78	46.39
Grade 4	3.85	0.00	0.00	44.87	43.84	50.56	51.28	56.16	49.44
Grade 5	1.20	2.53	2.44	43.37	44.30	58.54	55.42	53.16	39.02
All Grades	1.64	2.56	2.24	46.31	44.87	52.61	52.05	52.56	45.15

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	4.82	4.88	3.09	77.11	73.17	75.26	18.07	21.95	21.65
Grade 4	3.85	5.48	6.74	66.67	64.38	69.66	29.49	30.14	23.60
Grade 5	6.02	5.06	7.32	77.11	64.56	79.27	16.87	30.38	13.41
All Grades	4.92	5.13	5.60	73.77	67.52	74.63	21.31	27.35	19.78

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	7.23	7.32	10.31	68.67	64.63	65.98	24.10	28.05	23.71
Grade 4	7.69	0.00	4.49	64.10	64.38	66.29	28.21	35.62	29.21
Grade 5	7.23	3.80	3.66	66.27	59.49	68.29	26.51	36.71	28.05
All Grades	7.38	3.85	6.34	66.39	62.82	66.79	26.23	33.33	26.87

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)
2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

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	83	84	97	83	82	97	83	82	97	100.0	97.6	100
Grade 4	78	75	90	78	73	89	78	73	89	100.0	97.3	98.9
Grade 5	85	82	83	84	79	82	84	79	82	98.8	96.3	98.8
All Grades	246	241	270	245	234	268	245	234	268	99.6	97.1	99.3

* 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	2375.	2400.	2378.	2.41	9.76	4.12	24.10	19.51	17.53	20.48	32.93	26.80	53.01	37.80	51.55
Grade 4	2414.	2386.	2411.	2.56	0.00	4.49	11.54	5.48	13.48	39.74	38.36	30.34	46.15	56.16	51.69
Grade 5	2423.	2406.	2415.	4.76	1.27	2.44	8.33	8.86	4.88	14.29	20.25	21.95	72.62	69.62	70.73
Grade 11															
All Grades	N/A	N/A	N/A	3.27	3.85	3.73	14.69	11.54	12.31	24.49	30.34	26.49	57.55	54.27	57.46

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	12.05	14.63	7.22	33.73	48.78	45.36	54.22	36.59	47.42
Grade 4	3.85	0.00	4.49	43.59	38.36	43.82	52.56	61.64	51.69
Grade 5	2.38	1.27	0.00	29.76	29.11	26.83	67.86	69.62	73.17
Grade 11									
All Grades	6.12	5.56	4.10	35.51	38.89	39.18	58.37	55.56	56.72

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	4.82	10.98	5.15	42.17	52.44	49.48	53.01	36.59	45.36
Grade 4	3.85	0.00	5.62	44.87	39.73	41.57	51.28	60.27	52.81
Grade 5	5.95	2.53	4.88	38.10	37.97	40.24	55.95	59.49	54.88
All Grades	4.90	4.70	5.22	41.63	43.59	44.03	53.47	51.71	50.75

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	4.82	6.10	6.19	62.65	67.07	59.79	32.53	26.83	34.02
Grade 4	5.13	2.74	4.49	56.41	50.68	59.55	38.46	46.58	35.96
Grade 5	1.19	1.27	1.22	52.38	43.04	51.22	46.43	55.70	47.56
All Grades	3.67	3.42	4.10	57.14	53.85	57.09	39.18	42.74	38.81

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)
2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

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	1398.1	1376.7	1372.6	1404.8	1383.4	1378.8	1382.3	1360.8	1357.8	21	29	20
1	1428.6	1388.5	1388.2	1431.2	1390.8	1389.8	1425.6	1385.9	1385.9	25	17	24
2	1471.5	1461.8	1426.8	1481.0	1452.6	1431.5	1461.3	1470.4	1421.6	24	25	22
3	1485.9	1473.7	1471.4	1492.6	1472.4	1472.5	1478.7	1474.4	1469.7	23	27	24
4	1519.2	1494.1	1494.4	1524.1	1491.5	1495.5	1513.7	1496.2	1492.7	16	24	27
5	1513.2	1492.1	1537.4	1504.9	1483.6	1540.1	1521.2	1500.2	1534.2	24	17	20
All Grades										133	139	137

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	19.05	10.34	10.00	19.05	17.24	25.00	28.57	31.03	25.00	33.33	41.38	40.00	21	29	20
1	0.00	0.00	0.00	36.00	23.53	8.33	44.00	35.29	41.67	20.00	41.18	50.00	25	17	24
2	8.33	12.00	4.55	41.67	28.00	22.73	41.67	44.00	27.27	8.33	16.00	45.45	24	25	22
3	4.35	3.70	0.00	43.48	29.63	37.50	47.83	37.04	41.67	4.35	29.63	20.83	23	27	24
4	18.75	8.33	3.70	50.00	50.00	59.26	25.00	20.83	18.52	6.25	20.83	18.52	16	24	27
5	16.67	11.76	25.00	41.67	35.29	55.00	25.00	23.53	15.00	16.67	29.41	5.00	24	17	20
All Grades	10.53	7.91	6.57	38.35	30.22	35.04	36.09	32.37	28.47	15.04	29.50	29.93	133	139	137

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	23.81	13.79	20.00	19.05	20.69	20.00	19.05	24.14	20.00	38.10	41.38	40.00	21	29	20
1	4.00	5.88	12.50	44.00	35.29	4.17	36.00	17.65	37.50	16.00	41.18	45.83	25	17	24
2	16.67	12.00	9.09	58.33	44.00	31.82	20.83	24.00	27.27	4.17	20.00	31.82	24	25	22
3	34.78	29.63	25.00	43.48	29.63	29.17	17.39	22.22	29.17	4.35	18.52	16.67	23	27	24
4	62.50	25.00	37.04	25.00	54.17	37.04	12.50	8.33	11.11	0.00	12.50	14.81	16	24	27
5	25.00	17.65	50.00	58.33	52.94	45.00	4.17	5.88	0.00	12.50	23.53	5.00	24	17	20
All Grades	25.56	17.99	25.55	42.86	38.13	27.74	18.80	17.99	21.17	12.78	25.90	25.55	133	139	137

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		10.34	10.00		17.24	30.00		41.38	35.00		31.03	25.00		29	20
1		0.00	0.00		11.76	12.50		29.41	20.83		58.82	66.67		17	24
2		12.00	0.00		28.00	27.27		32.00	13.64		28.00	59.09		25	22
3		3.70	0.00		3.70	12.50		55.56	58.33		37.04	29.17		27	24
4		4.17	0.00		25.00	25.93		29.17	33.33		41.67	40.74		24	27
5		0.00	15.00		23.53	20.00		35.29	50.00		41.18	15.00		17	20
All Grades	4.51	5.76	3.65	27.82	17.99	21.17	40.60	38.13	35.04	27.07	38.13	40.15	133	139	137

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	19.05	10.34	10.00	47.62	58.62	60.00	33.33	31.03	30.00	21	29	20
1	40.00	29.41	16.67	48.00	41.18	45.83	12.00	29.41	37.50	25	17	24
2	20.83	20.00	18.18	75.00	72.00	54.55	4.17	8.00	27.27	24	25	22
3	26.09	22.22	12.50	56.52	55.56	62.50	17.39	22.22	25.00	23	27	24
4	43.75	29.17	14.81	56.25	50.00	77.78	0.00	20.83	7.41	16	24	27
5	20.83	23.53	20.00	66.67	52.94	75.00	12.50	23.53	5.00	24	17	20
All Grades	27.82	21.58	15.33	58.65	56.12	62.77	13.53	22.30	21.90	133	139	137

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	14.29	17.24	20.00	47.62	34.48	30.00	38.10	48.28	50.00	21	29	20
1	0.00	0.00	4.17	80.00	58.82	45.83	20.00	41.18	50.00	25	17	24
2	45.83	12.00	13.64	45.83	68.00	54.55	8.33	20.00	31.82	24	25	22
3	43.48	29.63	29.17	52.17	51.85	45.83	4.35	18.52	25.00	23	27	24
4	68.75	29.17	44.44	31.25	58.33	37.04	0.00	12.50	18.52	16	24	27
5	58.33	29.41	80.00	29.17	47.06	15.00	12.50	23.53	5.00	24	17	20
All Grades	36.84	20.14	31.39	48.87	52.52	38.69	14.29	27.34	29.93	133	139	137

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	5.00	76.19	62.07	55.00	23.81	37.93	40.00	21	29	20
1	16.00	11.76	0.00	36.00	35.29	25.00	48.00	52.94	75.00	25	17	24
2	12.50	8.00	0.00	54.17	56.00	40.91	33.33	36.00	59.09	24	25	22
3	4.35	3.70	0.00	43.48	48.15	37.50	52.17	48.15	62.50	23	27	24
4	6.25	12.50	0.00	56.25	50.00	55.56	37.50	37.50	44.44	16	24	27
5	16.67	11.76	15.00	45.83	47.06	65.00	37.50	41.18	20.00	24	17	20
All Grades	9.77	7.19	2.92	51.13	51.08	45.99	39.10	41.73	51.09	133	139	137

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	28.57	31.03	25.00	52.38	41.38	40.00	19.05	27.59	35.00	21	29	20
1	4.00	0.00	0.00	68.00	35.29	50.00	28.00	64.71	50.00	25	17	24
2	8.33	16.00	4.55	70.83	64.00	36.36	20.83	20.00	59.09	24	25	22
3	17.39	0.00	0.00	65.22	77.78	87.50	17.39	22.22	12.50	23	27	24
4	31.25	4.17	14.81	62.50	66.67	59.26	6.25	29.17	25.93	16	24	27
5	25.00	0.00	10.00	54.17	64.71	65.00	20.83	35.29	25.00	24	17	20
All Grades	18.05	10.07	8.76	62.41	58.99	56.93	19.55	30.94	34.31	133	139	137

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)
2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

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
531	91.3%	25%	2.1%
Total Number of Students enrolled in Machado 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	133	25%
Foster Youth	11	2.1%
Homeless	38	7.2%
Socioeconomically Disadvantaged	485	91.3%
Students with Disabilities	94	17.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.8%
American Indian	6	1.1%
Asian	1	0.2%
Filipino	5	0.9%
Hispanic	448	84.4%
Two or More Races	14	2.6%
Pacific Islander	2	0.4%
White	40	7.5%

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)

2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

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  Yellow	Suspension Rate  Blue
Mathematics  Orange		
English Learner Progress  Yellow		

Conclusions based on this data:

- See Comprehensive Needs Assessment.(2025-2026)
- See Comprehensive Needs Assessment.(2025-2026)
- See Comprehensive Needs Assessment.(2025-2026)

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 53.8 points below standard Increased 14.3 points 255 Students	English Learners  Yellow 66.4 points below standard Increased 14.7 points 85 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color 73.6 points below standard Increased 31.1 points 14 Students	Socioeconomically Disadvantaged  Yellow 58.1 points below standard Increased 13.8 points 239 Students

Students with Disabilities  Red 88.5 points below standard Declined 3.2 points 45 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 52.9 points below standard Increased 16.4 points 218 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 69 points below standard Declined 6.3 points 19 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)
2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

School and Student Performance Data

Academic Performance Mathematics

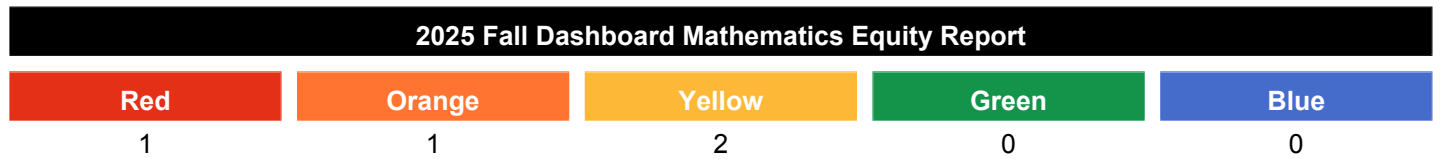
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 77.4 points below standard Maintained 2.2 points 256 Students	English Learners  Yellow 81.3 points below standard Increased 8.9 points 86 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color 115.6 points below standard Declined 10.9 points 15 Students	Socioeconomically Disadvantaged  Orange 81.7 points below standard Maintained 0.9 points 240 Students

Students with Disabilities  Red 101.2 points below standard Declined 9.6 points 45 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 77.9 points below standard Increased 4.3 points 219 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 86.6 points below standard Declined 16.6 points 19 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)
2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

School and Student Performance Data

Academic Performance Science

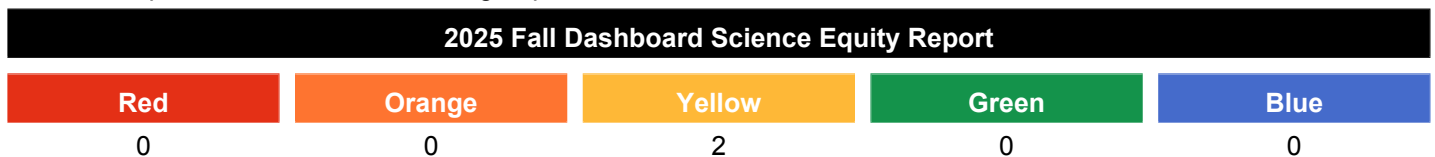
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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 43.7 science points Increased 3.1 points 77 Students	English Learners No Performance Color 40.8 science points Increased 2.2 points 24 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged Yellow 43.5 science points Increased 2.9 points 74 Students

Students with Disabilities  No Performance Color 30.3 science points Declined 10 points 14 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 42.4 science points Increased 2.3 points 66 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)
2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

School and Student Performance Data

Academic Performance English Learner Progress

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

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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	 No Performance Color
38.7 making progress.	making progress.
Number Students: 111 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18%	43.2%	0%	38.7%

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)
2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

School and Student Performance Data

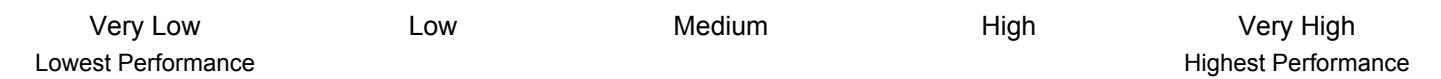
Academic Performance College/Career Report

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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

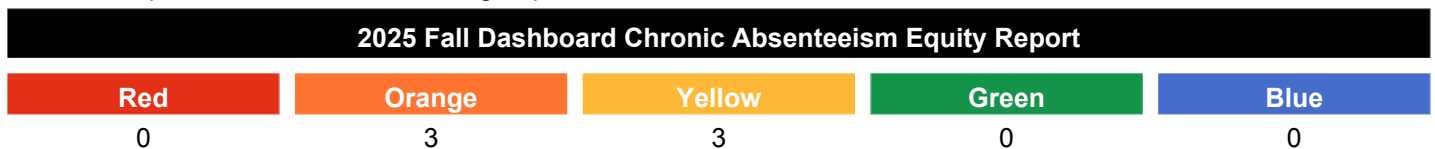
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 20.2% Chronically Absent Declined 5.9 578 Students	English Learners Yellow 15.2% Chronically Absent Declined 7.6 151 Students	Long-Term English Learners
Foster Youth No Performance Color 30.8% Chronically Absent Increased 3.5 13 Students	Homeless Orange 26.4% Chronically Absent Declined 6.4 53 Students	Socioeconomically Disadvantaged Yellow 21.3% Chronically Absent Declined 6.3 531 Students

Students with Disabilities  Orange 24.1% Chronically Absent Declined 6.4 112 Students	African American  No Performance Color 42.9% Chronically Absent Declined 4.2 21 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 19.2% Chronically Absent Declined 5.8 484 Students
Two or More Races  No Performance Color 7.1% Chronically Absent Declined 20.1 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 29.5% Chronically Absent Declined 3.8 44 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)
2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

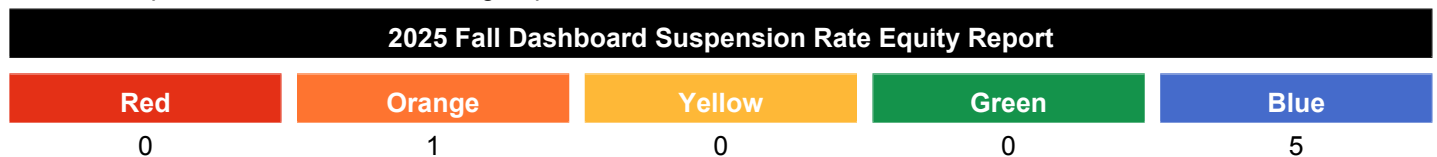
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0.3% suspended at least one day Maintained 0% 590 Students	English Learners Blue 0% suspended at least one day Declined 0.6% 153 Students	Long-Term English Learners
Foster Youth No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Homeless Blue 0% suspended at least one day Declined 1.4% 56 Students	Socioeconomically Disadvantaged Blue 0.4% suspended at least one day Maintained 0% 543 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 0.9% 114 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 23 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Blue 0.2% suspended at least one day Maintained -0.2% 491 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 2.1% suspended at least one day Increased 2.1% 47 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.(2025-2026)
2. See Comprehensive Needs Assessment.(2025-2026)
3. See Comprehensive Needs Assessment.(2025-2026)

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Sandra Valles-Metzger	X				
Heidi Torres (Asst. Principal-Guest)					
Ana Santana (Site Secretary-Guest Mtg.					
Leanne Reynoso				X	
Juan Carlos-Trejo				X	
Elizabeth Serrano			X		
Flor Vera				X	
Alma Vargas				X	
Luis Angel Cendejas				X	
Yvonne Alexander		X			
Shannon Raines		X			
Sandra Read		X			
Blanca Huerta (alternate)				X	
Susanna Cardreon (alternate)				X	
Numbers of members of each category:	1	3	1	7	

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Excellence: Machado Elementary strives to improve academic achievement for all students in ELA/Math/English Language Learner Progress/Science.

1a: ELA CAASPP

All Students will decrease DFS from 53.8% to 43.8% and 35% or higher will meet the standard for ELA by June 2027.

Identified Need-There is minimal discrepancy between different student groups.

1b:MATH CAASP

All Students will decrease the distance from standard from -77.4 DFS by 10 to -67.4 DFS in Math. 25% or higher of All Students will meet the standard for Math by June 2027.

1c:ELPI:ELPI English Learner Proficiency Assessment for California

48.7% of English Language Learners will show adequate and expected progress in English Language development as measured by ELPI, up 10% from 38.7% meeting adequate progress by June 2027.

1d:SCIENCE: California Science Test (CAST)

35% of 5th graders will meet/exceed the standard for proficiency in science in the 2027 California Science Test, up 10% from 25%, 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.

1A) ELA DASHBOARD CAASPP

All Students Group All Students will decrease DFS from 53.8% to 43.8% and 35% or higher will meet the standard for ELA by June 2027.

A) All students demonstrated 14.3, to -53.8, growth toward standard in ELA in 2024-2025 school year. GOAL: All students will decrease distance from standard by 10pts. to -43.8 DFS by June 2027.

B) English Learner students demonstrated 14.7, to -66.4 DFS growth to toward standard in ELA in 2024-2025 school year, GOAL: EL students will decrease distance by 10 pts. -56.4 DFS by June 2027.

C) Homeless students demonstrated 31.1 growth, to -73.6 DFS, toward standard in ELA in 2024-2025 school year. GOAL: Homeless students will decrease distance from standard by 10 pts. to -63.6 DFS by June 2027 school year.

D) Socioeconomically Disadvantaged students demonstrated 13.8 growth, to 58.1 DFS in ELA in 2024-2025. GOAL: SED students will decrease distance from standard by 10 pts. to -48.1 DFS in ELA by June 2027.

E) Students with Disabilities increased DFS by -3.2 DFS, to -88.5 DFS in ELA from -85.3 DFS. GOAL: SWD will decrease distance from standard by 10 points to -78.5 DFS in ELA by June 2027.

F) Hispanic students are -52.9 DFS in ELA in 2024-2025, but demonstrated 16.6 growth from -69.3 DFS. GOAL: Hispanic students will decrease distance from standard by 10 points to -42.9 DFS in ELA by June 2027.

G) White students are -69 DFS and declined -6.3 distance from standard in ELA in 2024-2025 from the -62.7DFS. GOAL: White students will decrease distance from standard by 10 points to -59 DFS in ELA by June 2027.

1B) MATH DASHBOARD CAASPP

A) All Students maintained LOW status with 2.2 growth DFS Math to -77.4 DFS in 2024-2025.GOAL/AIM STATEMENT-
*All Students group will decrease the distance from standard by 10 pts from to -67.4 DFS on Math CAASPP by June 2027.

B) English Learners decreased distance from standard by 8.9 in Math to -81.3 DFS in 2024-2025(LOW status).
GOAL/AIM STATMENT-*English Learners will decrease the distance from standard by 10pts to -71.3 on Math CAASPP by June 2027.

C) Homeless students increased the distance from standard (VERY LOW status) by -10.9 in Math to -115.6 DFS in 2024-2025. GOAL/AIM STATMENT-*Homeless students will decrease the distance from standard by 10pts to -105.6 on Math CAASPP by June 2027.

D) Socioeconomically Disadvantaged students maintained LOW status with .9 growth DFS in Math to -81.7 DFS in 2024-2025 (LOW status).GOAL/AIM STATEMENT-*Socioeconomically Disadvantaged students will decrease the distance from standard by 10pts to -71.7 on Math CAASPP by June 2027.

E) Students with Disabilities increased the distance from standard by -9.6 (VERY LOW status) in Math to -101.2 DFS in 2024-2025. GOAL/AIM STATEMENT-*Students with Disabilities will decrease the distance from standard by 10pts to -91.7 on Math CAASPP by June 2027.

F) Hispanic students decreased the distance from standard by 4.3 (LOW status) to -77.9 DFS in Math in 2024-2025.GOAL/AIM STATEMENT-*Hispanic students will decrease the distance from standard by 10pts to -67.9 on Math CAASPP by June 2027.

G) White students increased the distance from standard by -16.6 (VERY LOW status) to -115.6 DFS in Math in 2024-2025. GOAL/AIM STATEMENT-*White students will decrease the distance from standard by 10pts to -105.6 on Math CAASPP by June 2027.

1C) ELPI DASHBOARD ELPAC

ELPI:

38.7% of English Language Learners showed adequate and expected progress in English Language development as measured by ELPAC assessments and ELPI.

GOAL/AIM STATEMENT: *48.7% of English Language Learners will show adequate and expected progress in English Language development as measured by ELPI, up 10% from 38.7% meeting adequate progress by June 2027.

D) SCIENCE

CALIFORNIA SCIENCE TEST (CAST)

25% of 5th graders met/exceeded the standard for proficiency in science on the 2025 California Science Test. 25% nearly met grade level proficiency. 50% did not meet the standard.

All students increased by 3.1 science points to 43.7 science points.

GOAL/AIM STATEMENT:

*35% of 5th grade students (or higher) will meet the standard for proficiency in science on the 2025 California Science Test by June 2027.

*5th grade students will increase 10 science points by June of 2027 to 53.7 science points.

Root Causes

*Machado Elementary School and LEUSD continues to implement strategic efforts to facilitate students access to...

- 1)to curriculum aligned to standards/frameworks.
- 2)to quality assessments that align to curriculum standards and frameworks
- 3)to consistently high expectations in scholarly academic behavior
- 4)to structured, consistent, and protected literacy, math, ELD learning time blocks in school schedule
- 5)to structured testing conditions conducive to testing/assessment and high student performance
- 6)to well trained teachers in content standards, frameworks, and vertical articulation
- 7)to well trained teachers to support student, teacher, grade level, school goal setting and monitoring and interventions/enrichment
- 8)to well trained teachers to provide strong early foundations in Reading, Math, English Language Development
- 9)to parent/teacher partnership for greater understanding/support/needs in developing reading/math/language skills
- 10)to well trained teachers in data analysis, monitoring, and accountability for student growth
- 11)effective instruction foundational reading and literacy foundational skills.
- 12)effective instruction in foundational math skills.
- 13)to curriculum aligned to reading/ELA and math frameworks.
- 14)All student groups lack access o evidence based Tier 2 intervention.
- 15)EL students lack access to evidence based English Learning instruction and support in all subject areas.
- 16)sufficient exposure and experiences in the core area of science instruction.
- 17)sufficient opportunities for enrichment in all areas of the science disciplines

*Teachers need continued support with....

- 1) Professional development with curriculum training and alignment to standards/frameworks.
- 2) Professional development with quality assessments that align to curriculum standards and frameworks.
- 3) Professional development to develop/maintain/support consistently high expectations in scholarly academic behavior.
- 4) Collaboration time to build a structured, consistent, and protected literacy, math, ELD learning time blocks in school schedule.
- 5) Professional development and collaboration time to structure testing conditions conducive to testing/assessment and high student performance.
- 6) Professional development to train teachers in content standards, frameworks, and vertical articulation.
- 7) Professional development to train teachers to support student, teacher, grade level, school achievement goal setting and monitoring, interventions/enrichment.(eg.MTSS and RTI)
- 8) Professional development to train teachers in providing strong early foundations in Reading, Math, and English Language Development.
- 9) Collaborating with parents to build/sustain parent/teacher partnership for greater understanding/support/needs in developing reading/math/language skills.
- 10) Professional development to train teachers in data analysis, monitoring, and accountability for student growth in reading/math/language development.
- 11)Teachers and staff lack effective professional development to provide effective Tier 1, Tier 2, Tier 3 instruction.
- 12)Teachers and staff lack sufficient coaching support to implement and monitor evidence based Tier 1, Tier 2, and Tier 3 instruction.
- 13)Teachers lack resources and training in diagnostic assessments to identify student learning needs.
- 14)Teachers lack access/resources to evidence based intervention curriculum for effective Tier 2 instruction/intervention.
- 15) Teacher lack sufficient time for effective Tier 1/2/3 instruction. Refinement of universal school schedule and collaboration to integrate subject areas in meaningful/effective ways is needed.
- 16)Teachers lack sufficient training and time in daily schedules to implement effective science curriculum and instruction.
- 17)Teachers lack sufficient training in all science disciplines to offer enriching experiences for students in all science disciplines

Steps Needed:

To address student academic needs for growth and improvement in reading, math, science, and English language development, Machado elementary will implement the following actions.

- 1.1 Action: Leadership School Improvement Team Release Day to analyze school/grade level/individual student data, set goals, progress monitor goals, plan implementation of next steps.
- 1.2 Action: Teacher Release Day for Assessment/Data Analysis for administration and grade level teams to analyze specific grade level needs, set goals, monitor goals, plan implementation of next steps

1.3 Action: Extra Duty for Professional Development (certificated/classified) provide extra duty hours to each classified and certificated employees for professional development in-house or consultants in best practices in teaching/learning in areas such as Science of Reading, Best First Instruction for all core instruction/intervention, Positive Behavior Intervention Support, and Restorative Practices.

1.4 Action: Classified Extra Duty Intervention "Walk To Learn" Para Support: provide additional staff to support Intervention "Walk to Learn" time in universal school schedule. Staff will push into classrooms to support at risk students during this targeted skill instruction focus time. A strategic schedule and classroom assignments will be based on student data, highest need, and student numbers in intervention classes.

1.5 Action: Teacher Release Days to Conference with Parents, with greatest attention/time to At Risk/Low Performing Students

1.6-1.9 Action: Robotics, Robotics Program implement robotics instruction after school to increase STEM exposure and improve mathematical thinking in students through building, coding, and robotics competitions in order to improve CAST scores.

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
1a: ELA DFS/ELA CAASPP All Students	-53.8 DFS in ELA (CAASPP 2025) All Students	GOAL: All students will decrease distance from standard by 10pts. to -43.8 DFS by June 2027 as measured by CAASPP. (5 year projection to green)
1a: ELA CAASPP DFS/ELA CAASPP SED	58.1 DFS in ELA (CAASPP 2025) SED Subgroup	GOAL: SED students will decrease distance from standard by 10 pts. to -48.1 DFS in ELA by June 2027. (5 year projection to green)
1a: ELA CAASPP DFS/ELA CAASPP Hispanic	-52.9 DFS in ELA (CAASPP 2025) Hispanic	GOAL: Hispanic students will decrease distance from standard by 10 points to -42.9 DFS in ELA by June 2027 as measured by CAASPP. (5 year projection to green)
1a: ELA CAASPP DFS/ELA CAASPP English Learners	-66.4 DFS in ELA (CAASPP 2025) English Learners	GOAL: EL students will decrease distance by 10 pts. -56.4 DFS by June 2027 as measured by CAASPP. (5 year projection to green)
1a: ELA CAASPP DFS/ELA CAASPP Students With Disabilities	-88.5 DFS in ELA (CAASPP 2025) Students with Disabilities	GOAL: SWD will decrease distance from standard by 10 points to -78.5 DFS in ELA by June 2027 as measured by CAASPP. (5 year projection to green)
1a: ELA CAASPP DFS/Dashboard CAASPP White Students	-69 DFS in ELA (CAASPP 2025) White Students	GOAL: White students will decrease distance from standard by 10 points to -59 DFS in ELA by June 2027 as measured by CAASPP.
1b: Math DFS/Math Dashboard CAASPP All Students	-77.4 DFS in Math (CAASPP 2025) All Students	GOAL: All Students group will decrease the distance from standard by 10 pts to -67.4 DFS in Math by June 2027 as measured by CAASPP. (5 year projection to green)

1b: Math CAASPP	DFS/Math	Dashboard	-81.7 DFS in Math (CAASPP 2025) SED Students	GOAL: Socioeconomically Disadvantaged students will decrease the distance from standard by 10pts to -71.7 in Math by June 2027 as measured by CAASPP. (5 year projection to green)
1b: Math CAASPP	DFS/Math	Dashboard	-77.9 DFS in Math (CAASPP 2025) Hispanic	GOAL: Hispanic students will decrease the distance from standard by 10pts to -67.9 in Math by June 2027 as measured by CAASPP. (5 year projection to green)
1b: Math CAASPP	DFS/Math	Dashboard	-81.3 DFS in Math (CAASPP 2025) English Learners	GOAL: English Learners will decrease the distance from standard by 10pts to -71.3 in Math by June 2027 as measured by CAASPP.
1b: Math CAASPP	DFS/Math	Dashboard	-101.2 DFS in Math (CAASPP 2025) Students with Disabilities	GOAL: Students with Disabilities will decrease the distance from standard by 10pts to -91.7 in Math by June 2027 as measured by CAASPP.
1b: Math CAASPP	DFS/Math	Dashboard	-115.6 DFS in Math (CAASPP 2025) White students	GOAL: White students will decrease the distance from standard by 10pts to -105.6 in Math by June 2027 as measured by CAASPP.
1c: English Learner Progress % Growth and Progress ELPI			38.7% of English Language Learners showed adequate and expected progress in English Language development as measured by ELPAC assessments and ELPI. (ELPI and ELPAC 2025)	GOAL: 48.7% of English Language Learners will show adequate and expected progress in English Language development as measured by ELPI. (3 year projection to blue)
1d: California Science Test (CAST)			25% 5th grade met/exceeded standard for proficiency (CAST 2025)	*35% of 5th grader students will meet/exceed standard for proficiency in science by June 2027 as measured by CAST.
1d: California Science Test (CAST)			43.7 science points (CAST 2025)	GOAL: 5th grade students will increase 10 science points by June of 2027 to 53.7 science points as measured by CAST.

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	1.1 Action: Leadership School Improvement Team Release Days (1x) Implementation: 1 release day to analyze school/grade level/individual student data, set goals, progress monitor goals, plan implementation of next steps Effectiveness Metrics: Benchmark data, classroom observations for implementation evidence	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student group	1712 Title I 1130: Certificated Sub

	8 Teachers x \$214 sub rate daily=\$1,712 day \$1712 x 1 day=\$1,712		
1.2	1.2 Action: Teacher Release Day for Assessment/Data Analysis Implementation: 2 release days for administration and grade level teams to analyze specific grade level needs, set goals, monitor goals, plan implementation of next steps Effectiveness Metrics: Benchmark data, classroom observations for implementation evidence, teacher/admin conferences 28 Teachers x \$214 sub rate daily=\$5,992 x 1 days=\$5,992	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	5992 Title I 1130: Certificated Sub
1.3	1.3 Action: Extra Duty for Professional Development (certificated/classified) (8+ hours each) Implementation: Provide extra duty hours to each classified and certificated employees for professional development in-house or consultants in best practices in teaching/learning in areas such as Science of Reading, Best First Instruction for all core instruction/intervention, Positive Behavior Intervention Support, and Restorative Practices. Effectiveness Metrics: classroom observations for implementation evidence Classified Staff: \$30 hourly x 20 class. staff=\$600 per hour \$600 per hour x 3+ hours=\$1,800 Certificated Staff: \$89 hourly x 25 teachers=\$2,225per hour \$2,225 per hour x 3+hours=\$6,675	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	7192 Title I 1140: Certificated Extra Duty 1800 Title I 2X40: Classified Extra Duty
1.4	1.4 Action: Classified Extra Duty Intervention "Walk To Learn" Para Support Implementation: Provide additional staff to support Intervention "Walk to Learn" time in universal school schedule. Staff will push into classrooms to support at risk students during this targeted skill instruction focus time. A strategic schedule and classroom assignments will be based on student data, highest need, and student numbers in intervention classes. Effectiveness Metrics: Student assessments that demonstrate growth from small group support with targeted skill instruction time 6 paras x \$30 hour=\$180 day \$180 day x 4 days week=\$720 week \$720 week x 27 weeks=\$19,440	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	20000 Title I 2X40: Classified Extra Duty

1.5	1.5 Action: Teacher Release Days to Conference with Parents, with greatest attention/time to At Risk/Low Performing Students *Goal setting/student led conferences *Tier 1 Plan Meetings with Parents/Guardians Implementation: 1 release day for every teacher to conference with at risk students and their parents/guardians to discuss progress, academic/social/emotional needs, Tier 1 and 2 plans/interventions/set goals, monitor goals, plan implementation of next steps Effectiveness Metrics: Benchmark data, classroom observations for implementation evidence, teacher/admin conferences, parent feedback 28 Teachers x \$214 sub rate daily=\$5,992	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	5992 Title I 1130: Certificated Sub
1.6	1.6 Action: Robotics, Robotics Teacher Extra Duty Implementation: Implement robotics instruction after school to increase STEM exposure and improve mathematical thinking in students through building, coding, and robotics competitions in order to improve CAST scores. Effectiveness Metrics: Improved CAST scores 4hours x \$88.23 x 33 weeks (132 hours-30 STEM MOU hours)=\$8,999	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	8999 Title I 1140: Certificated Extra Duty
1.7	1.7 Action: Robotics, Robotics Teacher Planning Release Days Implementation: Certificated substitute for 3 teacher release days to collaborate with robotics advisors at other elementary schools for program improvement/plan and measure instruction and intramural competitions to increase STEM exposure and improve mathematical thinking in students through building, coding, and robotics competitions in order to improve CAST scores. Effectiveness Metrics: Improved CAST scores, classroom observations during robotics instruction, intramural competition observations, educational partner feedback Day 1-Program/Instruction Planning Day 2-Intramural Planning certificated sub \$213.71 x 3 days=\$640	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	640 Title I 1130: Certificated Sub
1.8	1.8 Action: Robotics, Robotics Teacher Intramural Competition Release Days Implementation: Certificated substitute for 4 release days for teacher advisor to facilitate and support students at 3+ intramural competitions with	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	852 Title I 1130: Certificated Sub

	Machado students and students of participating elementary schools to increase STEM exposure and improve mathematical thinking in students through building, coding, and robotics competitions in order to improve CAST scores. Effectiveness Metrics: Improved CAST scores, classroom observations during robotics instruction, intramural competition observations, educational partner feedback certificated sub \$213.71 x 4 days=\$852		
1.9	1.9 Action: Robotics, Robotics Teacher Extra Duty for Robotics Summer Camp Implementation: Implement robotics instruction for four hours a day for four days during summer to increase STEM exposure and improve mathematical thinking in students through building/coding in order to improve CAST scores. Effectiveness Metrics: Improved CAST scores, classroom observations during robotics instruction, educational partner feedback 4hours x \$88.23 extra duty x 4 days=\$1,411.68	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	1411 Title I 1140: Certificated Extra Duty
1.11			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Action 1.1: Tutoring (Extra Duty) Classified and Certificated

\$31,250 (original total)

\$22,000 (modifications to certificated budget to accommodate additional para time in 1.6)

\$3,050 (modifications to certificate budget to add to 2.4)

Implementation: Data Analysis Identified Student Need/Tutoring Focus and Implemented a 12 week cycle (March-May)

*Certificated Teachers: New amount \$3,050 from \$13,000 from \$22,250. The difference in funds was reallocated to support other goals (2.4 and 1.6 Additional para and day of the week for Walk to Learn support)

*Classified Support: \$9,000

Effectiveness Metrics: Benchmark and Cycle Data

44% of student population showed improved placement in reading from Fall to Winter benchmark assessments. Spring data is not yet available.

Action 1.2: Leadership School Improvement Team Release Days (2x)

\$3,424 (original)

\$1712 (modified to one day as first day was canceled due to sub shortage)

Implementation: 1 release day was implemented to analyze school/grade level/individual student data, set goals, progress monitor goals, plan implementation of next steps

Effectiveness Metrics: Benchmark data, classroom observations for implementation evidence-The leadership team adjusted school schedules, para support, intervention support, planned professional development based on the data/root causes, and planned next steps for building teacher/staff capacity in PLC/PLT teams on this release days. iReady Benchmark data for both math and reading shows growth school wide. 2025 CAASPP data showed significant improved across most student groups.

Action 1.3 : Teacher Release Day for Assessment/Data Analysis

\$11, 984 (original)

\$5,992 (modified due to sub shortages and conflicts with district professional development days)

Implementation: 1 release day for administration and grade level teams to analyze specific grade level needs, set goals, monitor goals, plan implementation of next steps.

*Certificated teachers originally had 2 release days for the year second day was added for the spring semester. Sub shortages and increase in number of district PD days for teachers created conflict schedules, so all teams did not utilize both team release days.

Effectiveness Metrics: Benchmark data, classroom observations for implementation evidence, teacher/admin conferences

-iReady benchmark data demonstrates student growth from Benchmark 1, 2, and 3 for grades 3-5 (K-2 benchmark 3 data is not yet available).

-Classroom observations reflect utilization of new supplemental reading curriculum 95% and science of reading strategies.

-Teacher/admin conference check ins reflect teacher familiarity with assessments, assessment data, student growth/deficits, and needs to bridge gaps

Action 1.4 : Teacher Release Days (2x) for Professional Development

\$11, 984 (original)

\$9, 419 remaining (\$2,564.84 actual expenditure)

Implementation: 2 release days were planned for administration, consultants, in house P.D. providers to work with teachers to build capacity in MTSS process, intervention, PLC, Writing, First Best Instruction, Content Frameworks/Standards, ELPI, AVID teaching/learning strategies, Science of Reading and more. Release day professional development was implemented as intended but also reviewed after each day for teacher reflection, strengths/needs to support future efforts for professional development. Some teachers were able to complete their team PD with the coaches, while most teams did not due to schedule conflicts with district PD/extensive time out of the classroom for district PD days, sub shortages.

Effectiveness Metrics: classroom observations for implementation evidence, teacher/admin conferences, PLC and Leadership Team Meetings

-Teacher response was this year was moreover a preference for after school trainings instead of school day PD at site level due to extensive district initiative professional development, sub shortages, and conflicts in schedules of all PD offered between the school and district levels. Teacher were very positive about the impact and increased confidence in Amplify Math, Tier 1 and 2 95% curriculum. Evidence of implementation of learning/P.D. of Gradual Release of Responsibility, evidence-based reading strategies, clear learning targets, 95%, student engagement strategies was observed in all classrooms but with fidelity in 2/3 or more of every grade level. Leadership team reflections and grade level team check ins revealed that staff has increased efficacy and has improved confidence in some focus to implement P.D. learning and reaches out to coach/admin as support is needed (such as demo lessons/co-teaching/release time for observations and more time to implement with fidelity). 2/3 expressed growing familiarity and confidence in implementation of P.D. learning with time, practice, and collaboration with colleagues and coaches.

Action 1.5 : Extra Duty for Professional Development (certificated/classified)

\$32,120

Certificated Staff:

\$89 hourly x 28 teachers=\$2,492 per hour

\$2,492 per hour x 10 hours=\$24,920

Classified Staff:

\$30 hourly x 30 class. staff=\$900 per hour

\$900 per hour x 8+ hours=\$7200

Implementation: Provide extra duty hours to each classified and certificated employees for professional development in-house or consultants in best practices in teaching/learning in areas such as Science of Reading, Best First Instruction for all core instruction/intervention, Positive Behavior Intervention Support, and Restorative Practices. Professional development continues through the end of the 2025-2026 school year for 95% support/training with both certificated and classified staff. Certificated continues training for Amplify Math, best practices in math, and Tier 2 supports.

Effectiveness Metrics: classroom observations for implementation evidence

1.6 Action: Classified Extra Duty Intervention "Walk To Learn" Para Support

Classified:

\$6,840 (Original)

\$19, 700 (modified for 6 paras to support WTL four days a week)

Implementation: Provide additional staff to support Intervention "Walk to Learn" time in universal school schedule. Staff will push into classrooms to support at risk students during this targeted skill instruction focus time. A strategic schedule and classroom assignments will be based on student data, highest need, and student numbers in intervention classes.

Effectiveness Metrics: Student assessments that demonstrate growth from small group support with targeted skill instruction time. 44% of students school wide showed improved placement on iReady reading assessments from Fall to Winter benchmarks. Spring benchmarks are not yet completed.

1.7 Action: Teacher Release Days to Conference with Parents, with greatest attention/time to At Risk/Low Performing Students

*Goal setting/student led conferences

*Tier 1 Plan Meetings with Parents/Guardians

\$11, 984 (original)

\$8,484 (modified as some teachers opted to conduct conferences before/after school to avoid additional time out of classroom. Difference in funds (\$3,500 moved to support WTL classified para time)

\$1,859.92 remaining

Implementation: up to 2 release days (1 per semester) for every teacher to conference with at risk students and their parents/guardians to discuss progress, academic/social/emotional needs, Tier 1 and 2 plans/interventions/set goals, monitor goals, plan implementation of next steps. While many teachers took advantage of this opportunity and parent survey and meeting feedback was positive regarding conference days, some teachers declined the day due to excessive time out of the classroom for district professional development.

Effectiveness Metrics: Benchmark data, classroom observations for implementation evidence, teacher/admin conferences, parent feedback

Parent and teacher feedback was positive for those who utilized this time. Teachers who opted to due conferences before/after school expressed that they'd like to use these conference release days when there is not so much school business PD days for the district.

Action 1.8: Robotics, Robotics Teacher Extra Duty

\$8,999

Implementation: Implement robotics instruction after school to increase STEM exposure and improve mathematical thinking in students through building, coding, and robotics competitions in order to improve CAST scores.

Implementation has progressed as planned with 4 hours a week of robotics instruction a week.

Effectiveness Metrics: Improved CAST scores

2025 CAST data reflects improved science points and percentage of students proficient on CAST.

Action 1.9: Robotics, Robotics Teacher Planning Release Days

\$427.42

certificated sub \$213.71 x 2 days=\$427.42

Implementation: Certificated substitute for 2 teacher release days to collaborate with robotics advisors at other elementary schools for program improvement/plan and measure instruction and intramural competitions to increase

STEM exposure and improve mathematical thinking in students through building, coding, and robotics competitions in order to improve CAST scores. Implementation has progressed as planned with 4 hours a week of robotics instruction a week.

Effectiveness Metrics: Improved CAST scores, classroom observations during robotics instruction, intramural competition observations, educational partner feedback. 2025 CAST data reflects improved science points and percentage of students proficient on CAST. Educational partner input has revealed satisfaction with the program and desire to expand.

Day 1-Program/Instruction Planning

Day 2-Intramural Planning

Action 1.10: Robotics, Robotics Teacher Intramural Competition Release Days

\$641.13

certificated sub $\$213.71 \times 3 \text{ days} = \641.13

Implementation: Certificated substitute for 3 release days for teacher advisor to facilitate and support students at 3 intramural competitions with Machado students and students of participating elementary schools to increase STEM exposure and improve mathematical thinking in students through building, coding, and robotics competitions in order to improve CAST scores.

Effectiveness Metrics: Improved CAST scores, classroom observations during robotics instruction, intramural competition observations, educational partner feedback

Action 1.11: Robotics, Robotics Teacher Extra Duty for Robotics Summer Camp

\$1, 411.68

$4 \text{ hours} \times \$88.23 \text{ extra duty} \times 4 \text{ days} = \$1,411.68$

Implementation: Implement robotics instruction for four hours a day for four days during summer to increase STEM exposure and improve mathematical thinking in students through building/coding in order to improve CAST scores.

Effectiveness Metrics: Improved CAST scores, classroom observations during robotics instruction, educational partner feedback

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

Implementation & Budgetary Differences

Action 1.1: Tutoring (Extra Duty) Classified and Certificated

\$31,250 (original total)

\$12, 050 (modified total after reallocations to 1.6 \$9,200, and 2.4 \$10,000)

Certificated: \$22, 000 (modifications to certificated budget to accommodate additional para time in 1.6, then modifications to add to 2.4) new amount \$3,050

Classified Support: \$9, 000

Implementation: Data Analysis Identified Student Need/Tutoring Focus and Implemented a 12 week cycle (March-May) instead of a 25 week cycle (October-May).

Effectiveness Metrics: Benchmark and Cycle Data

ELPAC tutoring and bootcamps were held. Bilingual paras also used their 95% and reading training to work with targeted groups of students in all grade levels. 44% of students improved their placement on the iReady reading from Fall to Winter benchmarks. Spring data is not yet available. ELPAC data has not come in yet.

*Budgeted Amount-\$26, 000 (certificated) and \$9,000 (classified)

*Actual Expenditures-\$3,359 classified

*Differences due to-1)all times sheets have not cleared 2)reallocation of funds to 1.6 and 2.4 due to lack of teacher availability after school for the extensive tutoring we expected (PD, new curriculum, vertical collaboration for Walk to Learn, STEAM club advisors)

Differences.....

*Certificated Teachers: \$22, 250 (original)

SSC_3/18/26

Teacher teams have been using after school time for professional development classes, new math and reading (including intervention) curriculum planning and support, and running 20 clubs. *SSC voted to move \$10,000 to Action 2.4 for additional parent workshops.

\$13,050 -\$10, 000=\$3,050 for certificated tutoring

10.22.25 CHANGES FROM ORIGINAL Action 1.1-Tutoring (Extra Duty)

Certificated-ORIGINAL \$22, 250-\$9,200 (REALLOCATION TO 1.6)=\$13, 050

*Reallocate \$9,200 funds from certificated tutoring to Walk to Learn Para Support, for 6 paras 3 days a week, in addition to existing \$7,000 already allocated to this goal for classified para support

SSC_3/18/26

Teacher teams have been using after school time for professional development classes, new math and reading (including intervention) curriculum planning and support, and running 20 clubs.

*SSC voted to move \$10,000 to Action 2.4 for additional parent workshops.

\$13,050 -\$10, 000=\$3,050 for certificated tutoring

Action 1.2: Leadership School Improvement Team Release Days (2x)

\$3,424 (original) then to \$1712 (modified to one day as first day was canceled due to sub shortage)

Implementation: 2 release days to analyze school/grade level/individual student data, set goals, progress monitor goals, plan implementation of next steps

Effectiveness Metrics: Benchmark data, classroom observations for implementation evidence-The leadership team adjusted school schedules, para support, intervention support, and planned professional development based on the data/root causes discussed on these release days. Benchmark data shows growth for grades 3-5 in ELA and Math, however, grades K-2 have not completed the last benchmark assessment for the Spring.

*Budgeted Amount--\$3,424 (original)

*Actual Expenditures-\$1,495

*Differences due to-modified to one day as first day was canceled due to sub shortage and had to cancel the day with the team. The team decided to have one day instead and meet after school to cover content due to constant sub challenges.

Action 1.3 : Teacher Release Day for Assessment/Data Analysis

\$11, 984(original) then changed to \$5,992 (modified due to sub shortages and conflicts with district professional development days)

Implementation: 2 release days for administration and grade level teams to analyze specific grade level needs, set goals, monitor goals, plan implementation of next steps.

*Certificated teachers originally had 2 release days. It was changed to 1 release day for administration and grade level teams to analyze specific grade level needs, set goals, monitor goals, plan implementation of next steps. Sub shortages and increase in number of district PD days for teachers created conflict schedules, so all teams did not utilize both team release days.

Effectiveness Metrics: Benchmark data, classroom observations for implementation evidence, teacher/admin conferences

-iReady benchmark data demonstrates student growth from Benchmark 1, 2, and 3 for grades 3-5 (K-2 benchmark 3 data is not yet available).

-Classroom observations reflect utilization of new supplemental reading curriculum 95% and science of reading strategies.

-Teacher/admin conference check ins reflect teacher familiarity with assessments, assessment data, student growth/deficits, and needs to bridge gaps

*Budgeted Amount-\$11, 984 (original) then changed to \$5,992 (modified due to sub shortages and conflicts with district professional development days)

*Actual Expenditures-\$2,564.84

*Differences due to-1)all times sheets have not cleared 2)a few teams have upcoming scheduled days 3)modified due to sub shortages and conflicts with district professional development days

Action 1.4 : Teacher Release Days (2x) for Professional Development

\$11, 984 (original)

\$9, 419 remaining (\$2,564.84 actual expenditure)

Implementation: 2 release days for administration, consultants, in house P.D. providers to work with teachers to build capacity in MTSS process, intervention, PLC, Writing, First Best Instruction, Content Frameworks/Standards, ELPI, AVID teaching/learning strategies, Science of Reading and more. Release day professional development was implemented as intended but also reviewed after each day for teacher reflection, strengths/needs to support future efforts for professional development.

Effectiveness Metrics: classroom observations for implementation evidence, teacher/admin conferences

-Teacher response was very positive and evidence of implementation of learning/P.D. of Gradual Release of Responsibility, evidence-based reading strategies, clear learning targets, 95%, student engagement strategies was observed in all classrooms but with fidelity in 2/3 of every grade level. Teacher/admin conferences revealed that 1/3 of staff lacks confidence in some focus to implement P.D. learning and needs more coach/admin support such as demo lessons/co-teaching/release time for observations and more time to implement with fidelity. 2/3 expressed growing familiarity and confidence in implementation of P.D. learning with time, practice, and collaboration with colleagues and coaches.

*Budgeted Amount-\$11, 984 (original)

*Actual Expenditures-\$2,564.84 actual expenditure

*Differences due to-1)all times sheets have not cleared 2)sub shortages and conflicts with district professional development days, coaches scheduled many PD sessions for after school to accommodate teacher requests

Action 1.5 : Extra Duty for Professional Development (certificated/classified)

\$32,120

Certificate-\$24,492

Classified-\$7,200

Implementation: Provide extra duty hours to each classified and certificated employees for professional development in-house or consultants in best practices in teaching/learning in areas such as Science of Reading, Best First Instruction, Positive Behavior Intervention Support, and Restorative Practices. We did not use outside consultants due to the skill and offerings within our district to provide for professional development needs. With PLC meeting, staff meeting, leadership meeting, teacher/admin conferences, PD feedback, additional training and support was requested.

Effectiveness Metrics: classroom observations for implementation evidence

-Teacher response was very positive and evidence of implementation of learning/P.D. of Gradual Release of Responsibility, evidence-based reading strategies, clear learning targets, 95%, student engagement strategies was observed in all classrooms but with fidelity in 2/3 of every grade level. Teacher/admin conferences revealed that 1/3 of staff lacks confidence in some focus to implement P.D. learning and needs more coach/admin support such as demo lessons/co-teaching/release time for observations and more time to implement with fidelity. 2/3 expressed growing familiarity and confidence in implementation of P.D. learning with time, practice, and collaboration with colleagues and coaches.

*Budgeted Amount-\$32,120

*Actual Expenditures-\$9,000

*Differences due to-1)all times sheets have not cleared 2)several trainings for both classified and certificated continue through the end of the year for reading, math, coaching, and PBIS-Safety

1.6 Action: Classified Extra Duty Intervention "Walk To Learn" Para Support

Classified:

\$6,840 (Original)

\$19, 700 (modified for 6 paras to support WTL four days a week)

Implementation: Provide additional staff to support Intervention "Walk to Learn" time in universal school schedule. Staff will push into classrooms to support at risk students during this targeted skill instruction focus time. A strategic schedule and classroom assignments will be based on student data, highest need, and student numbers in intervention classes.

Effectiveness Metrics: Student assessments that demonstrate growth from small group support with targeted skill instruction time. 44% of students school wide showed improved placement on iReady reading assessments from Fall to Winter benchmarks. Spring benchmarks are not yet completed.

*Budgeted Amount-\$19, 700

*Actual Expenditures-\$12,000 (Amount expected when time sheets clear with personnel through the end of the school year)

*Differences due to-N/A

1.7 Action: Teacher Release Days to Conference with Parents, with greatest attention/time to At Risk/Low Performing Students

*Goal setting/student led conferences

*Tier 1 Plan Meetings with Parents/Guardians

\$11, 984 (original)

\$8,484 (modified as some teachers opted to conduct conferences before/after school to avoid additional time out of classroom. Difference in funds (\$3,500 moved to support WTL classified para time)

Implementation: up to 2 release days (1 per semester) for every teacher to conference with at risk students and their parents/guardians to discuss progress, academic/social/emotional needs, Tier 1 and 2 plans/interventions/set goals, monitor goals, plan implementation of next steps. While

Effectiveness Metrics: Benchmark data, classroom observations for implementation evidence, teacher/admin conferences, parent feedback

*Budgeted Amount-\$11, 984 (original) then changed to \$8,484 (modified as some teachers opted to conduct conferences before/after school to avoid additional time out of classroom. Difference in funds (\$3,500 moved to support WTL classified para time)

*Actual Expenditures-\$6,624 (\$1,859 remaining)

*Differences due to-expected to zero out as time sheets are cleared and teachers finish conferencing/Tiered plan updates

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Action 1.8: Robotics, Robotics Teacher Extra Duty

\$8,999

Implementation: Implement robotics instruction after school to increase STEM exposure and improve mathematical thinking in students through building, coding, and robotics competitions in order to improve CAST scores.

Implementation has progressed as planned with 4 hours a week of robotics instruction a week.

Effectiveness Metrics: Improved CAST scores

2025 CAST data reflects improved science points and percentage of students proficient on CAST.

*Budgeted Amount-\$8,999

*Actual Expenditures-\$3,440

*Differences due to-expected to zero out as time sheets are cleared and teacher conduct club activities through the end of the school year

Action 1.9: Robotics, Robotics Teacher Planning Release Days

\$427.42

certificated sub \$213.71 x 2 days=\$427.42

Implementation: Certificated substitute for 2 teacher release days to collaborate with robotics advisors at other elementary schools for program improvement/plan and measure instruction and intramural competitions to increase STEM exposure and improve mathematical thinking in students through building, coding, and robotics competitions in order to improve CAST scores. Implementation has progressed as planned with 4 hours a week of robotics instruction a week.

Effectiveness Metrics: Improved CAST scores, classroom observations during robotics instruction, intramural competition observations, educational partner feedback. 2025 CAST data reflects improved science points and percentage of students proficient on CAST. Educational partner input has revealed satisfaction with the program and desire to expand.

Day 1-Program/Instruction Planning
Day 2-Intramural Planning

*Budgeted Amount-\$427.42
*Actual Expenditures-\$427.42
*Differences due to-N/A

Action 1.10: Robotics, Robotics Teacher Intramural Competition Release Days
\$641.13
certificated sub \$213.71 x 3 days=\$641.13

Implementation: Certificated substitute for 3 release days for teacher advisor to facilitate and support students at 3 intramural competitions with Machado students and students of participating elementary schools to increase STEM exposure and improve mathematical thinking in students through building, coding, and robotics competitions in order to improve CAST scores.

Effectiveness Metrics: Improved CAST scores, classroom observations during robotics instruction, intramural competition observations, educational partner feedback

*Budgeted Amount-\$641.13
*Actual Expenditures-\$641.13
*Differences due to-N/A

Action 1.11: Robotics, Robotics Teacher Extra Duty for Robotics Summer Camp
\$1,411.68
4hours x \$88.23 extra duty x 4 days=\$1,411.68

Implementation: Implement robotics instruction for four hours a day for four days during summer to increase STEM exposure and improve mathematical thinking in students through building/coding in order to improve CAST scores.

Effectiveness Metrics: Improved CAST scores, classroom observations during robotics instruction, educational partner feedback

*Budgeted Amount-\$1,411.68
*Actual Expenditures-N/A.....summer camp has not yet been held (June 2026)
*Differences due to-N/A

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

Action 1.1: DISCONTINUE_Tutoring (Extra Duty) Classified and Certificated (DISCONTINUE as part of SPSA, possibly fund through other means depending on teacher/staff availability)

Action 1.2: Leadership School Improvement Team Release Days (1x) (CONTINUE)

Action 1.3: Teacher Release Day for Assessment/Data Analysis (1x) (CONTINUE)

Action 1.4: DISCONTINUE_Teacher Release Days (2x) for Professional Development (DISCONTINUE as part of SPSA, possibly add a day for Spring 2027 depending on 2026-2027 district PD plan and availability of subs)

Action 1.5: Extra Duty for Professional Development (certificated/classified) (CONTINUE)

Action 1.6: Classified Extra Duty Intervention "Walk To Learn" Para Support (classified) (CONTINUE)

Action 1.7: Teacher Release Days to Conference with Parents, with concentrated attention to At Risk/Low Performing Students (1X_CONTINUE)

Action 1.8: Robotics, extra duty for teacher advisor to teach robotics after school

Action 1.9: Robotics, certificated substitute for release day, teacher advisor to collaborate with robotics advisors at other elementary schools for program improvement/intramural competitions

Action 1.10: Robotics, certificated substitute for release day, teacher advisor to facilitate intramural competition with Machado students and students of participating elementary schools

Action 1.11: Robotics, extra duty for teacher advisor to run robotics summer camp

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student, Family, & Community Engagement: Chronic Absenteeism and Family Engagement *Chronic Absenteeism Decrease Chronic Absenteeism of all student groups by 10% and "All Students" by 10% or more from 20% (2024-2025) to 10% or lower by June 2027. *Parent and Family Engagement Increase Parent/Family Engagement in School Events/Classes/Home-School Partnerships and Communication

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.

NEEDS-

2a.ATTENDANCE & CHRONIC ABSENTEEISM:

The Machado staff comprehensive needs assessment focused on several areas to decrease chronic absenteeism. This included campaign and strategic efforts to:

- 1) educate students/families on what it means to be "Chronically Absent"
- 2) working with families to better understand the value and importance of attendance (education value) and the negative impact on student achievement with special attention efforts to kindergarten students/families.
- 3) monitor closely absences and chronically absent students
- 4) implement tiered intervention/outreach program for chronically absent students
- 5) implement tiered incentive programs to improve attendance

Goal #2: Student, Family, and Community Engagement

2A CHRONIC ABSENTEEISM

Chronic Absenteeism has decreased significantly (down 5.9%) to 20.2% in 2025 (from 26% in 2024).

GOAL: Decrease Chronic Absenteeism of all student groups by 10% and "All Students" by 10% or more from 20% (2024-2025) to 10% or lower by June 2027.

School Wide: down 5.9% (20.2%); GOAL: 10.2%

EL students: down 7.6% (15.2%); GOAL: 5.2%

Homeless students: down 6.4% (26.4%); GOAL: 16.4%

SED students: down 6.3% (21.3%); GOAL: 11.3%

Black students: down 4.2% (24.1%); GOAL: 14.1%

Hispanic students: down 5.8% (19.2%); GOAL: 9.2%

White students: down 3.8% (29.5%); GOAL: 19.5%

Multi-race students: down 20.1% (7.1%); GOAL: 0%

Students with Disabilities: down 6.4% (24.1%); GOAL: 14.1%

Root Causes:

2a:ATTENDANCE & CHRONIC ABSENTEEISM

- 1.Financial, childcare, domestic, and social/emotional, and health family issues affect attendance.
 - 2.Lack of caregivers understanding of chronic absenteeism and the negative impact on achievement affects attendance.
 - 3.Transportation difficulty affects attendance.
 4. Cultural barriers and beliefs affect attendance.
 5. Lingering effects from COVID-misunderstanding on health protocol for school attendance impact student attendance.
-

2B SUSPENSIONS

Suspension rate remains low at .3% in 2024-2025, VERY LOW status maintained.

GOAL: The suspension rate remains VERY LOW at .3% in 2025; GOAL: 0% suspension and 100% by June 2027.

Root Causes:

2a:ATTENDANCE & CHRONIC ABSENTEEISM

- 1.Financial, childcare, domestic, and social/emotional, and health family issues affect attendance.
 - 2.Lack of caregivers understanding of chronic absenteeism and the negative impact on achievement affects attendance.
 - 3.Transportation difficulty affects attendance.
 4. Cultural barriers and beliefs affect attendance.
 5. Lingering effects from COVID-misunderstanding on health protocol for school attendance impact student attendance.
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2C: ENGAGEMENT

The Title 1 Parent Survey revealed that parent/family participation in the survey should be higher, with at least 25% participation, however the feedback is generally positive with strong in school wide PTA events, celebrations/performance, parent classes etc. Satisfaction for school environment and climate is high. The goal is to have 25% parent participation on the survey, representing 125 parents.

2026-2027 Goal-ENGAGEMENT/FOCUS Areas

- a) Increase the number of parent volunteers and participation in volunteer opportunities to 100% event capacity as measured by Sign In Sheets.

b) Increase the percentage of parent participation on the Title 1 Survey to 25% with reporting parents on the Title I Parent Survey and reach 100% satisfaction or majority participation in the following areas.

FOCUS Areas

94.4% report positive relationship b/t child/teacher
94.4% report school sets and maintains appropriate expectations of behavior
88.9% report admin is accessible for concerns
88.9% report admin takes appropriate action to problems/concerns
44% attended a Title I Parent Meeting
83% have conferenced with child's teacher
94% have seen improvement in child's math ability.
50% report children participating in after school STEAM programs
50% report child(ren) participating in EXCEL after school program
94% utilize ParentSquare application to stay informed about school/district announcements
89% utilize ParentSquare application to communicate with school staff
10% parents participated in the Title 1 Parent Survey

PARENT VOLUNTEERS:

The Machado staff comprehensive needs assessment revealed that parent volunteers (53) have decreased since school closures due to COVID.

*2026-2027 Goal-PARENT VOLUNTEERS

Increase parent volunteers (A and B Badges) to pre-COVID numbers of 80+.

Root Causes:

PARENT VOLUNTEERS

1. Lingering effects from COVID-misunderstanding on health protocol for school volunteering impacts parent volunteer numbers.

2. Weak teacher outreach to recruit parent volunteers impacts parent volunteer participation.

Root Causes:

1. The school staff is improving consistent and uniform sharing/educating parents about engagement opportunities.

School staff must be creative, diligent, and consistent in recruiting parent participation in school life (meetings, events, classes, programs, conferences, volunteer needs).

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
2a-California Absenteeism	Dashboard	for	Chronic Absenteeism has decreased significantly (down 5.9%) to 20.2% in 2025 (from 26% in 2024). (California Dashboard) School Wide: down 5.9% (20.2%); GOAL: 10.2% EL students: down 7.6% (15.2%); GOAL: 5.2% Homeless students: down 6.4% (26.4%); GOAL: 16.4% SED students: down 6.3% (21.3%); GOAL: 11.3% Black students: down 4.2% (24.1%); GOAL: 14.1% Hispanic students: down 5.8% (19.2%); GOAL: 9.2% White students: down 3.8% (29.5%); GOAL: 19.5% Multi-race students: down 20.1% (7.1%); GOAL: 0% Students with Disabilities: down 6.4% (24.1%); GOAL: 14.1%	GOAL: Decrease Chronic Absenteeism of all student groups by 10% and "All Students" by 10% or more from 20% (2024-2025) to 10% or lower by June 2027 on California Dashboard. School Wide: down 5.9% (20.2%); GOAL: 10.2% EL students: down 7.6% (15.2%); GOAL: 5.2% Homeless students: down 6.4% (26.4%); GOAL: 16.4% SED students: down 6.3% (21.3%); GOAL: 11.3% Black students: down 4.2% (24.1%); GOAL: 14.1% Hispanic students: down 5.8% (19.2%); GOAL: 9.2% White students: down 3.8% (29.5%); GOAL: 19.5% Multi-race students: down 20.1% (7.1%); GOAL: 0% Students with Disabilities: down 6.4% (24.1%); GOAL: 14.1%
2b-California Suspension	Dashboard	for	Suspension rate remains low at .3% (California Dashboard 2025) VERY LOW status maintained.	GOAL: The suspension rate remains VERY LOW at .3% in 2025; GOAL: 0% suspension and 100% by June 2027.
2c-LEUSD Volunteer Badge Data			The number of "A" and "B" Badge Volunteers is 53.	Increase Badge Volunteers to pre-COVID numbers, 80+.
2c-Title 1 Parent Survey			Title 1 Parent Participation was 10%. The Title 1 Parent Survey revealed that parent/family participation in the survey should be higher, with at least 25% participation, however the feedback is generally positive with strong in school wide PTA events, celebrations/performances, parent classes etc. Satisfaction for school environment and climate is high. The goal is to have 25% parent participation on the survey, representing 125 parents.	2026-2027 Goal-ENGAGEMENT/FOCUS Areas a) Increase the number of parent volunteers and participation in volunteer opportunities to 100% event capacity as measured by Sign In Sheets. b) Increase the percentage of parent participation on the Title 1 Survey to 25% with reporting parents on the Title I Parent Survey and reach 100% satisfaction or majority participation in the following areas. FOCUS Areas 94.4% report positive relationship b/t child/teacher 94.4% report school sets and maintains appropriate expectations of behavior 88.9% report admin is accessible for concerns 88.9% report admin takes appropriate action to problems/concerns 44% attended a Title I Parent Meeting 83% have conferenced with child's teacher 94% have seen improvement in child's math ability.

		50% report children participating in after school STEAM programs 50% report child(ren) participating in EXCEL after school program 94% utilize ParentSquare application to stay informed about school/district announcements 89% utilize ParentSquare application to communicate with school staff 10% parents participated in the Title 1 Parent Survey
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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	2.1 Action: Extra Duty for Certificated Staff to Support Academic Family Engagement Events Implementation: Provide extra duty for certificated employees to facilitate academic engagement events/learning opportunities for students and their families. Effectiveness Metrics: Sign in sheets for participation, participant evaluations, Title 1 Parent Surveys, Staff Surveys TEACHERS: 11 hours x \$89 hourly=\$979	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	996 Title I Part A: Parent Involvement 1140: Certificated Extra Duty
2.2	2.2 Action: Extra Duty for Academic Parent Support Implementation: Provide student/parent support for academic needs such as understanding/completing homework and learning applications, learning support Effectiveness Metrics: Participant evaluations, Title 1 Parent Survey, staff member feedback in surveys/meetings 90 hours, at least 3 hours per week Classified Staff: 3hours+ week x \$30 hourly=\$90 week \$90 x 30 weeks=\$2700	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	2700 Title I 2X40: Classified Extra Duty
2.3	2.3 Action: Extra Duty for Childcare for Parent Classes and Academic Events Implementation: Provide classified extra duty to care for students/small children during parent classes/workshops such as ESL, Latino Literacy	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	735.72 Title I Part A: Parent Involvement 2X40: Classified Extra Duty

	Project, Restorative Practices, Family University and other learning series opportunities. Effectiveness Metrics: Participant input/evaluations, sign in sheets, Title 1 Parent Survey, staff member feedback Classified Staff: 24 hours x \$30 hourly=\$720 (September through May)		
2.4	2.4 Action: Consultants for Parent/Family Classes Implementation: Provide quality parent/family classes by partnering/contracting with professional consultants such as Tariq Khamisa Foundation, Cyber Safety Cop, etc. The workshops/parent and family classes we will contract will be based on educational partner input/requests and associated costs. Effectiveness Metrics: Participant evaluations, sign in sheets, Title 1 Parent Survey Cost: Based on Invoice Quotes of previous years	Families/parents of English Learner students to learn English in parent class offered at Machado school site.	1749 Title I 5800: Professional/Consulting Services And Operating Expenditures
2.5	2.5 Action: Meet the Masters Art History Implementation: Provide art history instruction and parent taught art lessons 4 times a year. Effectiveness Metrics: sign in sheets, Title 1 Parent Survey, parent participation in MTM training and participation in teaching art classes in classrooms, student input, staff member feedback on surveys/meetings, student writing samples Cost: Based on 2025 Invoice Quote	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	2600 Title I 4000-4999: Books And Supplies
2.6	2.6 Action: Community Liaison Implementation: The "Community Liaisons" will assist Machado school community parents, with attentive efforts to parents of Spanish-speaking students, in understanding school procedures, programs and goals; performs liaison duties between school and community; receive general and direct supervision from the school principal or designate and must be fluent in English and a designated second language. Essential Job Functions: * Meets with parents of student discussing student and school procedures. * Involves parents in school activities and encourages understanding and support of school/student programs. * Improves school attendance among students by assessing problems, improving communication and enlisting parent support. * Counsels students, identifies interests and reviews schedules. * Recruits parent volunteers and makes home visitations as needed. * Confers with teachers, assesses tutoring needs and assists in adjusting student programs. * Communicates and provides		43036 Title I 2000-2999: Classified Personnel Salaries 20965 Title I 2000-2999: Classified Personnel Salaries

information concerning school and district programs. * Solicits community assistance for programs and special awards. * Assists in increasing awareness of needs of students among instructional staff by conferring with teachers, assessing individual student goals and problems with them. Effectiveness Metrics: number of A/B badge parent volunteers, sign in sheets for parent participation in classes and events, records for outreach phone calls and conferences 6 hour position-\$43,036 3 hour position-\$20,965 Cost: Based on LEUSD personnel information regarding salaries		
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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.

2.1 Action: Extra Duty for Certificated Staff to Support Academic Family Engagement Events
\$10,00 (certificated teachers)

Implementation: Provide extra duty for certificated employees to facilitate academic engagement events/learning opportunities for students and their families.

Effectiveness Metrics: Sign in sheets for participation, participant evaluations, Title 1 Parent Surveys, Staff Surveys

2.2 Action: Extra Duty for Academic Parent Support
\$5,000(classified staff)

Implementation: Provide student/parent support for academic needs such as understanding/completing homework and learning applications, learning support

Effectiveness Metrics: Participant evaluations, Title 1 Parent Survey, staff member feedback in surveys/meetings

2.3 Action: Extra Duty for Childcare for Parent Classes and Academic Events
\$816 (classified staff)

Implementation: Provide classified extra duty to care for students/small children during parent classes/workshops such as ESL, Latino Literacy Project, Restorative Practices, Family University and other learning series opportunities.

Effectiveness Metrics: Participant input/evaluations, sign in sheets, Title 1 Parent Survey, staff member feedback

2.4 Action: Consultants for Parent/Family Classes
\$27, 992

Implementation: Provide quality parent/family classes by partnering/contracting with professional consultants such as Tariq Khamisa Foundation, Cyber Safety Cop, etc. The workshops/parent and family classes we will contract will be based on educational partner input/requests and associated costs.

Effectiveness Metrics: Participant evaluations, sign in sheets, Title 1 Parent Survey

Cost: Based on Invoice Quotes Cyber Safety Cop

2.5 Action: Meet the Masters Art History
\$3,500

Implementation: Provide art history instruction and parent taught art lessons 4 times a year.

Effectiveness Metrics: sign in sheets, Title 1 Parent Survey, parent participation in MTM training and participation in teaching art classes in classrooms, student input, staff member feedback on surveys/meetings, student writing samples

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

Implementation & Budgetary Differences

Action 2.1: Extra Duty for Academic Family Engagement Events

*Budgeted Amount-\$1,000
 *Actual Expenditures-\$1,000
 *Differences due to-N/A (Any difference would be to teacher outstanding timesheet)

Action 2.2: Extra Duty for Academic Parent Support
\$5,000

*Budgeted Amount-\$5,000
 *Actual Expenditures-\$5,000 expected by the end of the school year
 *Differences due to-N/A

Action 2.3 : Extra Duty for Childcare for Parent Classes and Academic Events
\$816

*Budgeted Amount-\$816
 *Actual Expenditures-\$816 expected by the end of the school year
 *Differences due to-N/A

Action 2.4: Consultants for Parent/Family Classes
 \$27,992 with modifications from 1.1 and 1.4 to 2.4
 SSC_ 3/18/26
 SSC voted to move \$10,000 (from Action 1.1) and \$10,000 (from Action 1.4) to Action 2.4 for additional offerings of parent classes/workshops with Cyber Safety Cop and other parent requested workshops.

\$7992 + \$10,000 (Action 1.1) +\$10,000 (Action 1.4)=\$27, 992

*Budgeted Amount-\$27, 992
 *Actual Expenditures-\$20, 000
 *Differences due to-some invoices are still outstanding

Action 2.5: Meet the Masters Art History
\$3,500

*Budgeted Amount-\$3,500
 *Actual Expenditures-\$2,535
 *Differences due to-quote from company was less than projected

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

Action 2.1: Extra Duty for Academic Family Engagement Events (CONTINUE in 2026-2027 school year)

Action 2.2: Extra Duty for Academic Parent Support (CONTINUE in 2026-2027 school year)
\$5,000

Action 2.3 : Extra Duty for Childcare for Parent Classes and Academic Events (CONTINUE in 2026-2027 school year)
\$816

Action 2.4: Consultants for Parent/Family Classes (CONTINUE in 2026-2027 school year, but decrease due to less funding in Title 1 for 2026-2027 school year and support needed to fund community liaison positions)
\$27,992

Action 2.5: Meet the Masters Art History (CONTINUE in 2026-2027 school year but decrease to two instead of 4 artists, reteach 2 previous artists from several years ago due to less funding in Title 1 for 2026-2027 school year and support needed to fund community liaison positions)
\$3,500

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Educational Environment: Machado Elementary School desires to improve teacher and staff professional capacity to improve student outcomes.

Machado Elementary School will ensure that faculty and staff are highly qualified to provide quality first best instruction, intervention, and enrichment to meet all students academic and social/emotional needs.

1a: ELA CAASPP

All Students will decrease DFS from 53.8% to 43.8% and 35% or higher will meet the standard for ELA by June 2027.

Identified Need-There is minimal discrepancy between different student groups.

1b:MATH CAASPP

All Students will decrease the distance from standard from -77.4 DFS by 10 to -67.4 DFS in Math. 25% or higher of All Students will meet the standard for Math by June 2027.

1c:ELPI: English Learner Proficiency Assessment for California

48.7% of English Language Learners will show adequate and expected progress in English Language development as measured by ELPI, up 10% from 38.7% meeting adequate progress by June 2027.

1d:SCIENCE: California Science Test (CAST)

35% of 5th graders will meet/exceed the standard for proficiency in science in the 2027 California Science Test, up 10% from 25%, by June 2027.

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.

Educational partners have determined root causes and significant needs for professional development to provide students access to highly qualified faculty and staff.

Professional development is needed in many areas to ensure that faculty and staff are highly qualified to provide quality first best instruction, intervention, and enrichment to meet all students' needs.

The anticipated focused needs to build faculty and staff capacity will be professional development that encompasses student engagement, implementation of aligned curriculum/assessments, and data-based decision-making, in math/reading/writing/science for

- 1) FIRST BEST INSTRUCTION-Tier 1
- 2) INTERVENTION-Tier 2

Machado Elementary School will leverage Title I funds to provide several capacity building, intentional professional development opportunities.

- 1)PD release time with LEUSD coaches/specialists and county AVID coach
- 2)Extra duty after school PD
- 3)PLC team release time
- 4)Coaching cycles with instructional coaches
- 5)Leadership team PLC and PD release time

While students lack access to the following (1-17), faculty and staff need professional development (18-34) to provide access.....

- 1)to curriculum aligned to standards/frameworks.
- 2)to quality assessments that align to curriculum standards and frameworks
- 3)to consistently high expectations in scholarly academic behavior
- 4)to structured, consistent, and protected literacy, math, ELD learning time blocks in school schedule
- 5)to structured testing conditions conducive to testing/assessment and high student performance
- 6)to well trained teachers in content standards, frameworks, and vertical articulation
- 7)to well trained teachers to support student, teacher, grade level, school goal setting and monitoring and interventions/enrichment
- 8)to well trained teachers to provide strong early foundations in Reading, Math, English Language Development
- 9)to parent/teacher partnership for greater understanding/support/needs in developing reading/math/language skills
- 10)to well trained teachers in data analysis, monitoring, and accountability for student growth
- 11)effective instruction foundational reading and literacy foundational skills.
- 12)effective instruction in foundational math skills.
- 13)to curriculum aligned to reading/ELA and math frameworks.
- 14)All student groups lack access to evidence based Tier 2 intervention.
- 15)EL students lack access to evidence based English Learning instruction and support in all subject areas.
- 16)sufficient exposure and experiences in the core area of science instruction.
- 17)sufficient opportunities for enrichment in all areas of the science disciplines

*Faculty and staff need professional development in the following areas.

- 18) Professional development with curriculum training and alignment to standards/frameworks.
- 19) Professional development with quality assessments that align to curriculum standards and frameworks.
- 20)Professional development to develop/maintain/support consistently high expectations in scholarly academic behavior.
- 21)Collaboration time to build a structured, consistent, and protected literacy, math, ELD learning time blocks in school schedule.
- 22) Professional development and collaboration time to structure testing conditions conducive to testing/assessment and high student performance.
- 23)Professional development to train teachers in content standards, frameworks, and vertical articulation.
- 24)Professional development to train teachers to support student, teacher, grade level, school achievement goal setting and monitoring, interventions/enrichment.(eg.MTSS and RTI)
- 25)Professional development to train teachers in providing strong early foundations in Reading, Math, and English Language Development.
- 26)Collaborating with parents to build/sustain parent/teacher partnership for greater understanding/support/needs in developing reading/math/language skills.
- 27) Professional development to train teachers in data analysis, monitoring, and accountability for student growth in reading/math/language development.
- 28)Teachers and staff lack effective professional development to provide effective Tier 1, Tier 2, Tier 3 instruction.
- 29)Teachers and staff lack sufficient coaching support to implement and monitor evidence based Tier 1, Tier 2, and Tier 3 instruction.

- 30) Teachers lack resources and training in diagnostic assessments to identify student learning needs.
- 31) Teachers lack access/resources to evidence based intervention curriculum for effective Tier 2 instruction/intervention.
- 32) Teacher lack sufficient time for effective Tier 1/2/3 instruction. Refinement of universal school schedule and collaboration to integrate subject areas in meaningful/effective ways is needed.
- 33) Teachers lack sufficient training and time in daily schedules to implement effective science curriculum and instruction.
- 34) Teachers lack sufficient training in all science disciplines to offer enriching experiences for students in all science disciplines

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

Professional Development Participation	*Measured by 2025-2026 professional development sign in sheets Teacher professional development participation this year was 95% or greater in the following opportunities. At least 23/25 classroom teachers participated in LEUSD offered and school offered trainings. The expectation was and continues to be 100%. In cases where a teacher did not participate, it was because she is retiring and did not see the benefit. 1) Curriculum training and alignment to standards *95%, Tier 1 and 2 *3 Part Drill *LETRS *Reading Strategies *Amplify Math trainings 2) Training to administer quality assessments that align to curriculum standards and frameworks. *iReady assessments *DIBELS 3) Training to implement structured, consistent, and protected literacy, math, ELD learning time blocks in school schedule. *95% *iReady data to guide/provide intervention during "Walk to Learn" 4) Training on content standards, frameworks, and vertical articulation. *Math framework *Writing *Reading Comprehension *Focus skills for reading/math *PLC 5) Training to support student, teacher, grade level, school achievement goal setting and monitoring, interventions/enrichment.(eg.MTSS and RTI) 6) Training teachers in providing strong early foundations in Reading, Math, and English Language Development. 7) Training in data analysis, monitoring, and accountability for student growth in reading/math/language development/science	*Measured by 2026-2027 professional development sign in sheets Teacher professional development participation in 2026-2027 will be 100% or greater in the following opportunities. 1) Curriculum training and alignment to standards *95% *3 Part Drill *5 pillars of reading *LETRS *Reading Strategies *Reading comprehension *Critical reading *Meaningful note-taking *Levels of Thinking/Questioning-Depth of Knowledge *Levels of engagement 2) Training to administer quality assessments that align to curriculum standards and frameworks. *iReady assessments *DIBELS *Amplify *IABs *95%: PSI, PASI, Unit assessments 3) Training to implement structured, consistent, and protected literacy, math, ELD learning time blocks in school schedule. *95% Tier 1 and 2 *iReady data to guide/provide intervention during "Walk to Learn" *math foundations and number talks 4) Training on content standards, frameworks, and vertical articulation. *Math framework *Writing Continuum *Reading Comprehension *Focus skills for reading/math 5) Training to support student, teacher, grade level, school achievement goal setting and monitoring, interventions/enrichment.(eg.MTSS and RTI) *McRel strategies *Kagan strategies for student engagement *Goal Setting *SMART goals 6) Training teachers in providing strong early foundations in Reading, Math, and English Language Development.
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		7))Training in data analysis, monitoring, and accountability for student growth in reading/math/language development/science *iReady *PLC *Goal Setting *SMART goals
Teacher and Classroom Observations/Applied P.D.	*Measured by 2025-2026 teacher/classroom observations 100% of teachers utilized 95% at least 3 times weekly 60% of teachers implemented 95% with fidelity according to curriculum guidelines/ recommendations, coach/specialist recommendations	*Measured by 2026-2027 teacher/classroom observations 100% of teachers utilized 95% at least 4 times weekly 100% of teachers implemented 95% with fidelity according to curriculum guidelines/ recommendations, coach/specialist recommendations
PLC Agendas and Meeting Notes	*Measured by 2024-2025 40% consistency across all grade levels in submission of PLC agendas and meeting notes. (2nd, 4th)	*Measured by 2026-2027 PLC Agendas and Meeting Notes 100% consistency across all grade levels to submit weekly PLC agendas that address PLC questions and provide notes/evidence of applied professional development in goal areas.
Staff Agendas and Meeting Notes	*Measured by 2024-2025 Staff Meeting Agendas and Notes 90% of Staff Meeting Agendas and Notes reflect attention/focus for professional development in one of the 7 areas of need listed above.	*Measured by 2026-2027 Staff Meeting Agendas and Notes 100% of Staff Meeting Agendas and Notes will reflect attention/focus for professional development in one of the 7 areas of need listed above.

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	3.1 Action: Professional Development Extra Duty for Instructional Coaches Implementation: Extra duty for school instructional coaches to develop/cater quality professional development to the needs of the school site classified and certificated staff in order to support all students. The coaches will partner with school administration, PLC teams, Leadership Team, district curriculum specialists/directors to support professional development needs of the school staff to meet the needs of all students. Effectiveness Metrics: classroom and campus observations of PD implementation 19 hours x \$89=\$1691	All students within Tier 1, 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	1754 Title I 1140: Certificated Extra Duty

3.2	3.2 Action: Professional Development Implementation: School staff will attend professional development as offered by AVID coach, school instructional coaches, academic specialists, and district provided consultants for school/district PD initiatives (such as Amplify Math curriculum training, PLC training, first best instruction, LETRS, science of reading, all core academic areas, AVID, McRel, MTSS etc.) Effectiveness Metrics: Participant evaluations, sign in sheets, classroom and campus observations The cost associated with this time, time to participate in professional development, is accounted for in Planned Improvements Goal #1, extra duty and release time.	All students within Tier 1, 0 2, 3 with special consideration/time to underperforming at risk students in targeted student groups	The cost associated with this time, time to participate in professional development, is accounted for in Planned Improvements Goal #1, extra duty and release time.
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

3.1 Action: Professional Development Extra Duty for Instructional Coaches

Implementation: Extra duty for school instructional coaches to develop/cater quality professional development to the needs of the school site classified and certificated staff in order to support all students. The coaches will partner with school administration, PLC teams, Leadership Team, district curriculum specialists/directors to support professional development needs of the school staff to meet the needs of all students. ***Leadership School Improvement Team will work with faculty/staff to prioritize PD.*****

Effectiveness Metrics: Participant evaluations, sign in sheets, classroom and campus observations

Effectiveness Metrics: classroom and campus observations of PD implementation

19 hours x \$89=\$1691

3.2 Action: Professional Development

Implementation: School staff will attend professional development as offered by AVID coach, school instructional coaches, academic specialists, and district provided consultants for school/district PD initiatives (such as Amplify Math curriculum training, PLC training, first best instruction, LETRS, science of reading, all core academic areas, AVID, McRel, MTSS etc.)

Effectiveness Metrics: Participant evaluations, sign in sheets, classroom and campus observations

The cost associated with this time, time to participate in professional development, is accounted for in Planned Improvements Goal #1, extra duty and release time.

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

Implementation & Budgetary Differences

3.1 Action: Professional Development Extra Duty for Instructional Coaches

\$1691

Implementation: Extra duty for school instructional coaches to develop/cater quality professional development to the needs of the school site classified and certificated staff in order to support all students. The coaches will partner with school administration, PLC teams, Leadership Team, district curriculum specialists/directors to support professional development needs of the school staff to meet the needs of all students. ***Leadership School Improvement Team will work with faculty/staff to prioritize PD.*****

Effectiveness Metrics: Participant evaluations, sign in sheets, classroom and campus observations

Effectiveness Metrics: classroom and campus observations of PD implementation

*Budgeted Amount-\$1691

*Actual Expenditures-\$1691 expected by the end of the 2025-2026 school year

*Differences due to: N/A

3.2 Action: Professional Development

Implementation: School staff will attend professional development as offered by AVID coach, school instructional coaches, academic specialists, and district provided consultants for school/district PD initiatives (such as Amplify Math curriculum training, PLC training, first best instruction, LETRS, science of reading, all core academic areas, AVID, McRel, MTSS etc.)

Effectiveness Metrics: Participant evaluations, sign in sheets, classroom and campus observations

The cost associated with this time, time to participate in professional development, was accounted for in Planned Improvements Goal #1, extra duty and release time.

*Budgeted Amount-\$0

*Actual Expenditures-\$0

*Differences due to-Our professional development needs were met with district/county provided resources and expertise. We worked with our AVID coach, school instructional coaches, LEUSD math/reading specialists, and consultants/expertise provided through district offered professional development on SCHED and calendared PD days.

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.

3.1 Action: Professional Development Extra Duty for Instructional Coaches (CONTINUE)

3.2 Action: 3.2 Action: Professional Development (CONTINUE)

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	\$129,125.72
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,125.72
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$127,394.00
Title I Part A: Parent Involvement	\$1,731.72
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$129,125.72

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

State or Local Programs	Allocation (\$)
	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$129,125.72

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	127,394.00
Title I Part A: Parent Involvement	1,731.72

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1130: Certificated Sub	15,188.00
1140: Certificated Extra Duty	20,352.00
2000-2999: Classified Personnel Salaries	64,001.00
2X40: Classified Extra Duty	25,235.72
4000-4999: Books And Supplies	2,600.00
5800: Professional/Consulting Services And Operating Expenditures	1,749.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1130: Certificated Sub	Title I	15,188.00
1140: Certificated Extra Duty	Title I	19,356.00
2000-2999: Classified Personnel Salaries	Title I	64,001.00

2X40: Classified Extra Duty	Title I	24,500.00
4000-4999: Books And Supplies	Title I	2,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,749.00
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	996.00
2X40: Classified Extra Duty	Title I Part A: Parent Involvement	735.72

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,590.00
Goal 2	72,781.72
Goal 3	1,754.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Language Acquisition Committee	

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

Attested:

<u>Dr. Sandra Valles-Metzger</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
 <u>Flor Lara</u>	 _____	 _____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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