School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kings Mountain Elementary School	41 68890 6043657	May 21, 2026	June 11, 2026

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Kings Mountain School community will provide a safe and nurturing learning environment where each student receives an appropriate, academically challenging curriculum; develops a sense of personal responsibility; respects others; and practices good citizenship. This aligns with our Schoolwide Program by emphasizing academic achievement, positive school climate, student engagement, and equitable support for all students. Through coordinated services, instruction, and interventions aligned to the LCAP and other federal, state, and local programs, the school will work to ensure all students are supported academically, socially, and emotionally.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This section provides a description of surveys (i.e., student, parent, teacher) that will be used during the school year and a summary of the most recent survey results available.

The most recent School Climate Survey available was administered in May 2025.

School Climate Survey May 2025

If you are feeling uncomfortable with a classmate or someone else, do you know who to talk to? Name 3 people. 100% yes
What do you like about being in our class? Various answers
Are you comfortable expressing your opinions in class? (i.e., likes, dislikes, interests…) Give an example. 89% yes, 2% sometimes, 9% no
Do you feel the rules of the classroom are clearly explained? 100% yes
How do you feel about the classroom rules? 95% good, 5% ok
Do you feel the rules of the playground are clearly explained? 98% yes, 2% no
How do you feel about the playground rules? 85% good, 15% ok
Do you feel welcome in joining other kids' games? Give an example. 94% yes, 6% sometimes

The survey for the upcoming school year has not yet been administered. Once available, results will be reviewed and used to inform planning, strengthen school climate, and support next steps.

To foster strong family engagement during the upcoming school year, newsletters will be emailed to parents and staff. Staff will continue to update and improve the school webpage and maintain links to the district webpage. Kings Mountain Associated Parents (KMAP) will continue to work closely with school staff to encourage family participation in school and school-related activities such as Open House, Field Day, Back to School Night, and student performances.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

This section provides a description of the types and frequency of classroom observations conducted during the school year and a summary of findings.

Formal observations will take place according to the Cabrillo Unified Teacher Association contract by the school principal. The principal will also observe classrooms informally to support and assess teacher and student needs, both academically and behaviorally.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All English Learners will be tested using the English Language Proficiency Assessments for California (ELPAC).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Math: First through fifth grade students will be given Bridges Math Assessments to inform classroom instruction, differentiate instruction, identify students who would benefit from targeted intervention and enrichment, and assess growth at the conclusion of the year.

Reading: Kindergarten through fifth grade students will be given DIBELS assessments three times a year, with students in grades 1–5 also assessed through Literably. These assessments will be used by teachers to create flexible reading groups, inform instruction, match students with independent-level reading books, identify students requiring intervention or enrichment, and target English Learner instruction. DIBELS assessments will be given in September, January, and May to measure reading accuracy, comprehension, and fluency. Each kindergarten student will also be assessed in September using the Brigance Inventory of Basic Skills.

Writing: Teachers' College Writers' Workshop rubrics will be used to assess skills in opinion/argument, informational, and narrative writing. Benchmark Advance will be used to assess and modify instruction in spelling, decoding, word study, grammar, writing, and vocabulary.

Science: Fifth grade students will participate in CAST.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Kings Mountain School has credentialed teachers who hold the appropriate credentials for their assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Kings Mountain teachers are appropriately credentialed. Teachers will participate in meetings and professional development opportunities that support lesson design aligned to Common Core State Standards and student needs. Teachers will attend staff development days provided by the district in accordance with the professional development plan approved by the school board. Professional development for the upcoming school year will continue to focus on effective literacy instruction, assessment practices, multi-age classroom instruction, and strategies that support student engagement and achievement. As a Professional Learning Community, staff will continue to focus on team teaching, push-in intervention, and Responsive Classroom practices to support student engagement, reflection, and ownership.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development during the upcoming school year will focus on content standards, student performance data, literacy instruction, assessment practices, and instructional strategies that support the needs of Kings Mountain students in a multi-age setting.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers at Kings Mountain will continue to receive instructional assistance and support funded through district, site, and parent organization resources. Kings Mountain teachers will continue to have access to district-supported teacher leadership opportunities as applicable.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers work as a TK–5 team in literacy lesson planning, analyzing student assessment data, and modifying instruction for all students. Due to Kings Mountain's small school setting, teachers will continue to collaborate during leadership meetings and staff collaboration meetings throughout the school year.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers will continue using Benchmark Advance to align instruction to Common Core State Standards for English Language Arts. Students will continue using Bridges Math. One-to-one computing devices will continue to be available in grades TK–5.

Teachers will continue using student data to inform language arts and math instruction, differentiate instruction, and implement push-in intervention as needed.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers will provide no less than the recommended and required instructional minutes according to the CDE Framework for ELA, ELD, Math, and Physical Education. Instruction may include integrated lessons in science and social studies.

TK: 180 minutes per school day
Kindergarten: ELA 60 minutes daily or 300 minutes weekly; ELD 30 minutes daily or 150 minutes weekly; Math 50–60 minutes daily or 250–300 minutes weekly; PE 100 minutes weekly (200 minutes for each 10 school days)
1st–3rd Grades: ELA 120 minutes daily or 600 minutes weekly; ELD 30 minutes daily or 150 minutes weekly; Math 50–60 minutes daily or 250–300 minutes weekly; PE 100 minutes weekly (200 minutes for each 10 school days)
4th–5th Grades: ELA 150 minutes daily or 750 minutes weekly; ELD 30 minutes daily or 150 minutes weekly; Math 50–60 minutes daily or 250–300 minutes weekly; PE 100 minutes weekly (200 minutes for each 10 school days)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers will continue working together with the Site Coordinator on an ongoing basis to adjust intervention lessons as needed through flexible targeted instructional groupings.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students will have access to appropriate standards-based instructional materials. Students will continue using Bridges Math to support California Common Core State Standards. The district will continue to review and refine instructional materials in content areas as needed.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers will continue using intervention materials such as Fountas and Pinnell intervention kits, Fundations, and Heggerty with students selected for targeted support based on assessments and teacher observations, as appropriate.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students identified as underperforming will receive intervention, including instructional-level reading in small targeted groups, scaffolded writing, phonics, word work, and English Language Development. Students in grades 1–5 will continue to have access to Homework Club four days each week, Monday through Thursday, as applicable. Students who continue to struggle may be referred to the Student Study Team process. Students may also be assessed by specialists to determine eligibility for an Individualized Education Program (IEP) or 504 Plan. IEPs and 504 Plans will be implemented accordingly.

Evidence-based educational practices to raise student achievement

The basis of the school's literacy program will continue to be Benchmark Advance. As a schoolwide instructional focus, teachers will continue to use PBIS, Second Step, and Responsive Classroom practices to support student engagement, behavior, and social-emotional growth. These practices help students develop self-awareness, self-regulation, and positive school behaviors.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Kings Mountain School will continue to work with the district and parent organization to provide additional support for underachieving students. The parent organization will continue to provide support for staffing and student learning needs as available. The district and other local resources will continue to support literacy intervention materials and student support services as appropriate.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and other stakeholders will continue to have opportunities to plan, implement, and evaluate programs through Kings Mountain Associated Parents (KMAP), School Site Council, and district collaboration opportunities.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorically funded services during the upcoming school year may include professional development, instructional materials, and other supports aligned to student and school needs.

Fiscal support (EPC)

Cabrillo Unified School District and KMAP will continue to provide fiscal support for the school site to support student achievement and implementation of the Essential Program Components.

Educational Partner Involvement

How, when, and with whom did the 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

Kings Mountain School Site Council reviews and monitors the Single Plan for Student Achievement (SPSA) throughout the 2025–26 school year. In accordance with California Department of Education guidelines, the entire school community is notified of meetings through the weekly newsletter and weekly calendar emailed each Friday afternoon. Because Kings Mountain is a small school, the council includes all certificated staff, classified staff, and three parent representatives.

The School Site Council meets approximately six times each year to review progress toward SPSA goals and inform school planning. As part of this process, the council examines trimester reading data, DIBELS screener results, CAASPP results, ELPAC scores, when applicable, and annual

school climate survey data. These discussions help the school monitor student progress, reflect on current needs, and make adjustments in support of continuous improvement.

Resource Inequities

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

The required needs assessment identified several areas of need reflected in the school's data analysis. These include strengthening structured literacy support for students performing below standard, providing supplemental English Language Development support for English Learners, if applicable, increasing student engagement, and expanding support to address the social-emotional needs of referred students. These areas help guide the school's planning and resource allocation in response to student needs.

School and Student Performance Data

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	2.38%	2.17%	4.35%	1	1	2
Asian	%	%	2.17%			1
Filipino	2.38%	2.17%	%	1	1	
Hispanic/Latino	19.05%	17.39%	13.04%	8	8	6
White	73.81%	73.91%	76.09%	31	34	35
Multiple/No Response	2.38%	2.17%	4.35%	1	1	2
			Total Enrollment	42	46	46

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		7	5
Kindergarten	10	6	5
Grade 1	8	11	7
Grade 2	8	8	9
Grade3	4	9	8
Grade 4	3	2	10
Grade 5	9	3	2
Total Enrollment	42	46	46

Conclusions based on this data:

1. Overall enrollment increased slightly, from 42 students to 46 students, showing a gain of 4 students.
2. Grade 4 had the largest increase, moving from 3 students to 10 students, which is a significant jump for one grade level.
3. Grade 5 enrollment decreased, dropping from 9 students to 2 students, showing the biggest decline in the data.

School and Student Performance Data

Student Enrollment
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	1	0	1	3.8%	2.4%	2.2%
Fluent English Proficient (FEP)	0	1	2	3.8%	0.0%	4.3%
Reclassified Fluent English Proficient (RFEP)				3.8%		

Conclusions based on this data:

1. English Learner enrollment remains very small, with only 1 EL student in 23-24, 0 in 24-25, and 1 in 25-26.
2. Fluent English Proficient students increased, moving from 0 students in 23-24, to 1 student in 24-25, and 2 students in 25-26.
3. The EL/FEP percentages are low overall, showing that only a small portion of the student population is identified as English Learner or Fluent English Proficient.

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	4	4	9	*	4	9	*	4	9		100	100
Grade 4	9	*	*	9	*	*	9	*	*	100.0		
Grade 5	10	9	*	10	9	*	10	9	*	100.0	100	
All Grades	23	16	14	21	15	14	21	15	14	91.3	93.8	100

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	38.10	53.33	35.71	42.86	40.00	50.00	19.05	6.67	7.14	0.00	0.00	7.14

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. ELA testing participation improved, moving from 91.3% in 22-23, to 93.8% in 23-24, and reaching 100% in 24-25.
2. The percentage of students meeting the standard increased, from 42.86% in 22-23, to 40.00% in 23-24, and then up to 50.00% in 24-25.
3. Most students are meeting or exceeding the ELA standard, with 85.71% of students in 24-25 either meeting or exceeding the standard.

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	4	4	9	*	4	9	*	4	9		100	100
Grade 4	9	*	*	9	*	*	9	*	*	100.0		
Grade 5	10	9	*	10	9	*	10	9	*	100.0	100	
All Grades	23	16	14	21	15	14	21	15	14	91.3	93.8	100

* 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11															
All Grades	N/A	N/A	N/A	52.38	40.00	21.43	14.29	40.00	28.57	33.33	20.00	42.86	0.00	0.00	7.14

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 11									
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Math testing participation improved, moving from 91.3% in 22-23, to 93.8% in 23-24, and reaching 100% in 24-25.
2. The percentage of students exceeding the standard decreased, from 52.38% in 22-23, to 40.00% in 23-24, and then to 21.43% in 24-25.
3. More students are now in the “nearly met” range, increasing from 20.00% in 23-24 to 42.86% in 24-25, showing that math may be an area for continued support.

School and Student Performance Data

ELPAC Results

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) web page or the 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
All Grades										*	*	

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
All Grades	*	*		*	*		*	*		*	*		*	*	

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
All Grades	*	*		*	*		*	*		*	*		*	*	

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
All Grades	*	*		*	*		*	*		*	*		*	*	

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
All Grades	*	*		*	*		*	*		*	*	

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
All Grades	*	*		*	*		*	*		*	*	

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
All Grades	*	*		*	*		*	*		*	*	

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
All Grades	*	*		*	*		*	*		*	*	

Conclusions based on this data:

1. ELPAC data is very limited, with most grade-level results suppressed or blank because the number of students tested is very small.
2. Only a few students were tested across the years, with results appearing mainly in Kindergarten and Grade 5, while most other grade levels show no reported data.
3. Because the student group is so small, it is difficult to identify clear trends, so this data should be reviewed alongside local information, classroom performance, and individual student progress.

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**
46	**17.4%**	**0.0%**	**0.0%**
Total Number of Students enrolled in Kings Mountain 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	0	0.0%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	8	17.4%
Students with Disabilities	4	8.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	2.2%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	1	2.2%
Hispanic	8	17.4%
Two or More Races	1	2.2%
Pacific Islander	0	0.0%
White	34	73.9%

Conclusions based on this data:

1. Kings Mountain Elementary had 46 students enrolled in 2024-25, showing it is a small school community.

2. The largest student group by race/ethnicity is White students, with 34 students, or 73.9% of the total enrollment.

3. Socioeconomically disadvantaged students make up 17.4% of enrollment, with 8 students identified, while English Learners, Foster Youth, and Homeless students were all reported at 0.0%.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics No Performance Color		

Conclusions based on this data:

1. Kings Mountain Elementary did not receive a performance color for ELA or Math, because there were fewer than 30 students included in the data.
2. The Dashboard data is limited for this small school, so local measures and classroom data will be important when reviewing student progress.

3. English Learner Progress and College/Career data were not reported, which means these areas do not currently have Dashboard performance information for the school.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	**English Learners**	**Long-Term English Learners**
No Performance Color 46.1 points above standard Declined 10.6 points 14 Students	No Performance Color 0 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. ELA performance is above standard overall, with students scoring 46.1 points above standard.
2. ELA performance declined from the previous year, dropping by 10.6 points, even though the school remains above standard.
3. No performance color was assigned because only 14 students were included, so the Dashboard data is limited and should be reviewed with local classroom data.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	
8.6 points above standard	0 Students	
Declined 16.9 points		
14 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		3 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. Math performance is above standard overall, with students scoring 8.6 points above standard.
2. Math performance declined from the previous year, dropping by 16.9 points, which shows math may need continued attention and support.
3. No performance color was assigned because only 14 students were included, so the Dashboard data is limited and should be reviewed with classroom and local assessment data.

School and Student Performance Data

Academic Performance
Science

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	English Learners	Long-Term English Learners
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. Science data is very limited, with only 3 students included in the All Students group.
2. No performance color was assigned because there were fewer than 30 students, and detailed results were not reported due to privacy rules.
3. Because there is not enough public Dashboard data, science progress should be reviewed using local classroom assessments, teacher observations, and student work samples.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
making progress.	making progress.
Number Students:	Number 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**

Conclusions based on this data:

1. English Learner Progress data was not reported on the 2025 Fall Dashboard.
2. There were not enough English Learner students to calculate progress, so no percentage or student count was provided.
3. Because Dashboard data is unavailable, English Learner progress should be monitored through local data, such as ELPAC results, classroom performance, teacher observations, and individual student language goals.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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. College/Career data was not reported on the 2025 Fall Dashboard.
2. This indicator does not apply to Kings Mountain Elementary, since College/Career readiness is based on the percentage of high school graduates who are considered “Prepared.”
3. Because there is no Dashboard data for this area, Kings Mountain can focus on age-appropriate readiness skills, such as academic growth, attendance, engagement, responsibility, and preparation for middle school.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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	English Learners	Long-Term English Learners
Green	No Performance Color	
8.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	
Declined 5.3	1 Student	
48 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		9 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 Green 8.8% Chronically Absent Declined 3.3 34 Students

Conclusions based on this data:

1. Chronic absenteeism is low overall, with 8.3% of students chronically absent.
2. Attendance improved from the previous year, with chronic absenteeism declining by 5.3 points.
3. The school received a Green performance level for chronic absenteeism, showing this is a relative strength, though continued attention is still important for individual students and small student groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. Graduation Rate data was not reported on the 2025 Fall Dashboard.
2. This indicator does not apply to Kings Mountain Elementary, since graduation rate is based on students completing high school.
3. Because there is no graduation data for this school, Kings Mountain can focus on early readiness skills, such as attendance, academic growth, responsibility, engagement, and preparation for middle school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	
Maintained 0%	1 Student	
49 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		9 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0% 35 Students

Conclusions based on this data:

1. Suspension rates are very low, with 0% of students suspended.
2. The school received a Blue performance level, which is the highest Dashboard rating for suspension rate.
3. This shows school climate and behavior support are a strength, and the school should continue using positive, relationship-based practices to maintain this progress.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement: Literacy Growth and Achievement

LEA/LCAP Goal

All students will develop the academic skills needed for college, career, and life, with a focus on literacy. This goal supports effective instruction, consistent implementation of academic standards, and equitable access to learning. Progress will be monitored regularly, and actions will be adjusted based on student needs.

Goal 1

All students will make measurable growth in reading and literacy skills and work toward meeting or exceeding grade-level benchmarks on DIBELS, Literably, and CAASPP ELA.

Identified Need

Kings Mountain students continue to demonstrate strong literacy achievement overall, but assessment data shows that reading growth is not consistent across all grade levels. DIBELS end-of-year data from 2024–25 showed strong growth in Kindergarten, 1st grade, and 3rd grade, while 2nd grade declined and 4th grade remained at 50% at or above benchmark. CAASPP ELA results also showed strong overall performance, with 85.71% of students meeting or exceeding standard in ELA. This data shows the need to maintain strong literacy instruction while providing targeted support for students who are below, near, or approaching benchmark. Students with IEPs and students demonstrating reading gaps will need regular progress monitoring, targeted intervention, and instructional adjustments based on assessment data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS and Literably Reading Assessments	DIBELS end-of-year data for the 2024–25 school year showed that student reading performance varied by grade level. Kindergarten increased from 20% at or above benchmark at BOY to 83% at EOY, 1st grade increased from 55% to 73%, and 3rd grade increased from 78% to 80%. Second grade declined from 74% to 62%, while 4th grade remained at 50% and 5th grade remained at 100% at or above benchmark.	By the end of the 2026–27 school year, students in grades K–5 will show growth from beginning-of-year to end-of-year reading assessments, with targeted improvement for students and grade levels below, near, or approaching benchmark.
CAASPP ELA, Grades 3–5	On the 2024–25 CAASPP, 85.71% of Kings Mountain students met or exceeded standard in ELA.	By the end of the 2026–27 school year, Kings Mountain Elementary will maintain strong ELA performance, with at least

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		85% of students in grades 3–5 meeting or exceeding standard on CAASPP ELA.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strengthen classroom literacy instruction through consistent use of adopted curriculum, small-group instruction, and instructional practices aligned to student needs. Teachers will use DIBELS, Literably, CAASPP, classroom performance, and student work to plan instruction and provide additional support or enrichment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1800	Other State/Local — RU 2026–2027
205	Local/LCAP — Yearly Library Book Funding, LCAP Goal 2 Action 1D
1000	Local — Unrestricted Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with targeted support for students with IEPs and students who are below, near, or approaching reading benchmark.

Strategy/Activity

Provide targeted reading support and regular progress monitoring for students who are below, near, or approaching benchmark. Staff will review reading data during the year and use the results to adjust instruction, provide intervention, and determine whether additional support is needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1000	Local — Unrestricted Funds

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 deleted.

ANALYSIS

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

During the 2025–26 school year, Kings Mountain continued to support literacy instruction through the use of adopted curriculum, classroom instruction, small-group support, DIBELS, Literably, CAASPP data, classroom assessments, and teacher observation. Students continued to demonstrate strong overall literacy achievement, as reflected in the 2024–25 CAASPP ELA results, where 85.71% of students met or exceeded standard.

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

There were no major differences between the intended implementation and budgeted expenditures. The school continued to use adopted curriculum and available assessment tools to support literacy instruction.

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.

For the 2026–27 school year, Kings Mountain will continue to focus on literacy growth and achievement while simplifying the goal so it is easier to monitor and sustain. The annual measurable outcomes have been reduced to two key measures: DIBELS/Literably reading growth and CAASPP ELA performance. These two outcomes will allow the school to monitor both reading progress across grades K–5 and overall ELA achievement in grades 3–5.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

Prepare students for college, career, and future success.

Goal 2

Kings Mountain students will build the academic and school readiness skills they need to be ready for middle school by the end of fifth grade. Progress will be measured using CAASPP, DIBELS/Literably, and teacher observation.

Identified Need

Kings Mountain wants to ensure students leave fifth grade ready for the academic and social demands of middle school. Current data shows strong academic performance overall, with 93.3% of students meeting or exceeding benchmark in ELA and 80% in Math, while 75% of students met or exceeded benchmark on DIBELS/Literably. Teacher observation and site coordinator assessment also showed that 66% of current fifth grade students demonstrate the social-emotional skills needed for middle school. This data shows the need to maintain strong academic instruction while also supporting students in building readiness skills such as organization, self-control, problem-solving, and working with others.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Readiness: CAASPP ELA and Math, Grades 3–5	In 2024–25, 93.3% of students met or exceeded benchmark in ELA and 80% met or exceeded benchmark in Math.	By the end of the 2026–27 school year, Kings Mountain will maintain strong academic performance, with at least 90% of students in grades 3–5 meeting or exceeding standards in ELA and at least 80% meeting or exceeding standards in Math.
Middle School Readiness: Teacher Observation and Site Coordinator Assessment, Grade 5	In 2024–25, 66% of current fifth grade students demonstrated the social-emotional skills needed for middle school.	By the end of the 2026–27 school year, at least 85% of fifth grade students will demonstrate the school readiness skills needed for middle school, including organization, self-control, problem-solving, and working with others.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide strong instruction in English Language Arts and Math to help students build the academic skills needed for middle school. Teachers will use CAASPP, DIBELS/Literably, classroom work, and teacher observations to adjust instruction and respond to student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1070	Other State/Local — RU 2026–2027
457	Other State/Local — RU Funds for FOSS Supplemental Materials
1457	Local — Unrestricted Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with focused attention on fifth grade students

Strategy/Activity

Support students in building the school readiness skills needed for middle school through teacher observation, classroom support, and regular check-ins focused on organization, self-control, problem-solving, and working with others.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	

	Local — Unrestricted Funds

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 deleted.

ANALYSIS

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

During the 2025–26 school year, the strategies and activities connected to this goal were not formally implemented or monitored through the SPSA process due in part to a change in leadership. As a result, there is limited evidence to determine the effectiveness of the strategies and activities as written.

However, the available academic data still provides useful information for planning. CAASPP results showed that 93.3% of students met or exceeded benchmark in ELA and 80% met or exceeded benchmark in Math. Teacher observation and site coordinator assessment also showed that 66% of current fifth grade students demonstrated the social-emotional skills needed for middle school. Moving forward, this goal will be simplified so that it is clear, measurable, and realistic to implement and monitor during the school year.

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

There were no major differences.

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.

No major changes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Implement a stakeholder communication plan to support parental involvement.

LEA/LCAP Goal

Implement a communication plan to support parental involvement.

Goal 3

Kings Mountain School will increase community and parent awareness and understanding of school programs and events.

Identified Need

Kings Mountain has a strong history of family and community involvement in school events and activities. Available data from prior years shows high participation in events such as Open House and class performances, while family survey participation and volunteer involvement were lower. This suggests a need for consistent communication and simple opportunities for families to stay informed, participate, and provide feedback. Based on past patterns, it is reasonable to expect that these areas will continue to be important in the coming school year. Kings Mountain will continue to strengthen school-home communication and family involvement through clear communication, school events, volunteer opportunities, and family feedback.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Participation in School Events	In 2024–25, 93% of families and community members participated in Open House and class performances.	By the end of the 2026–27 school year, Kings Mountain will maintain strong family participation, with at least 95% of families participating in major school events.
Family Engagement and Feedback	In 2024–25, 9 Panorama family surveys were submitted and 33% of families volunteered for art, field trips, and cooking.	By the end of the 2026–27 school year, Kings Mountain will increase family engagement and feedback, with at least 20 family survey responses and increased family volunteer participation.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Provide clear and consistent communication to families through the school newsletter, Google Group, website updates, and school event information so families stay informed about programs, events, and opportunities for involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
82	LCFF — Family Engagement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Create regular opportunities for family participation and feedback through school events, volunteer opportunities, and family surveys to strengthen school-home connection and increase parent involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	No additional cost

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 deleted.

ANALYSIS

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

During the 2025–26 school year, the strategies and activities connected to this goal were not formally implemented or monitored through the SPSA process due in part to a change in leadership. As a result, there is limited evidence to determine the effectiveness of the strategies and activities as written.

Kings Mountain did continue to communicate with families and hold school events, which helped maintain school-home connection. However, because this work was not monitored as part of a formal SPSA process, the school does not have clear evidence of the effectiveness of the strategies in relation to this goal. Moving forward, this goal will be simplified so that communication, family participation, and family feedback can be more clearly implemented and monitored during the school year.

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

The major difference between the intended implementation and actual implementation was that the goal was not formally monitored through the SPSA process during the year. As a result, there is limited information about how consistently the planned strategies were carried out or how effective they were.

Moving forward, the goal will be narrowed to two focused strategies: clear and consistent communication with families, and regular opportunities for family participation and feedback. This will make the work easier to implement, track, and review during the school year.

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.

For the 2026–27 school year, Kings Mountain will continue to focus on strengthening communication and family involvement, but the goal has been simplified to make it more manageable and sustainable. The annual measurable outcomes have been reduced to two key measures: family participation in major school events and family engagement through feedback and volunteer participation.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive School Climate

LEA/LCAP Goal

Create a positive school climate where students are safe and supported.

Goal 4

Kings Mountain School will continue to strengthen a positive, safe, and inclusive school climate where students feel respected, supported, and welcomed. The school will continue to promote respect for differences and help students build the social-emotional skills needed to contribute to a caring school community.

Identified Need

Kings Mountain wants to continue building a school climate where students feel safe, included, and supported. Prior school climate information shows many positive signs, including students reporting that they know who to talk to when they need help and that classroom and playground rules are clearly explained. At the same time, the school wants to keep strengthening students' sense of belonging, comfort in expressing themselves, and feeling welcome when joining others in play and school activities. This shows an ongoing need for clear schoolwide expectations, social-emotional learning, and intentional support for respectful and inclusive interactions among students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate and Belonging Survey	Prior climate information showed that 94% of students reported feeling welcome joining other kids' games, and 89% reported feeling comfortable expressing their opinions in class.	By the end of the 2026–27 school year, at least 95% of students will report feeling welcome, safe, and included at school.
Social-Emotional Learning / Behavior Support	Prior school climate information showed strong student understanding of who to talk to for help and of classroom and playground rules.	By the end of the 2026–27 school year, Kings Mountain will maintain strong schoolwide support systems, with at least 90% of students demonstrating understanding of school expectations, support systems, and respectful behavior.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Teach and reinforce clear schoolwide expectations for respectful, safe, and inclusive behavior through PBIS, classroom routines, and schoolwide support practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
123	Local/LCAP — PBIS Funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Provide regular social-emotional learning and school climate support through classroom lessons, relationship-building activities, and staff support focused on inclusion, bullying prevention, respect for differences, and positive peer interactions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	No additional cost

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 deleted.

ANALYSIS

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

During the 2025–26 school year, the strategies and activities connected to this goal were not formally implemented or monitored through the SPSA process due in part to a change in leadership. As a result, there is limited evidence to determine the effectiveness of the strategies and activities as written. Prior school climate information still provides helpful context for planning. Students reported strong understanding of who to talk to when they feel uncomfortable, clear understanding of classroom and playground rules, and generally positive feelings about those rules. At the same time, some responses showed a need to continue strengthening students' sense of belonging, comfort expressing opinions, and feeling welcome when joining others in play and school activities. Moving forward, this goal will be simplified so it is clear, measurable, and realistic to implement and monitor during the school year.

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

The major difference between the intended implementation and actual implementation was that the goal was not formally monitored through the SPSA process during the year. As a result, there is limited information about how consistently the planned strategies were carried out or how effective they were. For the revised plan, the work has been simplified into two broader and more sustainable areas: clear schoolwide expectations and support, and social-emotional learning focused on respect, inclusion, and positive peer interactions. This will make the goal easier to implement, track, and review during the school year.

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.

For the 2026–27 school year, Kings Mountain will continue to focus on a positive, safe, and inclusive school climate, but the goal has been simplified to make it more manageable and sustainable. The annual measurable outcomes have been reduced to two key measures: student perceptions of school climate and belonging, and student understanding of school expectations and respectful behavior.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$7,694.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
	$7,694.00

Subtotal of state or local funds included for this school: $7,694.00

Total of federal, state, and/or local funds for this school: $7,694.00

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
LCFF - Supplemental	96.00	96.00
Unrestricted	4042.00	4,042.00

Expenditures by Funding Source

Funding Source	Amount
	7,694.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,075.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		7,694.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,005.00
Goal 2	3,484.00
Goal 3	82.00
Goal 4	123.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

Name of Members	Role
David Jones	Principal
Kate Berkowitz	Classroom Teacher
Lesli Schmutz	Other School Staff
Aisha Baro	Parent or Community Member
Jennifer Murray	Parent or Community Member
Matthew Spigelman	Classroom Teacher
Melissa Godoy	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5/21/2026.

Attested:

Principal, David Jones on 5/21/2026

SSC Chairperson, Aisha Baro on 5/21/2026

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019