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
Farallone View Elementary School	41 68890 6043632	5/21/2026	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
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

The purpose of this plan is to identify the academic needs of students, establish goals to address those needs, and outline a plan as to how our school site will spend specific funds in support of those goals.

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.

School site and district staff will work together to ensure that we meet ESSA (Every Student Succeeds Act) requirements by providing sufficient support for all students' academic achievement and progress towards proficiency in the state's academic standards and California Dashboard Indicators. Our school goals, as outlined in this plan, will guide the entire educational program of our school and are aligned with the goals of the LCAP regarding student outcomes as well as student and parent engagement.

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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).

In the Spring of 2026, our School Site Council (SSC) met to discuss our California School Dashboard data from the previous school year to determine potential areas of focus within our SPSA for the coming school year. English Language Arts was identified as the first priority for improvement based on CAASPP data. Suggestions include the following:

- Decrease the chronic absenteeism rate
- Focus on equity with regard to academic achievement (as measured by CAASPP)

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

Formal observations take place according to the Cabrillo Unified Teacher Association contract. Informal observations occur at various points throughout the school year. This year, there will be a particular focus on engagement as well as addressing the needs of the English Learners and students with special needs in order to support equitable access to academic content.

Formal classroom observations are conducted at regular intervals according to each teacher's evaluation cycle. The principal and teacher engage in conversations about the evaluation process as well as principal feedback after formal observations. Informal classroom observations are conducted at various intervals throughout the school year after which the teacher receives a note of feedback or engages in a brief conversation with the principal.

This year, one key focus in grades K-3 will be our English Language Arts instructional block to ensure that students receive comparable literacy instruction at each elementary school within Cabrillo Unified School District.

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 are tested using the English Language Proficiency Assessments for California (ELPAC). The information gathered from the ELPAC as well as teacher observations and local assessments is used by teachers to provide appropriate language supports to ensure that our English Learners are able to access the curriculum. This year, we plan to continue our usage of Lexia Core 5 to provide additional support and targeted assessments.

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

The Brigance test will be administered to all Transitional Kindergarten and Kindergarten students within the first month of the school year. This allows teachers to immediately determine the areas in which students need additional support to promote growth and progress at their individual academic level. Primary teachers also use classroom assessments that measure concepts about print, phonemic awareness and high-frequency words.

The Dibels 8th is a quick “Universal Screener” to identify deficits in reading ability among our students. These assessments are administered three times per year and assess a variety of skills such as identifying letter names and sounds, reading decodable and non-decodable words, and reading a book. Students’ scores are used to determine if additional interventions are needed and what skill areas need to be supported.

All Farallone View students are given reading assessments to measure their reading skills. The assessment data is used by teachers to create flexible reading groups. At the site level, these assessments are used to identify target students who would benefit from additional reading supports, accommodations, and/or interventions. Any progress or lack of progress is monitored to determine eligibility to tiered support within our Multi-Tiered Systems of Support (MTSS).

Our school district offers summer school for students who are reading below grade level (income limits apply). Additionally, we hope to continue offering our after-school Art and Science Enrichment Clubs in support of our English Learners, at-promise students, and students in need of social-emotional support.

Teachers utilize common curriculum in English Language Arts (Benchmark Advance) and Math (Bridges). Both sets of curricula offer teachers an opportunity to monitor student progress and modify instruction based on local assessment data. During the 2025-2026 school year, CUSD established a Math Curriculum Adoption Committee and teachers at each grade level piloted two potential new curricula. The adoption of a new Math curriculum will take place soon as will professional development for teachers that will support them in our new curriculum implementation.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Farallone View teachers meet the requirements for highly qualified staff.

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

All Farallone View teachers are appropriately credentialed. All of our teachers are highly experienced as well, most having taught for over a decade. During the 2025-2026 school year, our general education teachers engaged in professional development centered on DIBELS Screening & Data Analysis, continued Science of Reading training, continued Newline Interactive Monitor training, Math Frameworks (in partnership with San Mateo County Office of Education), as well as Structured Collaboration/Articulation Time.

At the start of the 2025-2026 school year, we had three additional teachers join our faculty to accommodate increasing enrollment at Farallone View. New teachers received proper training and participated in regularly scheduled orientation meetings with school administration.

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

One of our staff development sessions involved a DIBELS administration debriefing after teachers administered the screener for their own students for the first time. This debriefing was followed by a discussion about how to use the results to inform instructional changes and provide more individualized instruction to students based on their assessed performance. We also focused on incorporating additional strategies aligned with the Science of Reading in order to support students with dyslexia and other reading challenges.

Structured collaboration and/or articulation time provided teachers the opportunity to compare and exchange effective instructional strategies, identify current and potential common assessments to assess student performance uniformly across the district, discuss what support teachers need at the administrative level to implement effective change within their classroom, determine ways to better support our students in accessing grade-level content standards and prepare them for the following school year, etc.

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

Teachers at Farallone View receive a variety of instructional assistance and support funded from different sources including district, site, Big Lift, Cabrillo Education Foundation, and Parent Teacher Organization funds. These supports include, but are not limited to, targeted professional development, a paraprofessional for the Resource Specialist Program, and paraprofessionals for our Transitional Kindergarten and Kindergarten classes. In addition, CUSD's Big Lift Literacy Specialist/Resource Specialist Program Teacher worked closely with K-5 teachers this year to identify potential Tier I and Tier II interventions for students based on DIBELS screener data.

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

Teachers collaborate with their colleagues and/or in grade-level band teams on a regular basis. Tuesdays are minimum days and provide teachers an opportunity for weekly collaboration.

Teaching and Learning

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

Currently, the school is deepening the implementation of the Common Core Standards (CCSS) for English Language Arts and Mathematics. For several years, the district has utilized a Common Core Standards-based report card. Or school district is in the process of revising our elementary report cards to make them more streamlined, easier to interpret, and more aligned with current expectations with regard to students' academic performance. We continue to adapt our current curricular and instructional materials to ensure that they are in alignment with the CCSS. We continue to offer one-to-one devices (tablets in grades TK-1 and Chromebooks in grades 2-5) to provide additional academic support and enrichment.

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

Classrooms have a minimum of 150 minutes of English Language Arts and 60 minutes of Math daily.

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

The teachers work together with the principal and enrichment teachers/specialists to develop flexible schedules to accommodate interventions.

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

Farallone View teachers utilize standards-based curriculum and instructional materials to support all student groups in the general education setting.

The Resource Specialist Program teacher uses Wilson Fundations curriculum, Fountas & Pinnell intervention kits, as well as Bridges intervention materials with students who have IEP plans.

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

For Mathematics instruction, Cabrillo Unified School District teachers use Bridges curriculum as a foundation for instruction at the elementary level. We are scheduled for new curriculum adoption in Math for the coming school year.

For English Language Arts, teachers use Benchmark Advance curriculum. In addition, our K-2 teachers used Wilson Fundations and Heggerty as supplementary curricula for structured literacy.

Opportunity and Equal Educational Access

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

Students who are recognized as underperforming receive Tier 1 Response to Intervention (RTI) strategies, including reading books within the students' zone of proximal development (ZPD), small targeted reading groups, scaffolding, extended review, integrated English Language Development support, and more. Our after-school enrichment clubs are offered to all students in Grades 1-5 with our at-promise students remaining a priority for admission into the program. We are hoping to offer these clubs to all students next year with the support of our Parent Teacher Organization. Students who continue to struggle even with these supports in place may be referred to the Student Study Team (SST) process and may receive additional Tier 2 MTSS resources including mental health services, small group reading support, and/or consultation with the School Psychologist and/or Resource Specialist Teacher. If Tier 2 MTSS resources do not result in adequate progress, students may be evaluated for a 504 plan or assessed by the School Psychologist, Resource Specialist, Speech Therapist, Occupational Therapist, and/or other specialists to determine eligibility for an Individual Education Plan (IEP). IEPs and 504 Plans are implemented accordingly.

In addition, our school has engaged in a multi-year process of refining a similar pyramid of services through the Positive Behavioral Interventions and Supports (PBIS) model to improve positive behavior across the school. Upon completion of this process, we were recognized by the California PBIS Recognition System for our successful PBIS implementation at the BRONZE level in 2024. Any students with an identified need for positive behavioral supports and interventions receive Tier 2 support. Designated staff provide support on reviewing these students' daily goals and providing positive recognition of their achievements. Students at this stage will receive additional services at the beginning of the day (check in) to make sure that they have an opportunity to convey any potential concerns as well as to remind them of and focus on their goals for the day. Before dismissal, the same staff member will spend time with the student to discuss challenges or successes during that day (check out).

Evidence-based educational practices to raise student achievement

The foundation for our literacy program is Benchmark Advance curriculum across all grade levels, with all teachers having received training and resources based on this curriculum. In addition to utilizing this curriculum, our Kindergarten through 3rd Grade teachers often utilize Wilson Fundations and Heggerty curriculum for focused, targeted literacy skill-building. In Math, most of our teachers have been trained in Common Core strategies for math through the Silicon Valley Math Initiative (SVMI) and all received training on the 2023 California Math Frameworks. Currently, Math instruction is rooted in Bridges Math curriculum which offers students the opportunity to use manipulatives when solving Math problems as well as multiple means of arriving at the same answer.

Parental Engagement

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

Farallone View has a long history of partnership with a variety of community organizations to assist under-achieving students including: Ayudando Latinos a Soñar (ALAS), San Mateo County Big Lift, and Cabrillo Education foundation (CEF). In the 2025-2026 school year, CUSD elementary schools hired a counselor at each school site to provide academic and social-emotional support to students on a more consistent basis.

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 have various opportunities to plan, implement, and evaluate programs through participation in groups including: the Friends of Farallone Parent Teacher Organization (FOFPTO), the District English-Language Learner Advisory Committee (DELAC), School Site Council, Farallone View Site Leadership Team, as well as site-wide and district-wide collaboration meetings.

Funding

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

Categorically-funded services previously included the Intervention supports funded through Title I, primarily. This included professional development and curriculum to target both English Learners and students performing below grade level. Our site is no longer considered a Title I school, however, due to our student demographics. Through district-wide professional development opportunities, Farallone View staff have received training to support our at-promise and underperforming students.

Fiscal support (EPC)

Farallone View reviews LCFF Base funding (RU) to provide sufficient support to all of our students and to our designated subgroups of students. We also deployed Proposition 28 funding to hire a part-time Visual and Performing Arts (VAPA) teacher.

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

Our Single Plan for Student Achievement (SPSA) involves a constant process of inquiry, revision, and collaboration among district-wide stakeholders. Some of our stakeholder groups are the District English Learner Advisory Committee (DELAC), our Parent Teacher Organization (PTO), and the School Site Council (SSC) which is made up of parents, certificated and classified staff, and the school principal.

Suggestions for consideration from the March 19, 2026 Farallone View School Site Council Meeting include:

- Clearly communicate attendance expectations for TK/K
- Clearly communicate vacation/travel expectations during school breaks only, when possible
- Identify which grades might need more of a boost in their academic skills and provide some support (e.g. first and second grade prior to assessment in third grade)
- Additional enrichment opportunities right before summer to prevent a summer “slide”/regression
- Make sure all students have library cards
- Clear communication about available resources for struggling students (e.g. counseling, SST, etc.)
- Clear communication about school events, routines, expectations as well as PTO events - a booklet or flyer with key info (more paper/easel, less digital)

Resource Inequities

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

Resource inequities are reflected in the data analysis and highlight needs to support structured literacy for students performing below standard, to increase English Language Development among English Learners via supplemental supports, to increase student engagement, to provide additional supports in addressing the social-emotional needs of referred students, and to improve school climate with regard to attendance and suspension. These areas are defined as areas of need within the CA Accountability Dashboard.

School and Student Performance Data

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Farallone View 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
Asian	0.64%	%	0.51%	1		1
Hispanic/Latino	15.38%	19.21%	19.49%	24	34	38
White	72.44%	67.80%	69.23%	113	120	135
Multiple/No Response	11.54%	12.99%	10.77%	18	23	21
			Total Enrollment	156	177	195

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		34	30
Kindergarten	25	16	36
Grade 1	25	25	20
Grade 2	23	24	27
Grade3	30	25	26
Grade 4	23	30	25
Grade 5	30	22	31
Grade 9		1	
Total Enrollment	156	177	195

Conclusions based on this data:

1. Our enrollment has increased over the past two school years. We attribute this increase in student enrollment to such factors as our retention of qualified teachers, recent campus modernization, and high CAASPP scores.

2. Student enrollment was at its lowest during the 2023-2024 school year. With the reinstatement of our Transitional Kindergarten program as well as enrollment boundary changes for the 2024-2025 school year, Farallone View's enrollment surpassed that of the past three years with a total of 177 students. Current student enrollment is closer to 200 students (May 2026). In spite of previous demographer's reports reflecting declining enrollment district-wide, Farallone View's enrollment has increased.

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	8	6	6	7.9%	5.1%	3.1%
Fluent English Proficient (FEP)	6	7	10	4.9%	3.8%	5.1%
Reclassified Fluent English Proficient (RFEP)				%		

Conclusions based on this data:

1. Given the low number of English Learners at our site, the reclassification rate (not listed here) is decent. We attribute this to our continued Tier I supports for our English Learners as well as our integrated English Language Development efforts. We also continued our ELPAC test prep sessions for our English Learners this year.

   For historical context, the number of English Learner students at our school site decreased at the start of the 2020-2021 school year given the fact that Cabrillo Unified School District discontinued busing for students as of Fall 2020 based on budget concerns at the time as well as parent input. This significantly impacted the enrollment of English Learners at our school site.

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	25	30	25	25	30	25	25	30	25	100.0	100	100
Grade 4	33	23	32	32	23	32	32	23	32	97.0	100	100
Grade 5	29	30	22	28	30	22	28	30	22	96.6	100	100
All Grades	87	83	79	85	83	79	85	83	79	97.7	100	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	2467.	2454.	2431.	48.00	26.67	28.00	28.00	30.00	28.00	4.00	30.00	28.00	20.00	13.33	16.00
Grade 4	2520.	2529.	2502.	53.13	56.52	37.50	21.88	13.04	28.13	12.50	17.39	21.88	12.50	13.04	12.50
Grade 5	2548.	2545.	2590.	35.71	43.33	59.09	39.29	23.33	27.27	14.29	16.67	9.09	10.71	16.67	4.55
All Grades	N/A	N/A	N/A	45.88	40.96	40.51	29.41	22.89	27.85	10.59	21.69	20.25	14.12	14.46	11.39

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	*	23.33	*	*	73.33	*	*	3.33	*
Grade 4	50.00	*	34.38	37.50	*	62.50	12.50	*	3.13
Grade 5	*	23.33	*	*	73.33	*	*	3.33	*
All Grades	42.35	27.71	31.65	50.59	68.67	62.03	7.06	3.61	6.33

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	*	20.00	*	*	66.67	*	*	13.33	*
Grade 4	25.00	*	9.38	59.38	*	78.13	15.63	*	12.50
Grade 5	*	16.67	*	*	70.00	*	*	13.33	*
All Grades	27.06	20.48	13.92	57.65	67.47	72.15	15.29	12.05	13.92

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	*	13.33	*	*	80.00	*	*	6.67	*
Grade 4	18.75	*	9.38	71.88	*	81.25	9.38	*	9.38
Grade 5	*	33.33	*	*	66.67	*	*	0.00	*
All Grades	21.18	22.89	16.46	70.59	72.29	73.42	8.24	4.82	10.13

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	*	26.67	*	*	70.00	*	*	3.33	*
Grade 4	37.50	*	15.63	50.00	*	75.00	12.50	*	9.38
Grade 5	*	50.00	*	*	40.00	*	*	10.00	*
All Grades	29.41	39.76	21.52	62.35	54.22	69.62	8.24	6.02	8.86

Conclusions based on this data:

1. 68.36% of our third-fifth grade students met or exceeded standard for the 2025 ELA CAASPP overall. This is an increase of 4.51% compared to the 2024 ELA CAASPP. Over the past three years, our district's literacy instruction been centered in the Science of Reading. Teachers have become more comfortable with this approach to literacy instruction. These factors may have had an impact on CAASPP scores.
2. The percentage of students who did not meet standard overall as measured by the ELA CAASPP has been higher at the third grade level compared to fourth and fifth grades. While this is to be expected with our third grader's first CAASPP assessment experience, this discrepancy shows that there is still work to be done to better support our students taking CAASPP for the first time.
3. Our 3rd - 5th grade students continue to perform the best in the area of Reading (Demonstrating understanding of literary and non-fictional texts) on the ELA CAASPP assessment. One possible explanation could be attributed to the efforts of our Cabrillo Literacy Initiative these past few years. CUSD teachers have refined our English Language Arts instructional block using Benchmark, Heggerty, and Fundations curriculum to develop students' literacy skills.

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	25	30	25	25	30	25	25	30	25	100.0	100	100
Grade 4	33	23	32	32	23	32	31	23	32	97.0	100	100
Grade 5	29	30	22	29	30	22	29	30	22	100.0	100	100
All Grades	87	83	79	86	83	79	85	83	79	98.9	100	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	2468.	2463.	2427.	36.00	33.33	12.00	32.00	30.00	36.00	20.00	23.33	36.00	12.00	13.33	16.00
Grade 4	2522.	2536.	2523.	32.26	43.48	40.63	41.94	39.13	34.38	22.58	8.70	15.63	3.23	8.70	9.38
Grade 5	2541.	2545.	2568.	31.03	36.67	45.45	27.59	23.33	31.82	24.14	30.00	22.73	17.24	10.00	0.00
Grade 11															
All Grades	N/A	N/A	N/A	32.94	37.35	32.91	34.12	30.12	34.18	22.35	21.69	24.05	10.59	10.84	8.86

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	*	40.00	*	*	53.33	*	*	6.67	*
Grade 4	35.48	*	46.88	54.84	*	37.50	9.68	*	15.63
Grade 5	*	23.33	*	*	70.00	*	*	6.67	*
Grade 11									
All Grades	32.94	38.55	36.71	52.94	55.42	50.63	14.12	6.02	12.66

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	*	46.67	*	*	40.00	*	*	13.33	*
Grade 4	35.48	*	40.63	61.29	*	50.00	3.23	*	9.38
Grade 5	*	23.33	*	*	70.00	*	*	6.67	*
All Grades	32.94	33.73	35.44	57.65	54.22	54.43	9.41	12.05	10.13

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	*	30.00	*	*	53.33	*	*	16.67	*
Grade 4	25.81	*	37.50	64.52	*	53.13	9.68	*	9.38
Grade 5	*	33.33	*	*	56.67	*	*	10.00	*
All Grades	23.53	36.14	24.05	70.59	53.01	62.03	5.88	10.84	13.92

Conclusions based on this data:

1. While we maintained the combined percentage of students who met or exceeded standard on the Math CAASPP assessment overall for the past two years, there was a dip in the percentage of students who exceeded standard. This may suggest that learning extension opportunities may be in order for our students who demonstrate proficiency in Math.
2. The percentage of students scoring below standard in the area of Communicating Reasoning (Demonstrating ability to support mathematical conclusions) has been increasing each year for the past few years. This suggests that additional supports are needed in this area.
3. 3rd - 5th grade students performed the best in the area of compared to that of Problem Solving & Modeling/Data Analysis (Using appropriate tools and strategies to solve real world and mathematical problems) in 2025. The introduction of the Reflex Online program for our 2nd - 5th grade classrooms may be attributed to an increase in students' Math fact fluency and therefore more accurate problem-solving.

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
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
All Grades										9	7	6

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
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
K		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
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
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
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
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
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
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
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
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. 2025 Summative ELPAC data is not displayed due to the small number of English Learners on campus that year.

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**
177	**6.2%**	**3.4%**	**0.0%**
Total Number of Students enrolled in Farallone View 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	6	3.4%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	11	6.2%
Students with Disabilities	11	6.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	34	19.2%
Two or More Races	23	13%
Pacific Islander	0	0.0%
White	120	67.8%

Conclusions based on this data:

1. Our student population in 2024-2025 was comprised of three major ethnic groups: White (67.8%), Hispanic (19.2%), and students of two or more races (13%).

2. We have a low percentage of students with disabilities (6.2%), English Learners (3.4%), and students who are considered socioeconomically disadvantaged (6.2%). While these percentages are low, these students will most likely require additional support to ensure their academic success and social-emotional wellbeing on campus.

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.

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

Red
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 Green	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Based on the Fall Dashboard Overall Performance for All Students, our overall suspension rate is ranked low (as it has been in previous years, as well). This may be a testament to our continued implementation and monitoring of Positive Behavioral Interventions and Supports (PBIS) as well as the training of our noon duty supervisors on the playground.

2. Our academic performance ratings in English Language Arts and Math continue to be in the higher ranges. We will continue to offer Tier I, II, and III supports to students via our Multi-Tiered Systems of Supports (MTSS) to maintain these high ratings.

3. Our chronic absenteeism was in the orange range. This suggests additional measures of student and family engagement may be in order.

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	1

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
Green	No Performance Color	
39.7 points above standard	Fewer than 11 students - No Data for Privacy	
Maintained -1.9 points	4 Students	
75 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
		8 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 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 10 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color 0 Students	 Blue 49.3 points above standard Increased 10.9 points 56 Students

Conclusions based on this data:

1. CAASPP-eligible students maintained their ELA performance overall. This may suggest that our instruction and supports for students were consistent.

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	1

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
Green	No Performance Color	
26.9 points above standard	Fewer than 11 students - No Data for Privacy	
Declined 3.3 points	4 Students	
75 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
		8 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 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 10 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color 0 Students	 Blue 38.5 points above standard Increased 4.4 points 56 Students

Conclusions based on this data:

1. Our overall student performance on the Math CAASPP assessment declined slightly, suggesting that additional supports are needed in Math.

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	No Performance Color	No Performance Color
74.3 science points	0 Students	0 Students
Increased 11.8 points		
22 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
		1 Student

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 Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 0 Students	No Performance Color 76.1 science points Increased 12.6 points 19 Students

Conclusions based on this data:

1. Our fifth grade students' CAASPP performance increased significantly. This may be attributed to our TK-4th grade Science specialist and our 5th grade Science specialists' instruction.

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**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 4 Students	Number Students: 0 Students

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

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

Conclusions based on this data:

1. Due to the low number of English Learners at our school, data breakdown is not available via CA Dashboard/CDE. However, English Learner progress is closely monitored and students are provided with several interventions in an effort to better support their English language development and acquisition.

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. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

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**
 Orange 12% Chronically Absent Increased 0.5 175 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 27.3% Chronically Absent Increased 10.6 22 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
5.6% Chronically Absent	0 Students	0 Students
Declined 1.6		
18 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	6.7% Chronically Absent
		Declined 18.3
		30 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
13.6% Chronically Absent	0 Students	13% Chronically Absent
Increased 2.5		Increased 4.2
22 Students		123 Students

Conclusions based on this data:

1. Our overall percentage of chronic absenteeism for the school year increased slightly. This continues to be an area for improvement district-wide and state-wide.
2. The rate of chronically absent students decreased for only one of the three major ethnic groups at Farallone View last year. This suggests that there continues to be a need for additional supports to keep our students engaged in school.

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. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

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
Green	No Performance Color	
0.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	
Declined 0.7%	8 Students	
177 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	4.2% suspended at least one day
		Increased 4.2%
		24 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	0 Students	0 Students
Declined 7.1%		
18 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	3.2% suspended at least one day
1 Student		Increased 3.2%
		31 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Declined 1.8%
22 Students		123 Students

Conclusions based on this data:

1. Our suspension rate decreased. This may be attributed to our school's continued focus on social-emotional (SEL) supports for students. Our school staff actively employ restorative practices when addressing negative student behaviors. We actively advocate for, support, and offer referrals for students, families, and/or staff that need accommodations or scaffolding.
2. The suspension data shown above suggests that additional SEL supports are needed for our Hispanic students and students who are socioeconomically disadvantaged.

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

Student Achievement (Academic and Social Emotional): Literacy

LEA/LCAP Goal

LCAP Goal 1: (ACADEMIC IMPROVEMENT) The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, and provide opportunities for all students to access courses.

These areas will be evaluated regularly to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Goal 1

The percentage of all students at or above end-of-year grade level benchmark in reading in Kindergarten through fifth grade, as measured by the DIBELS 8th Edition screener, will increase by at least 10% from the baseline.

Identified Need

Based on DIBELS 8th Edition screeners administered in Kindergarten through third grade, we have a noteworthy percentage of students who score well below or below benchmark in Reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS 8th Edition screeners	Percentage of students at or above end-of-year grade level benchmark as measured by DIBELS screener Beginning-of-Year Baseline: 62% in 2024-2025 SY End-of-Year Actual Outcome: 72% in 2024-2025 SY = Increase of 10% overall* *NOTE: 4th and 5th grade students did not begin DIBELS screening until 2024-2025 school year.	At least a 10% increase overall from the beginning-of-year baseline to the end-of-year screening

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

School staff will host Family Engagement Nights in an effort to provide tools/strategies to parents that focus on structured literacy, reading, and/or Math at home.

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)
250	Unrestricted 1000-1999: Certificated Personnel Salaries Hourly rate for 2 certificated staff members to lead 2 Family Engagement Nights (Literacy & Math)
406	LCFF - Supplemental 4000-4999: Books And Supplies Books and supplies needed for Family Engagement Nights
200	Unrestricted 4000-4999: Books And Supplies Books and supplies needed for Family Engagement Nights

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

Teachers will engage in data chats with our district-wide literacy specialist at least twice per year in order to determine reading enrichment and/or intervention strategies.

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)
1,824.60	Unrestricted 1000-1999: Certificated Personnel Salaries 60 half-hour sessions of 1:1 tutoring will be made available by certificated staff for at-promise learners identified in post-DIBELS administration data chats.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In addition, classroom teachers keep track of their students' reading time by logging completion rate and minutes read weekly. Teachers will report minutes to the principal so that we can provide recognition of students' reading efforts via the weekly announcements.

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)

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 school year, teachers or district staff assess students' reading abilities at least once per academic trimester. Based on student reading assessment data as well as DIBELS 8th Edition screener data, teachers implement additional strategies to meet students' identified learning needs as well as determined if additional supports were needed such as small group instruction, enrichment clubs, etc. Students continued to work through the Lexia online literacy program both at school and at home. Farallone View hosts Family Engagement Nights for Math and literacy, as well.

With the district-wide expansion of the DIBELS 8th Edition screener to include 4th and 5th grades in 2024-2025, a baseline for all of these grades was recorded in Fall 2024 as 62% of K-5th grade students performed at or above benchmark on the beginning-of-year screener. The overall percentage of K-5th grade students students performing at or above benchmark by the end of the year as measured by the DIBELS screener was 72%. This is an increase of 10%, which emphasizes the fact that we surpassed our expected outcome overall. Each grade level saw more than a 5% increase in the number of students performing at or above benchmark on the DIBELS screener with the exception of one grade who maintained the same percentage of 90%. This suggests that the strategies implemented under this goal were quite successful and more supports are still needed for our struggling readers.

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

All of the strategies for Goal 1 of the 2025-2026 SPSA were implemented during that school year.

The Big Lift provided materials for our 2026 Family Literacy Night.

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.

CUSD is currently implementing a research-based shift in reading instruction that uses data from a universal screener (DIBELS 8th) as well as additional reading assessments to provide direct, structured, and systematic instruction. With this shift to the Science of Reading, there has been less focus on students' independent reading level as measured by Fountas & Pinnell or Literably. Fall DIBELS 8th screener data will be our K-5 baseline. We will shift to an overall percentage increase rather than a grade-by-grade breakdown and increase that percentage for the expected outcome given the actual outcome of the 2024-2025 DIBELS screener data. Grade and class-specific data review will take place during internal meetings with school staff.

The total amount of funds needed for family engagement night supplies will be increase slightly for the coming school year to reflect actual expenditures during the previous school year.

Additional funds were allocated to one strategy to provide teachers the opportunity to offer 1:1 tutoring to struggling readers.

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

At-Promise Students: Reclassification, Academic Achievement, and Engagement

LEA/LCAP Goal

LCAP GOAL 2: There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economically Disadvantaged.

Goal 2

The number of English Learner students who earn an overall score of 4 on the ELPAC assessment (and are therefore able to be reclassified as Fluent English Proficient) will increase by at least 10% as measured by district reclassification criteria.

Identified Need

As measured by our 2025 ELPAC assessment data, most of our students' English proficiency is somewhat or moderately developed (Expanding stage, Levels 2-3 of the ELPAC assessment). Our goal is to provide students the English language skills necessary to arrive at the Bridging stage (Level 4 of the ELPAC assessment) before they move on to middle/intermediate school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District reclassification standards	BASELINES: 11% of ELs earned an overall score of 4 on the 2023 ELPAC assessment and 14.3% of ELs earned an overall score of 4 on the 2024 ELPAC assessment ACTUAL OUTCOME: 14.3% of ELs earned an overall score of 4 on the 2025 ELPAC assessment	At least 10% of total English Learners (ELs) will earn an overall score of 4 on the Summative ELPAC assessment

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 English Learners (ELs)

Strategy/Activity

Teachers will monitor Lexia reports and deliver targeted lessons according 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)

Strategy/Activity 2

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

Students who are not meeting growth target for English Language Development

Strategy/Activity

Identify key students who would benefit from Tier 2 Reading Intervention and/or other Tier 2 interventions.

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)

Strategy/Activity 3

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

At-promise students, especially English Learners

Strategy/Activity

Provide opportunities for authentic English Language development and literacy via Raz Plus.

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)
1,794	Unrestricted 4000-4999: Books And Supplies One-year Raz Plus subscription to support foundational reading skills and comprehension for all students, including English Learners.

Strategy/Activity 4

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

At-promise students, especially English Learners

Strategy/Activity

Provide structured opportunities to engage in practice CAASPP and ELPAC tests after school.

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)
1,216.40	Unrestricted 1000-1999: Certificated Personnel Salaries 1 certificated teacher leading an after-school practice test session once per week for 10 weeks prior to the state testing window. During 5 sessions for ELPAC and 5 sessions for CAASPP, the teacher will focus on academic vocabulary acquisition, providing test-taking strategies, providing guided practice with the test tools, and providing opportunities for students to restate test directions/prompts to ensure comprehension. 40-minute sessions for students in grades 2-3 and grades 4-5 (separate due to staggered dismissal time). 40 minutes of prep time each session.

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.

14.3% of our English Learners earned an overall score of 4 on the summative ELPAC assessment in Spring 2024 as well as Spring 2025. We maintained our site reclassification rate.

All of the strategies for Goal 2 were implemented as planned.

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

N/A

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

The annual expected outcome was adjusted to a more realistic reclassification rate given our low number of English Learners.

The date within the goal language was adjusted to reflect ELPAC data from the most recent school year.

The Friends of Farallone Parent Teacher Organization (PTO) will take on the after-school enrichment club expenditures in the coming school year, therefore this strategy has been removed.

A Raz Plus subscription was added as a strategy since the online program is no longer offered as a district-wide online program as of the 2024-2025 school year.

The amount listed for the CAASPP and ELPAC prep sessions was increased to account for a higher hourly rate for certificated staff.

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

Student and Parent Engagement (Academic and Social-Emotional)

LEA/LCAP Goal

LCAP GOAL 3 (WHOLE CHILD): The metrics and actions within this goal will be implemented to ensure that progress is made within the whole child. Progress will be measured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Goal 3

Farallone View Elementary School will increase our participation rates in school events such as family engagement nights and parent-teacher conferences.

Identified Need

Student attendance at Farallone View's family engagement nights during the 2025-2026 school year ranged from 4.02% - 12.07%, suggesting that additional measures need to be taken to engage families in these learning events. Also, since we did not have 100% parent-teacher conference participation in Spring 2026, this suggests that some parents may not be fully engaged in their children's academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at school-sponsored family engagement nights	BASELINES: Average of 10.07% student attendance at family engagement nights during the 2023-2024 school year and 6.68% student attendance at family engagement nights during the 2024-2025 school year ACTUAL OUTCOME: Average of 26.7% student attendance at family engagement nights (Literacy and Math Nights) during the 2025-2026 school year	At least 25% average attendance rate at family engagement nights
Attendance at Spring parent-teacher conferences	BASELINES: 97.4% attendance at Spring Conferences 2024 and 96.6% attendance at Spring Conferences 2025	At least 98% attendance at parent-teacher conferences

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ACTUAL OUTCOME: 95.9% at Spring Conferences 2026	

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 and families

Strategy/Activity

Increased communication with parents via School Messenger, email, phone, and/or text with all Farallone View families.

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)
179	Unrestricted 5000-5999: Services And Other Operating Expenditures One-year subscription for Smore Educator Pro. Principal will continue sharing a monthly newsletter with families to communicate critical information and publicize school events.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

CUSD will host district-wide educational DELAC meetings. The focus of these meetings will be based on topics identified as important to our families with English Learners. Translation will be provided.

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)

Strategy/Activity 3

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

All students and families

Strategy/Activity

School staff will work on publicizing and marketing our Family Engagement Nights in an effort to reach a greater Farallone View parent population and provide tools/strategies that focus on structured literacy, Math, and/or environmental literacy.

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)

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.

The student participation rates at our Family Literacy and Math Nights increased this year. This may be due to advertising in classes the day of or prior to an event as well as the fact that pizza was offered once again this year.

Our Spring conference attendance rate decreased slightly in 2026. We will continue to aim for higher participation as these conferences are crucial to communicating student progress on beginning-of-year goals.

We continue to host DELAC meetings at the district level and discuss matters involving English Learners at our School Site Council meetings. The principal schedules communications regularly to keep parents informed of important events and information at school and across the district at large. We increased the number of family engagement nights this year. These events focused on Math, literacy, and environmental literacy.

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

N/A

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

The annual measurable outcome for family engagement night attendance was adjusted to maintain the actual outcome from the most recent school year.

An annual subscription to Smore was added as an additional strategy to engage families via monthly newsletters from the principal.

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

Social-Emotional Goal: Student Wellbeing and Mental Health

LEA/LCAP Goal

GOAL 4 (Social-Emotional Goal): Increase the implementation of a positive climate framework to increase student wellbeing and student academic achievement while decreasing chronic absenteeism, discipline referrals, suspensions, and expulsions.

Goal 4

Farallone View Elementary School's chronic absenteeism rate will decrease by 3%.

Identified Need

As of May 2025, 5.7% of our student population had been referred to and/or monitored by the MTSS/COST team during the 2024-2025 school year. With projected enrollment increasing for the 2025-2026 school year, there may be additional Farallone View students in need of Tier 2 and Tier 3 supports for academic, behavioral, and/or social-emotional challenges.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism data	BASELINES: 18.3% of students were chronically absent during the 2022-2023 school year and 11.5% of students were chronically absent during the 2023-2024 school year. ACTUAL OUTCOME: 12% of students were chronically absent during the 2024-2025 school year.	3% fewer students identified as chronically absent

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

The School Attendance Review Team (SART) will continue to monitor student attendance and follow SART protocols to provide appropriate interventions.

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)

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

The School Attendance Review Team (SART) will continue to monitor student attendance and follow SART protocols to provide appropriate interventions.

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)

Strategy/Activity 3

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

All students

Strategy/Activity

We will continue to train our campus supervisors to provide proactive supervision at recess as well as mediate any playground conflicts between students in a restorative manner.

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)
207.28	Unrestricted 2000-2999: Classified Personnel Salaries Two two-hour trainings (one before school starts and one after winter break). All other trainings can be held during the yard duty supervisors' regular work hours throughout the school year.
1,000	Unrestricted 4000-4999: Books And Supplies

	Playground equipment

Strategy/Activity 4

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

At-promise students

Strategy/Activity

We will provide a Check In/Check Out system of support for students who need more behavior interventions.

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)

Strategy/Activity 5

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

At-promise students

Strategy/Activity

We will provide counseling and additional resources for our any students and families in the specific areas where they need support.

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)

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.

We implemented almost all of the strategies outlined above. 5.7% of our student population was identified as needing additional Tier 1, 2, and/or 3 supports during MTSS team meetings within the 2024-2025 school year. During the 2025-2026 school year, this percentage increased slightly to 7.1%.

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

Due to scheduling issues, yard duty supervisor trainings were held during their regular work hours in the 2025-2026 school year, therefore no expenditures were made for this particular strategy.

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.

A reduction in chronic absenteeism will be the focus of Goal 4 for the 2026-2027 SPSA rather than the percentage of students monitored by our Multi-Tiered Systems of Support (MTSS) Team. Strategy 2 will be specific to our School Attendance Review Team (SART) which monitors student attendance and engages in family meetings when chronic absenteeism occurs.

The number of students referred to our MTSS team will no longer be a metric for this particular goal. We will continue our work within our MTSS team and with other community stakeholders (including our Parent Teacher Organization) to continue promoting and supporting students' wellbeing and mental health.

The amount listed for the cost of yard duty supervisor trainings was adjusted to reflect an increase in their hourly rate.

The amount listed for the cost of playground equipment was adjusted due to increasing student enrollment.

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

LEA/LCAP Goal

LCAP Goal 1: (ACADEMIC IMPROVEMENT) The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, and provide opportunities for all students to access courses.

These areas will be evaluated regularly to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Goal 5

The percentage of students in grades 3-5 who are performing at or above standard in Math, as measured by the CAASPP assessment, will increase by 2% from the baseline.

Identified Need

Based on CAASPP data from the past few years, our students have not been performing as well in Math compared to English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative Math CAASPP data	Baselines: 67% of 3rd - 5th graders met or exceeded standard on the summative Math CAASPP in 2023 and 67.47% of 3rd - 5th graders met or exceeded standard on the summative Math CAASPP in 2024 ACTUAL OUTCOME: 67.09% of 3rd - 5th graders met or exceeded standard on the summative Math CAASPP in 2023	2% increase of students who meet or exceed standard on the summative Math CAASPP

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)

Students in grades 2-5 will practice their basic addition, subtraction, multiplication, and division skills via an online Math fluency program called Reflex Math.

Strategy/Activity

School staff will host Family Engagement Nights in an effort to provide tools/strategies to parents that focus on structured literacy, reading, and/or Math at home

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)
3,295	Unrestricted 0001-0999: Unrestricted: Locally Defined One-year site license for Reflex Math online program.
4000	Unrestricted 4000-4999: Books And Supplies Books and supplies
1,185.72	Unrestricted 5000-5999: Services And Other Operating Expenditures Operating Costs

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.

This particular goal was included in the academic achievement Goal 1 in the 2024-2025 SPSA. We purchased a site license for the Reflex Online math program for the 2024-2025 school year. Overall effectiveness of that specific strategy may be determined once Spring 2025 Math CAASPP scores are released.

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

N/A

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

Since we have maintained 67% of students performing at or above benchmark on the summative Math CAASPP for the past three years, the goal and actual outcome were adjusted to a more realistic 2% increase by 2027.

Operating costs were reduced.

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
Total Federal Funds Provided to the School from the LEA for CSI	$15,558
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$15,558.00

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 ($)
LCFF - Supplemental	$406.00
Unrestricted	$15,152.00

Subtotal of state or local funds included for this school: $15,558.00

Total of federal, state, and/or local funds for this school: $15,558.00

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
Unrestricted	15558	406.00
LCFF - Supplemental	390	-16.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	406.00
Unrestricted	15,152.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,295.00
1000-1999: Certificated Personnel Salaries	3,291.00
2000-2999: Classified Personnel Salaries	207.28
4000-4999: Books And Supplies	7,400.00
5000-5999: Services And Other Operating Expenditures	1,364.72

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Supplemental	406.00
0001-0999: Unrestricted: Locally Defined	Unrestricted	3,295.00
1000-1999: Certificated Personnel Salaries	Unrestricted	3,291.00
2000-2999: Classified Personnel Salaries	Unrestricted	207.28
4000-4999: Books And Supplies	Unrestricted	6,994.00

5000-5999: Services And Other Operating Expenditures	Unrestricted	1,364.72

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,680.60
Goal 2	3,010.40
Goal 3	179.00
Goal 4	1,207.28
Goal 5	8,480.72

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

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Amy McVicker	Principal
Debra McGibbon	Classroom Teacher
Lucy Navarro	Other School Staff
Laura Jackson	Parent or Community Member
Anna Kabrich	Parent or Community Member
Joanna Durand	Parent or Community Member

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 .

Attested:

Principal, Amy McVicker on 5/21/2026

SSC Chairperson, Lucy Navarro 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