School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Granada Elementary School	41 68890 6043624	May 27, 2026	June 11, 2026

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

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

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

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

This plan is being used by El Granada Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

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

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Plan Description

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

This plan is being used by El Granada Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

EL Granada's SPSA will focus on our site based goals as aligned with the LCAP. The plan will address ways to improve our schoolwide outcomes in the areas of Structured Literacy, Mathematics and English Language Development. The plan will focus on improving student outcomes for all students focused specifically on Students with Disabilites, Socio-Economically Disadvantaged Students and English Learner Students. The plan will also address school climate, school attendance and positive behavior interventions. The plan will address the areas of identified need based on the CA Accountability Dashboard (Chronic Absenteeism and Mathematics) and will address both state and local indicators.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our School Plan for Student Achievement (SPSA) involves a constant process of inquiry, revision, and collaboration among educational partners district-wide. Some of our educational partner groups are the District English Learner Advisory Committee (DELAC) as well as our site's ELAC, our Parent Teacher Organization (PTO),our site leadership team and the School Site Council (SSC) which is made up of parents, certificated and classified staff, and the school principal.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

El Granada showed significant improvement as measured by the CA Dashboard. In 2023 El Granada received state indicators of red or orange for the following categories:
Chronic Absenteeism-Orange, English Language Arts-Orange, ELPI- Red

In 2024 El Granada did not receive a red or orange indicator in any of the performance categories.

In 2025 El Granada received one orange performance indicator for Suspension rates with a 0.9% increase in Suspension Rates and two yellow performance indicators for Chronic Absenteeism and Mathematics.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Chronic Absenteeism: Although in the yellow indicator, 4 subgroups remain in the red (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
English Language Arts: Although in the green indicator, 1 subgroup remains two levels below (Students with Disabilities).

Mathematics: Although in the yellow indicator, 1 subgroup remains two levels below (Students with Disabilities)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for El Granada 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	2.09%	2.78%	2.18%	7	9	7
Filipino	0.90%	0.31%	0.93%	3	1	3
Hispanic/Latino	51.04%	47.84%	45.48%	171	155	146
White	40.90%	40.74%	42.37%	137	132	136
Multiple/No Response	5.07%	8.33%	9.03%	17	27	29
			Total Enrollment	335	324	321

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		26	36
Kindergarten	58	55	44
Grade 1	45	55	44
Grade 2	42	50	54
Grade3	52	40	51
Grade 4	49	51	40
Grade 5	51	47	52
Total Enrollment	335	324	321

Conclusions based on this data:

1. Sub group percentages remain relatively stable with a slight decrease in the Latinx population and a slight increase in the white population over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	70	59	49	23.9%	20.9%	15.3%
Fluent English Proficient (FEP)	31	26	29	13.2%	9.3%	9.0%
Reclassified Fluent English Proficient (RFEP)				19.7%		

Conclusions based on this data:

1. El Granada is showing continuing progress in the percentage of students being RFEP, Reclassified Fluent English Proficient, which is resulting in a smaller percentage of English Learners overall.
2. There has been a gradual decrease in the number of EL students over the past years.

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	51	52	40	49	52	40	49	52	40	96.1	100	100
Grade 4	49	48	52	47	48	51	47	48	51	95.9	100	98.1
Grade 5	52	48	47	51	47	46	51	47	46	98.1	97.9	97.9
All Grades	152	148	139	147	147	137	147	147	137	96.7	99.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2401.	2438.	2443.	22.45	36.54	35.00	22.45	21.15	20.00	10.20	21.15	17.50	44.90	21.15	27.50
Grade 4	2420.	2424.	2505.	12.77	20.83	41.18	21.28	12.50	31.37	12.77	16.67	7.84	53.19	50.00	19.61
Grade 5	2471.	2474.	2479.	11.76	14.89	17.39	31.37	25.53	26.09	19.61	21.28	26.09	37.25	38.30	30.43
All Grades	N/A	N/A	N/A	15.65	24.49	31.39	25.17	19.73	26.28	14.29	19.73	16.79	44.90	36.05	25.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	23.08	17.50	55.10	51.92	62.50	30.61	25.00	20.00
Grade 4	12.77	14.58	37.25	53.19	56.25	56.86	34.04	29.17	5.88
Grade 5	11.76	14.89	17.39	62.75	55.32	56.52	25.49	29.79	26.09
All Grades	12.93	17.69	24.82	57.14	54.42	58.39	29.93	27.89	16.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	21.15	30.00	44.90	51.92	47.50	40.82	26.92	22.50
Grade 4	4.26	12.50	29.41	42.55	39.58	52.94	53.19	47.92	17.65
Grade 5	5.88	12.77	10.87	64.71	48.94	60.87	29.41	38.30	28.26
All Grades	8.16	15.65	23.36	51.02	46.94	54.01	40.82	37.41	22.63

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	8.16	15.38	15.00	83.67	65.38	75.00	8.16	19.23	10.00
Grade 4	12.77	4.17	17.65	68.09	79.17	66.67	19.15	16.67	15.69
Grade 5	13.73	10.64	6.52	76.47	68.09	76.09	9.80	21.28	17.39
All Grades	11.56	10.20	13.14	76.19	70.75	72.26	12.24	19.05	14.60

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	10.20	21.15	25.00	63.27	61.54	62.50	26.53	17.31	12.50
Grade 4	10.64	16.67	21.57	65.96	56.25	62.75	23.40	27.08	15.69
Grade 5	19.61	17.02	17.39	56.86	57.45	58.70	23.53	25.53	23.91
All Grades	13.61	18.37	21.17	61.90	58.50	61.31	24.49	23.13	17.52

Conclusions based on this data:

1. Overall, students demonstrated a 13% increase in ELA performance between 23-24 and 24-25.
2. Although ELA performance continues to improve, Students with disabilities significantly underperform their peers
3. There was a marked improvement in writing scores between 23-24 and 24-25.

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	51	52	40	50	52	40	50	52	40	98.0	100	100
Grade 4	49	48	52	48	48	51	48	48	51	98.0	100	98.1
Grade 5	52	48	47	51	47	46	51	47	46	98.1	97.9	97.9
All Grades	152	148	139	149	147	137	149	147	137	98.0	99.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2409.	2437.	2418.	14.00	19.23	15.00	22.00	30.77	32.50	34.00	21.15	20.00	30.00	28.85	32.50
Grade 4	2447.	2442.	2484.	12.50	12.50	23.53	31.25	12.50	27.45	20.83	41.67	23.53	35.42	33.33	25.49
Grade 5	2469.	2470.	2465.	9.80	12.77	13.04	17.65	17.02	13.04	27.45	21.28	34.78	45.10	48.94	39.13
Grade 11															
All Grades	N/A	N/A	N/A	12.08	14.97	17.52	23.49	20.41	24.09	27.52	27.89	26.28	36.91	36.73	32.12

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	14.00	25.00	15.00	56.00	44.23	50.00	30.00	30.77	35.00
Grade 4	20.83	16.67	21.57	39.58	47.92	52.94	39.58	35.42	25.49
Grade 5	7.84	12.77	10.87	43.14	42.55	47.83	49.02	44.68	41.30
Grade 11									
All Grades	14.09	18.37	16.06	46.31	44.90	50.36	39.60	36.73	33.58

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	12.00	25.00	17.50	64.00	42.31	55.00	24.00	32.69	27.50
Grade 4	18.75	12.50	27.45	47.92	56.25	52.94	33.33	31.25	19.61
Grade 5	9.80	17.02	10.87	52.94	55.32	56.52	37.25	27.66	32.61
All Grades	13.42	18.37	18.98	55.03	51.02	54.74	31.54	30.61	26.28

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	18.00	32.69	20.00	56.00	50.00	55.00	26.00	17.31	25.00
Grade 4	12.50	14.58	29.41	62.50	58.33	45.10	25.00	27.08	25.49
Grade 5	11.76	10.64	2.17	56.86	61.70	60.87	31.37	27.66	36.96
All Grades	14.09	19.73	17.52	58.39	56.46	53.28	27.52	23.81	29.20

Conclusions based on this data:

1. Student overall achievement remains relatively constant over the last three years with a gradual trend toward progressing.
2. Students continue to show the most strength in Communicating Reasoning and Demonstrating ability to support mathematical conclusions.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) 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	1426.1	1409.3	*	1440.7	1425.3	*	1391.9	1371.9	*	14	15	5
1	*	1405.8	*	*	1440.5	*	*	1370.4	*	10	11	8
2	1428.7	*	*	1454.5	*	*	1402.5	*	*	11	9	10
3	1462.2	1479.6	*	1471.5	1487.7	*	1452.5	1471.2	*	13	11	7
4	1472.2	1496.4	*	1468.6	1490.7	*	1475.3	1501.4	*	14	11	7
5	*	*	*	*	*	*	*	*	*	10	7	8
All Grades										72	64	45

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	7.14	20.00	*	35.71	26.67	*	57.14	20.00	*	0.00	33.33	*	14	15	*
1	*	9.09	*	*	9.09	*	*	36.36	*	*	45.45	*	*	11	*
2	0.00	*	*	18.18	*	*	36.36	*	*	45.45	*	*	11	*	*
3	7.69	18.18	*	46.15	18.18	*	15.38	18.18	*	30.77	45.45	*	13	11	*
4	7.14	18.18	*	42.86	45.45	*	28.57	0.00	*	21.43	36.36	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	20.31	20.00	38.89	25.00	17.78	31.94	23.44	37.78	23.61	31.25	24.44	72	64	45

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	7.14	26.67	*	71.43	20.00	*	21.43	33.33	*	0.00	20.00	*	14	15	*
1	*	36.36	*	*	9.09	*	*	27.27	*	*	27.27	*	*	11	*
2	18.18	*	*	18.18	*	*	45.45	*	*	18.18	*	*	11	*	*
3	38.46	27.27	*	30.77	27.27	*	0.00	9.09	*	30.77	36.36	*	13	11	*
4	35.71	54.55	*	35.71	9.09	*	14.29	0.00	*	14.29	36.36	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	39.06	31.11	45.83	21.88	35.56	18.06	17.19	15.56	13.89	21.88	17.78	72	64	45

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		13.33	*		20.00	*		33.33	*		33.33	*		15	*
1		9.09	*		0.00	*		18.18	*		72.73	*		11	*
2		*	*		*	*		*	*		*	*		*	*
3		18.18	*		9.09	*		18.18	*		54.55	*		11	*
4		9.09	*		36.36	*		18.18	*		36.36	*		11	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	2.78	10.94	6.67	18.06	20.31	15.56	40.28	23.44	28.89	38.89	45.31	48.89	72	64	45

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	28.57	26.67	*	71.43	53.33	*	0.00	20.00	*	14	15	*
1	*	45.45	*	*	27.27	*	*	27.27	*	*	11	*
2	18.18	*	*	81.82	*	*	0.00	*	*	11	*	*
3	38.46	18.18	*	46.15	54.55	*	15.38	27.27	*	13	11	*
4	21.43	27.27	*	64.29	36.36	*	14.29	36.36	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.94	26.56	24.44	61.11	53.13	60.00	6.94	20.31	15.56	72	64	45

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	0.00	26.67	*	100.00	33.33	*	0.00	40.00	*	14	15	*
1	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
2	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
3	30.77	36.36	*	38.46	27.27	*	30.77	36.36	*	13	11	*
4	35.71	63.64	*	35.71	0.00	*	28.57	36.36	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.83	45.31	40.91	61.11	28.13	34.09	18.06	26.56	25.00	72	64	44

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	6.67	*	78.57	60.00	*	14.29	33.33	*	14	15	*
1	*	9.09	*	*	27.27	*	*	63.64	*	*	11	*
2	0.00	*	*	45.45	*	*	54.55	*	*	11	*	*
3	0.00	18.18	*	30.77	18.18	*	69.23	63.64	*	13	11	*
4	7.14	9.09	*	50.00	63.64	*	42.86	27.27	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	12.50	8.89	50.00	42.19	31.11	44.44	45.31	60.00	72	64	45

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	14.29	26.67	*	35.71	26.67	*	50.00	46.67	*	14	15	*
1	*	0.00	*	*	36.36	*	*	63.64	*	*	11	*
2	0.00	*	*	45.45	*	*	54.55	*	*	11	*	*
3	30.77	0.00	*	46.15	45.45	*	23.08	54.55	*	13	11	*
4	14.29	27.27	*	64.29	36.36	*	21.43	36.36	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	14.06	11.11	52.78	39.06	53.33	34.72	46.88	35.56	72	64	45

Conclusions based on this data:

1. Students continue to demonstrate a need for additional support in the reading and writing domains.
2. Over the past three years, there has been a decrease in the number of students identified as ELs and assessed via the ELPAC.
3. Over the past two years about 20 students have been designated RFEP each 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**
324	**28.7%**	**18.2%**	**0.0%**
Total Number of Students enrolled in El Granada 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	59	18.2%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	93	28.7%
Students with Disabilities	56	17.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	9	2.8%
Filipino	1	0.3%
Hispanic	155	47.8%
Two or More Races	27	8.3%
Pacific Islander	0	0.0%
White	132	40.7%

Conclusions based on this data:

1. Student sub groups are primarily English Learners with 18.2% (continuing to decrease over the past three years) and Socioeconomically Disadvantaged Students 28.7% (continuing to decrease over the past three years)

2. Enrollment by race also is primarily Hispanic (47.8%) and White (40.7%)

3. Students with Disabilities remains at 17%. El Granada is the home for our District's intensive special education/SDC program for elementary students serving students in TKinder - 5th grade.

School and Student Performance Data

Overall Performance

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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** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. El Granada Elementary continues to make significant improvements in Chronic Absenteeism moving from red in the 22-23 school year orange for the 23-24 year and remaining in the yellow domain for the past two years. Although our overall Chronic Absenteeism rates continue to improve and now outperform state-wide averages, our overall Chronic Absenteeism remains approximately double that of our pre-pandemic rate.

2. El Granada Elementary is showing significant progress in the English Learner Progress indicator moving to green for the 24-25 school year.

3. El Granada Elementary improved signigicantly in the area of ELA academic performance increasing 23 points and moving from yellow to green. English language instruction, both for native speakers and English-learners (EL), continues to be a strength of our school.

School and Student Performance Data

Academic Performance
English Language Arts

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

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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

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	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	Yellow	
5.5 points above standard	61.7 points below standard	
Increased 23 points	Increased 3.6 points	
136 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	46.7 points below standard
	3 Students	Increased 5.8 points
		49 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
97 points below standard	0 Students	0 Students
Increased 3.4 points		
35 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	0 Students	42.8 points below standard
2 Students		Increased 12.2 points
		74 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
86.7 points above standard	0 Students	56.8 points above standard
11 Students		Increased 27.9 points
		49 Students

Conclusions based on this data:

1. Every single subgroup at El Granada Elementary increased ELA performance during the 24-25 school year moving overall performance to the green indicator (increasing by 23 points).
2. Students with disabilities continue to remain two levels below the rest of the student population, in the orange, but still show an increase of 3.4 points.
3. Hispanic students constitute our largest subgroup, and this group increased their ELA performance by 12.2% year-over-year. Socioeconomically Disadvantaged and White are two proportionally smaller subgroups though both demonstrated accelerated ELA growth as measured by students improving their scores from year to year at a rate of 91.9% and 82.8%, respectively. The former group scored 46.7 points below standard while the latter scored 56.8 points above standard, suggesting that our school site's approach to English instruction yields achievement gains across our diverse student body.

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
1	3	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
Yellow	Orange	
26.2 points below standard	86.2 points below standard	
Increased 3.9 points	Declined 3.7 points	
136 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	76.4 points below standard
	3 Students	Declined 8.5 points
		49 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
112.6 points below standard	0 Students	0 Students
Declined 5.2 points		
35 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	0 Students	74.3 points below standard
2 Students		Declined 7 points
		74 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
43.5 points above standard	0 Students	29.8 points above standard
11 Students		Increased 15.1 points
		49 Students

Conclusions based on this data:

1. Current EL students declined in 23-24 and again in 24-25.
2. Although overall student performance in Mathematics increased, only the White subgroup showed an increase in performance.
3. Students with disabilities moved from the orange performance indicator in 2024 to the red in 2025.

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.

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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

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
Green	No Performance Color	No Performance Color
49.8 science points	43 science points	0 Students
Increased 3.7 points	Increased 7.2 points	
45 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	39.5 science points
	1 Student	Maintained -0.8 points
		16 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
29.2 science points	0 Students	0 Students
Maintained -0.6 points		
15 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	41.8 science points
1 Student		Increased 2.9 points
		29 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	58.2 science points
3 Students		Maintained 0.7 points
		13 Students

Conclusions based on this data:

1. Only fifth grade students participate in the CAST (Science). These students increased 3.7 points this year.
2. El Granda achieved the green performance indicator for science on the CA dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	No Performance Color
50 making progress.	making progress.
Number Students: 42 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
10%	37.5%	0%	52.5%

Conclusions based on this data:

1. 52.5% of students have progressed at least one ELPI up from 46.7% in 23-24.
2. 10% of students decreased one ELPI level (a decrease from 19% in 22-23 and 15.6% in 23-24).
3. El Granada remains in the green performance indicator zone for the 24-25 school year (green in 23-24 as well).

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. Not applicable to Elementary School

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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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

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
Yellow	Red	
15.9% Chronically Absent	21.3% Chronically Absent	
Declined 0.5	Increased 1.8	
333 Students	61 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	Fewer than 11 students - No Data for Privacy	28.2% Chronically Absent
	5 Students	Increased 7.2
		103 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
26.9% Chronically Absent	0 Students	0 Students
Increased 4.9		
67 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	21.5% Chronically Absent
7 Students	1 Student	Increased 3
		163 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
6.7% Chronically Absent	0 Students	12.1% Chronically Absent
Declined 3.9		Declined 2.4
30 Students		132 Students

Conclusions based on this data:

1. Overall El Granada's chronic absenteeism remains in the yellow zone for the second year (23-24 and 24-25).
2. Students with Disabilities moved back to the red zone with an increase of 4.9% in Chronic Absenteeism.
3. The following subgroups increased in the level of chronic absenteeism for the 24-25 school year: EL, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic even though the overall level of chronic absenteeism decreased slightly.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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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. Not applicable to elementary school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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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

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	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
Orange	Blue	
1.2% suspended at least one day	0% suspended at least one day	
Increased 0.9%	Maintained 0%	
334 Students	61 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	1% suspended at least one day
	5 Students	Increased 1%
		103 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
3% suspended at least one day	0 Students	0 Students
Increased 3%		
67 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.6% suspended at least one day
7 Students	1 Student	Increased 0.6%
		164 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
0% suspended at least one day	0 Students	2.3% suspended at least one day
Maintained 0%		Increased 1.6%
30 Students		132 Students

Conclusions based on this data:

1. To maintain a low suspension rate we have developed and implemented a PBIS Framework, Restorative Justice practices, utilize SEL curriculum, and work closely with community resources in suspension prevention efforts. These efforts contribute to a low suspension rate.
2. Rates of suspension continue to be low across all sub groups.
3. Our Suspension Rate shifted into the Orange zone for the 24-25 school year, but a closer look at the data strongly suggests that this change is largely driven by exceedingly small sample sizes. Our absolute Suspension Rate remains low (1.2%) and is well below the state average (2.9%).

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement
Certificated staff will implement balanced literacy and mathematics practices daily to increase the number of students in each grade level meeting or exceeding grade level reading and math benchmarks by 4% as measured by CAASPP and district reading benchmark assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student Achievement and At Promise Students: Increase ELA and Math performance on CAASPP (3-5) and Reading benchmark proficiency on Dibels (K-2). Students are expected to improve by 4% in grade level proficiency in Language Arts as measured by reading levels in grades K-2 using Dibels data, and CAASPP assessments in grades 3 through 5. Students are expected to improve by 4% in mathematics assessments as measured by the CAASPP in grades 3 through 5.

There shall be a particular focus on literacy and mathematics and ensure maintenance of high-quality staff, define a district-wide implementation of academic content and performance standards, provide opportunities for all students, and support the social-emotional needs of our students and families.

Identified Need

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

English Learner Students, Socially Disadvantaged Students and Students with Disabilities require support to move from below grade level standards to at or above grade level standards in both ELA and Mathematics

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District assessment performance band movement in literacy K-2	Baseline: In the fall of 2024 70% of students were below or well below benchmark based on the DIBELS performance screener. When comparing the middle of the year data for 24-25 and 25-26 students scored 60% below or well below and 55% respectively. This demonstrates a 5% increase in students approaching benchmark.	Increase by 4% the number of students approaching or below the grade level performance indicator to at or above the grade level performance indicator.
CAASPP ELA	Baseline: In 24-25 57.67% of students met or exceeded the standard for ELA.-an increase of 13.45%. Students with disabilities increased 3.4 points, English Learners increased 3.6 points, Hispanic students increased 12.2 points and Socioeconomically Disadvantaged students increased 5.8 points	Increase by 4% the number of students approaching or below benchmark to at or above benchmark. Specific focus on moving the English Learner and Students with Disabilities subgroups from orange to yellow performance indicators. (At least 92% of all students improve their overall CAASPP ELA score year-over-year,

		including >92% of English-Learners and >85% of Students with Disabilities).
CAASPP MATH	Baseline: In 24-25 41.61% of students met or exceeded the standard for Mathematics-an increase of 6.23%. However, Students with Disabilities, English Learners, Hispanic Students and Socioeconomically Disadvantaged students all declined in performance.	Increase by 4% the number of students approaching or below benchmark to at or above benchmark. Specific focus on moving the English Learner and Students with Disabilities subgroups from orange to yellow performance indicators. (At least 85% of all 4th and 5th grade students improve their overall CAASPP Math score year-over-year, including >90% of English-Learners, >85% of Socioeconomically Disadvantaged students, >80% of Hispanic students, and >75% of Students with Disabilities)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide research-based, targeted interventions beyond the school day for subgroups of students performing below benchmark in reading utilizing ELD standards-based instruction including, but not limited to: Benchmark (ELA curriculum), guided reading, phonics instruction and computer based reading programs.Targeted intervention for students will be offered in small groups. We will measure the effectiveness of the strategy through end of the year data from local benchmarks and state assessments. The goal is to provide two sessions with one group per session.	Students performing below benchmark in reading with special attention to students with disabilities and socioeconomically disadvantaged students in grades 2-3	3500 Unrestricted 1000-1999: Certificated Personnel Salaries Hourly pay for staff member allocated to preparation and delivery of targeted small group intervention. (Pay at an hourly rate) 500 Unrestricted 4000-4999: Books And Supplies Supplementary reading materials for small group instruction
1.2	Targeted individualized and adaptive support for all students with a specific target on students with disabilities utilizing technology to build fundamental math skills and fluency through the use of Reflex Math (an online math program for students in grades 2-5).	Students performing below benchmark in mathematics grades 2-5 with a special focus on EL students, low income students and students with disabilities.	3300 Unrestricted 4000-4999: Books And Supplies Annual schoolwide subscription to online program
1.3	Provide standards aligned, content rich Professional Development and supplementary materials related to ELA and Math	English Learner Students, Socially Disadvantaged Students and Students with Disabilities who require support to move from below grade level standards to at or above grade level standards in both ELA and Mathematics	1000 Unrestricted 4000-4999: Books And Supplies Supplemental instructional supplies and manipulatives 3700 Unrestricted 1000-1999: Certificated Personnel Salaries

			Training, collaboration, development of common assessments

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Use of local data to develop strategies and implement supports for students has demonstrated success in increasing academic achievement across all subgroups. Rate of increase adjusted from 2% for the 25-26 school year to 4% for the 25-26 school year as a result of performance.

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

The SPSA goal for 25-26 identifies two sessions of after school reading support. With the loss of the Title I funding, we have budgeted from the general fund to continue to provide these sessions.

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 goal, outcomes and metrics will continue for the 2026-2027 school year with the exception of the professional development for math instruction as identified by the El Granada Leadership Team for 25-26 due to the implementation of a new district math curriculum and the professional development that will accompany it for the 26-27 school year. The other strategies/activites have been modified as a result of analysis to focus more on direct services to students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

At Promise Students: Reclassification, Academic Achievement and Engagement
By June 2027, we will continue to increase the number of students eligible to be reclassified as Fluent English Proficient by 10% as measured by district reclassification criteria.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

At Promise Students: 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-Economic Disadvantaged.

Identified Need

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

As measured by our ELPAC assessment data, we continue to work to move students from the Emerging or Expanding stages (Levels 1-3 of the ELPAC assessment) of their English language development to the Bridging stage (Level 4) and reach Reclassification Status. Our goal is to provide students the English language skills necessary to arrive at the Bridging stage (Level 4) before they move on to middle/intermediate school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	For 23-24 and 24-25 English Learner progress was in the green performance indicator.	Maintain or improve EL progress indicator level.
ELPAC data	2022-2023 15% of students who took the ELPAC at El Granada achieved a 4 and reach reclassification status. In 2023-2024 this percentage jumped to 31% of students assessed by the ELPAC earning a 4 and reaching reclassification status. In 2024-2025 15% of students who took the ELPAC achieved a 4 and reached reclassification status.	Increase by 10% the number of students achieving a 4 on the ELPAC exam.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will deliver designated ELD lessons in class daily	English Learners	2000 Unrestricted

			4000-4999: Books And Supplies Additional Resources to supplement daily Direct ELD instruction in class and integrated ELD instruction in content areas.
2.2	Provide professional release time for data talks, data review, demo lessons and peer mentoring to better identify and support students as well as create targeted interventions and effective small group instruction.	All students. Especially at promise students and English Learners	1500 Unrestricted 1000-1999: Certificated Personnel Salaries Previously used Ed Effectiveness funds- now moved to General Fund: Trainings, collaboration meetings, data talks and release time to provide teachers time thoroughly examine data, collaborate with peers to develop lessons based on best practices, observe and peer teach and create targeted interventions. The expenditure covers the daily rate of pay for a certificated substitute per teacher.
2.3	Professional Development related to ELD instruction	English Learners	1000 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The progress of English Learners at El Granada has maintained green indicator level progress for the past two school years. The goal is to maintain or build upon this progress.

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

There were no major differences between the the intended implementation and budget expenditures for the 24-25 school year. None are expected for 25-26 either.

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

Goal will continue for the 2026-2027 school year with the change that the percentage increase in reclassification rate will be adjusted to a 10% increase.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Increase engagement with educational partners
Develop multifaceted communication and build engagement with educational partners in the areas of volunteering, school decision-making and advocacy, leadership roles and collaboration within the school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family Engagement

Identified Need

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

Increase engagement from our EL, latinx, students with disabilities and socioeconomically disadvantaged communities. This continues to be an unmet goal and an area of focus.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Qualitative and quantitative data on family participation in field trips, our family organizations and in school events.	Currently family participation is considered adequate with events like Open House, the Sweetheart Dance and Back to School Night classified as "well-attended." PTO and other committee type events are poorly attended by school populations considered to be at promise. Family participation on field trips varies greatly from class to class and trip to trip.	Increase attendance from EL, latinx and socioeconomically disadvantaged community partners in PTO, ELAC, SSC and other committee type events.
Qualitative data on parent attendance to Family Learning Evenings	El Granada plans to continue to offer a minimum of one literacy based and one math based family learning event for the 26-27 school year.	Hold a minimum of 2 Family Learning Events.
Increase attendance and engagement in ELAC committee events and meetings	The average ELAC event (not including DLAC) attendance for 24-25 and 25-26 was stable but attendance was low (less than 10 participants at each ELAC meeting). This does not meet our goal for family engagement.	Increase the average ELAC engagement by at least 15%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Facilitate school to home communication across a variety of communication channels and formats including newsletters, email, text, phone calls and other types of outreach.	All Students	500 Unrestricted 5900: Communications Communicate with families in a variety of formats which may include monthly principal newsletters, regular website updates, multi-media communication through web-based video channels, social media and monthly family/school community Tea & Talks.
3.2	Increase attendance and engagement in participation for on campus activities especially with regards to the ELAC meetings and events.	English Learners	500 Unrestricted 5000-5999: Services And Other Operating Expenditures Provide food and materials at ELAC meetings to increase attendance. Explore holding some ELAC meetings off campus in areas that are more aaccommodating to families. 646 LCFF 2000-2999: Classified Personnel Salaries Provide child care for family engagement and ELAC events
3.3	Family Engagement Initiative at El Granada. Increase parent engagement at home and at school. Offer family literacy and math nights to engage families in activities that can be utilized in the home to promote literacy in math, reading and english language development.	All Students	950 Unrestricted 4000-4999: Books And Supplies Plan and implement family engagement nights for all families but specifically connected to language learner students, students with disabilities and socioeconomically disadvantaged students to improve home to school connection and performance in mathematics and ELA. (Title I: Family Engagement) 1200 Unrestricted 1000-1999: Certificated Personnel Salaries

			Certificated staff hourly rate to plan and run family engagement night activities.

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Based on anecdotal attendance data from school engagement activities, family participation stayed consistent or increased for the 25-26 school year. Family attendance was high for family engagement (65 people for math and 40 for literacy nights) and feedback has been overall positive in regards to family engagement. ELAC family engagement continues to remain low.

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

There was no major difference between the intended implementation and the budgeted expenditures for 24-25. Due to the loss of Title 1 funding, offerings will need to be adjusted for the 26-27 school year and costs covered by unrestricted funds.

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.

This goal will continue for the 2026-2027 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Positive School Climate: Safe, Supported and Well Attended Schools
Increase attendance rates by working to maintain a positive school climate where students feel safe and secure.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Whole Child, Academic Improvement, Focus on Equity

Identified Need

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

Decrease chronic absenteeism for at promise groups (Socioeconomically Disadvantaged and Students with Disabilities) by working to create a positive school climate. Work to proactively strengthen Tier I and Tier II supports focused on teaching, modeling, and reinforcing positive behavior expectations, as well as expanding Restorative Justice practices and Social Emotional Learning (SEL) strategies. Emphasis will be placed on creating predictable routines, supporting self-regulation, and fostering a safe, inclusive, and connected school community where all students can thrive socially and academically.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Baseline Schoolwide chronic absenteeism rate was 22.9% as listed on the CA Dashboard for 2022-2023. This improved to 16.4% for 2023-2024 and 15.9% for 24-25. El Granada continues to remain below the state wide average and show a positive trend toward decreasing chronic absenteeism.	Decrease chronic absenteeism by 3% schoolwide.
School Office Referral Data	As of 4/10/2026 there have been 149 total office behavior referrals entered into PowerSchools. In 24-25 there were a total of 100 for the year.	Decrease the number of office directed referrals by at least 10% indicating improved Tier I and Tier II behavior strategies and proactive classroom management.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Create a positive messaging campaign around positive school attendance. Create flyers, post	All students with a specific focus on	750 Unrestricted

	cards and graphics communicating the benefits of positive school attendance. Create incentives for positive school attendance.	Socioeconomically Disadvantaged and Students with Disabilities.	5000-5999: Services And Other Operating Expenditures
4.2	Provide Positive Behavior Intervention and Supports (PBIS) professional development focused on Tier I and Tier II behavior supports and interventions.	All Students, especially those considered At Promise	1200 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Provide staff with professional development and or other resources related to PBIS and Tier I and Tier II behavior interventions and supports.
4.3	Review and increase implementation of curriculum related to social and emotional learning to improve school climate in Transitional Kindergarten through 5th grade. The curriculum implemented is Second Step SEL, Social Emotional Learning Curriculum and Changing Perspectives. Dedicate time and energy to focus on fidelity and implementation of SEL curriculum.	All Students	400 Unrestricted 4000-4999: Books And Supplies Provide teachers in Transitional Kindergarten through fifth grade with support and supplemental books and supplies that may need to be purchased to replenish or supplement curriculum
4.4	El Granada will continue to utilize Restorative Practices including Restorative Justice Circles as "Other Means of Correction" when dealing with student behaviors and conflicts in order to build community and decrease behavior incidents.	All Students, especially those with an increased rate of behavior incidents.	610 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Professional development for School Counselor and Principal.

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

As a site we continued to create initiatives and support systems of positive behavior interventions on campus and to create a positive school climate where students feel seen and supported. We will work to decrease incidents of behaviors referred to the office as well as chronic absenteeism rates.

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

For the 2025-2026 school year, there was an identified area of need related to Professional Development related to behavior interventions and supports this work was done but data was difficult to track. As a result, this goal will return to focus on creating a positive school climate that encourages consistent attendance. Funding allocations have been revised accordingly.

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.

This goal has been revised for the 26-27 school year. It incorporates elements of two goals from the 25-26 school year (Goal 4: Maintain a positive school climate where students feel safe and secure through the implementation of Positive Behavior Intervention Supports, Restorative Justice and SEL strategies that promote emotional well-being and increase student social and academic performance and Goal 5: Increase school attendance for all students. Work to create an environment where all students feel invested and supported in school. Improve messaging around school attendance by creating a positive school attendance campaign. This will be measured by a 5% decrease in chronic absenteeism schoolwide with a specific focus on students with disabilities, socioeconomically disadvantaged students and English Learner students.) with the objective being to create a goal that has more trackable data.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$23,256.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

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	$646.00
Unrestricted	$22,610.00

Subtotal of state or local funds included for this school: $23,256.00

Total of federal, state, and/or local funds for this school: $23,256.00

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
Title I		
LCFF - Supplemental	656	656.00
Unrestricted	26632	4,022.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	646.00
Unrestricted	22,610.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,900.00
2000-2999: Classified Personnel Salaries	646.00
4000-4999: Books And Supplies	8,150.00
5000-5999: Services And Other Operating Expenditures	1,250.00
5800: Professional/Consulting Services And Operating Expenditures	2,810.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	646.00
1000-1999: Certificated Personnel Salaries	Unrestricted	9,900.00
4000-4999: Books And Supplies	Unrestricted	8,150.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	1,250.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	2,810.00
5900: Communications	Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,000.00
Goal 2	4,500.00
Goal 3	3,796.00
Goal 4	2,960.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

7 Parent or Community Members

Name of Members	Role
Erin O'Connor-Brown	Principal
Angela Work	Classroom Teacher
Nicole Robinson	Classroom Teacher
Hilda Flores De Leon	Other School Staff
Stephanie Morales	Parent or Community Member
Maimoona Block	Parent or Community Member
Katie Alderman	Parent or Community Member
Karibu Nyaggah	Parent or Community Member
Patrick Squire	Parent or Community Member
Abbie Neff	Parent or Community Member
Jorge Caballero	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, Ms. Erin O'Connor-Brown on 5/11/2026

SSC Chairperson, Ms. Katie Alderman on 5/11/2026

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 (LCAP) process.

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023