

School Year: **2026-27**



**Bel Aire Park**  
Magnet School  
Where every child has a voice

## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bel Aire Park Magnet Elementary School	28662666026777	May 14, 2026	June 25, 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 Bel Aire Park Magnet 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 Bel Aire Park Magnet Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Bel Aire Park Magnet School, opened on July 1, 1957, serves approximately 385 students in grades TK-5 within the Napa Valley Unified School District. As an authorized International Baccalaureate (IB) World School, the school utilizes the Primary Years Programme (PYP) to foster a rigorous, global perspective through an inquiry-based learning model. This approach encourages students to take ownership of their education by asking significant questions and conducting research, transforming the classroom into a collaborative environment where curiosity drives academic excellence. The development of the School Plan for Student Achievement (SPSA) is closely aligned with the NVUSD LCAP and Strategic Plan, ensuring that instructional goals and funding are directed toward nurturing student growth and success. Bel Aire Park is dedicated to creating a supportive atmosphere where diverse cultures are respected and students are prepared for a global society. By focusing on the IB learner profile, the school empowers its students to become compassionate, lifelong learners who are equipped with the appropriate technologies and critical thinking skills needed to realize their future potential.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was codeveloped by the principal and site leadership team with input from all teachers and staff. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting.

## 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.

English Language Arts (orange), English Learners Progress (orange) and Math (orange)

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.

## 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 Bel Aire Park Magnet Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.48%	0.98%	1.04%	2	4	4
Asian	0.72%	0.24%	0.78%	3	1	3
Filipino	0.24%	0.49%	0.78%	1	2	3
Hispanic/Latino	64.25%	67.32%	67.10%	266	276	259
White	30.68%	27.32%	25.91%	127	112	100
Multiple/No Response	3.38%	3.66%	4.40%	14	15	17
<b>Total Enrollment</b>				414	410	386

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		32	31
Kindergarten	52		56
Grade 1	50		55
Grade 2	69		55
Grade 3	72		57
Grade 4	71		65
Grade 5	79		67
<b>Total Enrollment</b>	414		386

# 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	150	127	108		36.2%	28.0%
Fluent English Proficient (FEP)	32	37	42		7.7%	10.9%

# 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	70	73	71	70	72	71	70	72	70	100.0	98.6	100
Grade 4	74	74	73	73	73	72	73	73	72	98.6	98.6	98.6
Grade 5	81	79	69	81	77	69	81	77	69	100.0	97.5	100
All Grades	225	226	213	224	222	212	224	222	211	99.6	98.2	99.5

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	2389.	2365.	2384.	14.29	6.94	8.57	15.71	16.67	27.14	28.57	23.61	18.57	41.43	52.78	45.71
Grade 4	2419.	2420.	2415.	13.70	10.96	15.28	23.29	17.81	9.72	16.44	16.44	22.22	46.58	54.79	52.78
Grade 5	2480.	2461.	2469.	17.28	11.69	8.70	23.46	29.87	34.78	23.46	16.88	23.19	35.80	41.56	33.33
All Grades	N/A	N/A	N/A	15.18	9.91	10.90	20.98	21.62	23.70	22.77	18.92	21.33	41.07	49.55	44.08

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	8.57	6.94	4.29	60.00	56.94	64.29	31.43	36.11	31.43
Grade 4	10.96	9.59	11.11	57.53	52.05	55.56	31.51	38.36	33.33
Grade 5	14.81	14.29	7.25	54.32	54.55	66.67	30.86	31.17	26.09
All Grades	11.61	10.36	7.58	57.14	54.50	62.09	31.25	35.14	30.33

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	8.57	5.56	5.71	57.14	50.00	57.14	34.29	44.44	37.14
<b>Grade 4</b>	8.22	8.22	5.56	50.68	42.47	56.94	41.10	49.32	37.50
<b>Grade 5</b>	14.81	9.09	14.49	55.56	55.84	57.97	29.63	35.06	27.54
<b>All Grades</b>	10.71	7.66	8.53	54.46	49.55	57.35	34.82	42.79	34.12

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	5.71	2.78	5.71	68.57	76.39	75.71	25.71	20.83	18.57
<b>Grade 4</b>	6.85	6.85	6.94	72.60	75.34	69.44	20.55	17.81	23.61
<b>Grade 5</b>	14.81	6.49	1.45	60.49	68.83	79.71	24.69	24.68	18.84
<b>All Grades</b>	9.38	5.41	4.74	66.96	73.42	74.88	23.66	21.17	20.38

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	12.86	12.50	7.14	64.29	45.83	70.00	22.86	41.67	22.86
<b>Grade 4</b>	10.96	13.70	5.56	57.53	63.01	75.00	31.51	23.29	19.44
<b>Grade 5</b>	16.05	12.99	11.59	66.67	62.34	69.57	17.28	24.68	18.84
<b>All Grades</b>	13.39	13.06	8.06	62.95	57.21	71.56	23.66	29.73	20.38

# 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.

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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	70	73	71	70	72	71	70	72	71	100.0	98.6	100
Grade 4	74	74	73	73	73	71	73	73	71	98.6	98.6	97.3
Grade 5	81	79	70	81	79	70	81	79	70	100.0	100	100
All Grades	225	226	214	224	224	212	224	224	212	99.6	99.1	99.1

\* 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	2413.	2404.	2403.	15.71	8.33	11.27	28.57	26.39	26.76	24.29	31.94	21.13	31.43	33.33	40.85
Grade 4	2445.	2453.	2439.	12.33	9.59	7.04	32.88	27.40	16.90	17.81	32.88	49.30	36.99	30.14	26.76
Grade 5	2506.	2477.	2506.	28.40	20.25	22.86	23.46	21.52	25.71	20.99	15.19	28.57	27.16	43.04	22.86
Grade 11															
All Grades	N/A	N/A	N/A	19.20	12.95	13.68	28.13	25.00	23.11	20.98	26.34	33.02	31.70	35.71	30.19

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	15.71	12.50	14.08	47.14	50.00	43.66	37.14	37.50	42.25
<b>Grade 4</b>	17.81	9.59	8.45	42.47	50.68	50.70	39.73	39.73	40.85
<b>Grade 5</b>	20.99	16.46	10.00	44.44	44.30	61.43	34.57	39.24	28.57
<b>Grade 11</b>									
<b>All Grades</b>	18.30	12.95	10.85	44.64	48.21	51.89	37.05	38.84	37.26

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	20.00	13.89	16.90	57.14	58.33	45.07	22.86	27.78	38.03
<b>Grade 4</b>	17.81	17.81	14.08	47.95	50.68	59.15	34.25	31.51	26.76
<b>Grade 5</b>	23.46	18.99	24.29	54.32	44.30	57.14	22.22	36.71	18.57
<b>All Grades</b>	20.54	16.96	18.40	53.13	50.89	53.77	26.34	32.14	27.83

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	14.29	11.11	19.72	67.14	66.67	46.48	18.57	22.22	33.80
<b>Grade 4</b>	13.70	10.96	8.45	58.90	60.27	53.52	27.40	28.77	38.03
<b>Grade 5</b>	14.81	11.39	21.43	67.90	60.76	57.14	17.28	27.85	21.43
<b>All Grades</b>	14.29	11.16	16.51	64.73	62.50	52.36	20.98	26.34	31.13

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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
<b>K</b>	1405.2	1342.7	1365.9	1422.1	1361.9	1361.5	1365.7	1297.7	1376.0	26	30	14
<b>1</b>	1420.0	1448.4	1377.9	1463.9	1481.9	1396.0	1375.6	1414.2	1359.2	21	18	17
<b>2</b>	1466.3	1410.6	1448.6	1496.5	1436.7	1485.8	1435.6	1384.0	1411.1	21	25	20
<b>3</b>	1484.5	1473.2	1453.6	1498.2	1484.0	1453.1	1470.2	1461.8	1453.7	21	27	22
<b>4</b>	1489.0	1479.7	1486.4	1501.6	1478.8	1493.1	1475.7	1480.2	1479.3	25	22	27
<b>5</b>	1547.2	1501.4	1515.7	1563.7	1508.4	1529.4	1530.3	1494.0	1501.3	24	25	18
<b>All Grades</b>										138	147	118

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
<b>K</b>	26.92	13.33	28.57	15.38	23.33	14.29	26.92	13.33	7.14	30.77	50.00	50.00	26	30	14
<b>1</b>	4.76	11.11	0.00	19.05	38.89	17.65	47.62	38.89	47.06	28.57	11.11	35.29	21	18	17
<b>2</b>	4.76	16.00	35.00	42.86	32.00	25.00	42.86	12.00	20.00	9.52	40.00	20.00	21	25	20
<b>3</b>	4.76	7.41	9.09	52.38	33.33	18.18	28.57	29.63	31.82	14.29	29.63	40.91	21	27	22
<b>4</b>	12.00	4.55	7.41	36.00	40.91	29.63	24.00	27.27	37.04	28.00	27.27	25.93	25	22	27
<b>5</b>	45.83	16.00	16.67	20.83	28.00	44.44	25.00	32.00	27.78	8.33	24.00	11.11	24	25	18
<b>All Grades</b>	17.39	11.56	15.25	30.43	31.97	25.42	31.88	24.49	29.66	20.29	31.97	29.66	138	147	118

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
<b>K</b>	26.92	23.33	21.43	19.23	16.67	21.43	26.92	13.33	0.00	26.92	46.67	57.14	26	30	14
<b>1</b>	28.57	38.89	23.53	42.86	38.89	35.29	14.29	11.11	11.76	14.29	11.11	29.41	21	18	17
<b>2</b>	33.33	52.00	55.00	52.38	12.00	20.00	9.52	8.00	10.00	4.76	28.00	15.00	21	25	20
<b>3</b>	47.62	37.04	13.64	28.57	29.63	40.91	14.29	22.22	9.09	9.52	11.11	36.36	21	27	22
<b>4</b>	56.00	22.73	25.93	20.00	45.45	48.15	8.00	13.64	14.81	16.00	18.18	11.11	25	22	27
<b>5</b>	58.33	36.00	61.11	37.50	36.00	27.78	0.00	12.00	0.00	4.17	16.00	11.11	24	25	18
<b>All Grades</b>	42.03	34.69	33.05	32.61	28.57	33.90	12.32	13.61	8.47	13.04	23.13	24.58	138	147	118

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
<b>K</b>		3.33	21.43		13.33	21.43		30.00	28.57		53.33	28.57		30	14
<b>1</b>		0.00	0.00		16.67	5.88		38.89	29.41		44.44	64.71		18	17
<b>2</b>		0.00	0.00		20.00	35.00		16.00	25.00		64.00	40.00		25	20
<b>3</b>		3.70	0.00		7.41	9.09		40.74	22.73		48.15	68.18		27	22
<b>4</b>		0.00	0.00		9.09	14.81		45.45	37.04		45.45	48.15		22	27
<b>5</b>		4.00	0.00		12.00	16.67		36.00	44.44		48.00	38.89		25	18
<b>All Grades</b>	2.90	2.04	2.54	16.67	12.93	16.95	38.41	34.01	31.36	42.03	51.02	49.15	138	147	118

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
<b>K</b>	26.92	20.00	28.57	42.31	36.67	14.29	30.77	43.33	57.14	26	30	14
<b>1</b>	47.62	66.67	58.82	38.10	22.22	11.76	14.29	11.11	29.41	21	18	17
<b>2</b>	28.57	48.00	55.00	66.67	28.00	30.00	4.76	24.00	15.00	21	25	20
<b>3</b>	19.05	7.41	4.55	71.43	48.15	45.45	9.52	44.44	50.00	21	27	22
<b>4</b>	28.00	13.64	11.11	52.00	68.18	55.56	20.00	18.18	33.33	25	22	27
<b>5</b>	37.50	20.00	11.11	58.33	56.00	77.78	4.17	24.00	11.11	24	25	18
<b>All Grades</b>	31.16	27.21	26.27	54.35	43.54	41.53	14.49	29.25	32.20	138	147	118

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
<b>K</b>	34.62	20.00	7.14	38.46	33.33	50.00	26.92	46.67	42.86	26	30	14
<b>1</b>	19.05	22.22	0.00	61.90	72.22	58.82	19.05	5.56	41.18	21	18	17
<b>2</b>	66.67	48.00	45.00	28.57	24.00	35.00	4.76	28.00	20.00	21	25	20
<b>3</b>	61.90	55.56	54.55	19.05	33.33	9.09	19.05	11.11	36.36	21	27	22
<b>4</b>	60.00	50.00	59.26	24.00	31.82	25.93	16.00	18.18	14.81	25	22	27
<b>5</b>	91.67	72.00	83.33	8.33	12.00	5.56	0.00	16.00	11.11	24	25	18
<b>All Grades</b>	55.80	44.90	44.92	29.71	32.65	28.81	14.49	22.45	26.27	138	147	118

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
<b>K</b>	3.85	3.33	14.29	65.38	40.00	57.14	30.77	56.67	28.57	26	30	14
<b>1</b>	0.00	11.11	5.88	4.76	22.22	0.00	95.24	66.67	94.12	21	18	17
<b>2</b>	23.81	0.00	5.00	28.57	36.00	50.00	47.62	64.00	45.00	21	25	20
<b>3</b>	0.00	7.41	0.00	28.57	37.04	27.27	71.43	55.56	72.73	21	27	22
<b>4</b>	0.00	0.00	0.00	40.00	54.55	44.44	60.00	45.45	55.56	25	22	27
<b>5</b>	16.67	8.00	11.11	62.50	48.00	44.44	20.83	44.00	44.44	24	25	18
<b>All Grades</b>	7.25	4.76	5.08	39.86	40.14	37.29	52.90	55.10	57.63	138	147	118

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
<b>K</b>	15.38	10.00	35.71	42.31	33.33	14.29	42.31	56.67	50.00	26	30	14
<b>1</b>	0.00	0.00	0.00	66.67	72.22	58.82	33.33	27.78	41.18	21	18	17
<b>2</b>	0.00	0.00	5.00	80.95	64.00	65.00	19.05	36.00	30.00	21	25	20
<b>3</b>	4.76	3.70	0.00	76.19	59.26	50.00	19.05	37.04	50.00	21	27	22
<b>4</b>	4.00	0.00	0.00	56.00	72.73	62.96	40.00	27.27	37.04	25	22	27
<b>5</b>	20.83	0.00	0.00	70.83	52.00	72.22	8.33	48.00	27.78	24	25	18
<b>All Grades</b>	7.97	2.72	5.08	64.49	57.14	55.93	27.54	40.14	38.98	138	147	118

# School and Student Performance Data

## Student Population

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This section provides information about the school's student population.

### 2024-25 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
410	74.4%	31%	0.0%

Total Number of Students enrolled in Bel Aire Park Magnet 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	127	31%
Foster Youth	0	0.0%
Homeless	23	5.6%
Socioeconomically Disadvantaged	305	74.4%
Students with Disabilities	91	22.2%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	4	1%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	2	0.5%
Hispanic	276	67.3%
Two or More Races	15	3.7%
Pacific Islander	0	0.0%
White	112	27.3%

# School and Student Performance Data

## Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2025 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Orange

#### Mathematics



Yellow

#### English Learner Progress



Red

# School and Student Performance Data

## Academic Performance English Language Arts

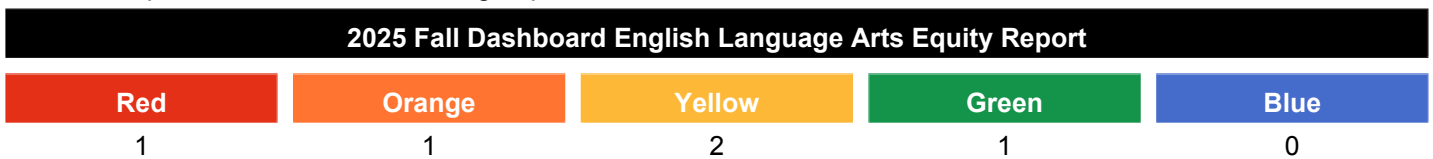
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<p><b>All Students</b></p> <p>Yellow</p> <p>46.4 points below standard</p> <p>Increased 3.6 points</p> <p>211 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>97.4 points below standard</p> <p>Increased 6.5 points</p> <p>81 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>85.7 points below standard</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>60.6 points below standard</p> <p>Increased 11.9 points</p> <p>160 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>100.9 points below standard</p> <p>Maintained 2.6 points</p> <p>58 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>69.7 points below standard</p> <p>Increased 5.3 points</p> <p>139 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>1.2 points above standard</p> <p>Increased 4.2 points</p> <p>65 Students</p>

# School and Student Performance Data

## Academic Performance Mathematics

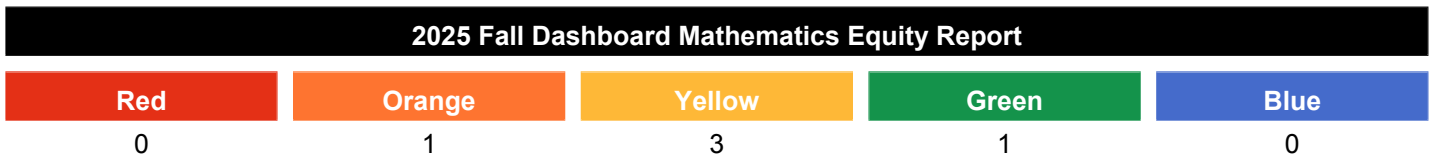
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides 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		
<p><b>All Students</b></p>  <p>Yellow</p> <p>32.3 points below standard</p> <p>Increased 4.1 points</p> <p>211 Students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>71.1 points below standard</p> <p>Increased 13.1 points</p> <p>82 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>70.5 points below standard</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>45.8 points below standard</p> <p>Increased 11 points</p> <p>160 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>73.5 points below standard</p> <p>Maintained 1.7 points</p> <p>57 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>54.1 points below standard</p> <p>Increased 3 points</p> <p>139 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>13.1 points above standard</p> <p>Increased 11.9 points</p> <p>65 Students</p>

# School and Student Performance Data

## Academic Performance Science

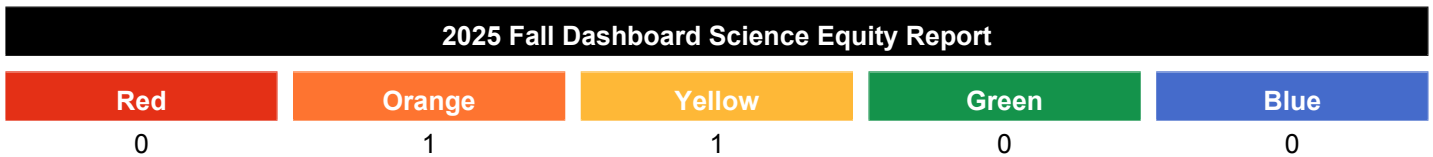
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>45.4 science points</p> <p>Maintained -1.2 points</p> <p>71 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>36.2 science points</p> <p>Increased 2.3 points</p> <p>22 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>42.8 science points</p> <p>Increased 5.4 points</p> <p>55 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>39.7 science points</p> <p>Maintained 1.7 points</p> <p>16 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>39.1 science points</p> <p>Maintained 0.9 points</p> <p>45 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>56.5 science points</p> <p>Declined 2.4 points</p> <p>23 Students</p>

# 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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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	
<b>English Learner Progress</b>  Red 38 making progress. Number Students: 100 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
16%	46%	1%	37%



# 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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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p>14.9% Chronically Absent</p> <p>Declined 2.6</p> <p>416 Students</p>	<p><b>English Learners</b></p>  Green <p>9.2% Chronically Absent</p> <p>Declined 11.3</p> <p>131 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p>  No Performance Color <p>16.7% Chronically Absent</p> <p>Declined 9.4</p> <p>30 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p>15.9% Chronically Absent</p> <p>Declined 5.4</p> <p>314 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>23.3% Chronically Absent</p> <p>Increased 2.3</p> <p>103 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>16.1% Chronically Absent</p> <p>Declined 4.4</p> <p>280 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>13.3% Chronically Absent</p> <p>Declined 8.1</p> <p>15 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>11.5% Chronically Absent</p> <p>Increased 1.5</p> <p>113 Students</p>



# School and Student Performance Data

## Conditions & Climate Suspension Rate

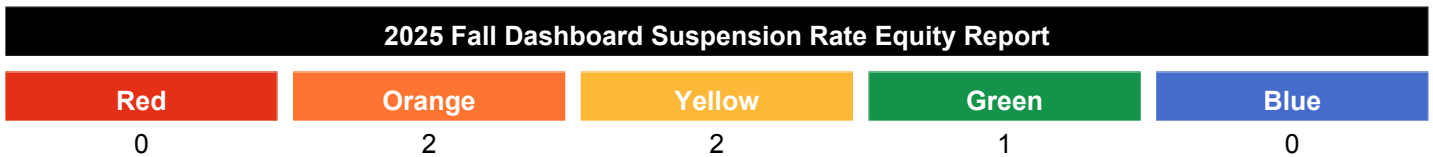
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 0.7%</p> <p>430 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>1.4% suspended at least one day</p> <p>Maintained 0.2%</p> <p>138 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>2.6% suspended at least one day</p> <p>Increased 2.6%</p> <p>38 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 0.9%</p> <p>327 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined 1.9%</p> <p>104 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>1.4% suspended at least one day</p> <p>Maintained -0.1%</p> <p>294 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 2.7%</p> <p>113 Students</p>

# 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.

**All student groups will increase achievement in ELA and math as measured by STAR and CAASPP performance indicators**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and Career- Ready

### 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.

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: Multi-Language Learners, Socioeconomically Disadvantaged, Students with Disabilities  
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: Multi-Language Learners, Socioeconomically Disadvantaged, Students with Disabilities

### 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
Star Reading Assessment (2nd - 5th)	30% at or above benchmark (State indicator)	50% at or above benchmark
Star Math Assessment (1st - 5th)	31% at or above benchmark (State indicator)	50% at or above benchmark
District writing assessment/performance task	22% scored at or above benchmark	50% at or above benchmark
CAASPP ELA 3-5 (24-25 scores)	29% scored at or above benchmark	45% at or above benchmark
CAASPP Math 305 (24-25 scores)	36% scored at or above benchmark	50% at or above benchmark

### 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	All English learners will receive leveled English Language Development (ELD) instruction focused on reading, writing, listening, and speaking skills necessary to meet proficiency benchmarks in ELA and math as well as reclassify from English learner to Fluent English Proficient.  Teachers will participate in professional development in ELA curriculum	All students will receive high quality tier one instruction using evidence based practices for reading and math and students will receive targeted small group instruction based	67,797.00 3010 – Title 1 1000-1999: Certificated Personnel Salaries  7000.00 0003 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Teachers will participate in professional learning in the instruction of MLL students to meet their individual needs of language acquisition and academic achievement</p> <p>Sub release time and extra hourly pay will be provided for teachers to engage in professional learning and collaboration.</p> <p>Instructional materials will be purchased to support leveled reading for at-home and in-class reading.</p> <p>Academic coaching and intervention support will be provided by a Student Support Teacher on Special Assignment After-school interventions will be offered in reading and math.</p> <p>All students will receive targeted language development through a curriculum that supports targeted communication through writing</p> <p>Continue professional learning in ELD scaffolding, early literacy instruction, Bridges Math implementation, designated ELD, and Integrated ELD to support MLL instruction, including sub-release</p> <p>Supplies to be ordered to maintain operations and teaching</p>	<p>on individual needs and goals. Multilingual Learners are in need of support in English Language Acquisition to move them toward English Proficient</p>	
<p><b>1.2</b></p>	<p>Reading and math Intervention and progress monitoring for tier 2 and 3 students</p> <p>Instructional Support Assistant to provide support for reading and math tier 2 interventions Retired teachers to support reading and math intervention.</p> <p>Intervention or supplemental materials will be purchased to support individual and group reading and math levels.</p>	<p>As a schoolwide Title 1 program, all students in need of tier 3 intervention will participate in targeted small group instruction in addition to Tier 1 and Tier 2 reading and math instruction.</p>	<p>17,000 3010 – Title 1 None Specified</p>
<p><b>1.3</b></p>	<p>Teachers will participate in professional learning in the writing process and strengthen writing across content areas</p> <p>Tier 1 and 2 writing curricula will be utilized for targeted instruction</p> <p>Grade level PLCs will analyze writing samples at least once a trimester to develop strategies for improvement.</p> <p>Teachers will participate in professional learning in writing to support writing fluency</p>	<p>Student writing continues to be an area of need for all students to reach grade level expectations and to support deeper learning across the content areas.</p>	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Math journals will be used across grade levels during Number Corner to support math fluency and comprehension</p> <p>Writing will be used to deepen thinking in all curricular areas.</p>		
1.4	Parent Liaison will be on-site to support families.	Multilingual Learners are in need of support in English Language Acquisition to move them toward English Proficient	1,000 3010 – Title 1
1.5	<p>Teachers will utilize curricular resources to provide Tier 1 and Tier 2 in math</p> <p>Math intervention will be provided in school and after school</p> <p>Writing instruction to enhance thinking in math will be utilized.</p> <p>Teachers will use collaboration time and sub-release time to calibrate and plan.</p>	Math is still a curricular focus need	

## 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.

There have been significant increases in student progress in reading in our kindergarten and first grade, based on the Star Early Literacy assessment. An increase of 15% was seen from the Winter 2024 scores to the Winter 2025 scores. Students' scores increased in STAR Math and reading. However, on the STAR Reading and Math Assessment and the CAASPP, there are a significant number of students who are not yet meeting the benchmark for their grade level standards. The data suggest a need to continue the current strategies while working toward improving the quality of instruction. Authentic assessments have shown that 80% of MLL students have shown significant growth; however, continued support and intervention are needed.

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

The majority of the expenditures continue to be in staffing for intervention or to support Tier 2 intervention in primary classrooms.

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.

Reading and math small group interventions are ongoing, yet scores in math and reading went down. Push-in tier 2 interventions put in place for the 2025-2026 school year should increase growth. These interventions will continue. English Language Arts and language acquisition are the areas of greatest need for students, and school goals include strategies to target the acquisition of language for MLL students, and targeted reading, writing, listening, and speaking instruction across disciplines for all students (Strategy/Activity 1.2).

# 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.

**Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

### 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 progress data reveals the following areas of need: English Language Arts, math and science

### 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
ELPAC	47% students moderately or well developed	60% students moderately or well developed
Program Development Plan	PYP on-going self-assessment and survey	100% of teachers will be trained in and use the elements of the IB philosophy and pedagogy including transdisciplinary learning with integrated ELD into IB units

### 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	<p>English language acquisition support curriculum will continue to be purchased and used for English Language Development Integrated ELD to allow students to access curriculum content</p> <p>Bilingual teacher or IA to assist in intervention for language acquisition</p> <p>Professional development for all teachers in language acquisition and MLL learning strategies</p> <p>Focused use of MLL learning strategies designated within the current curriculum and integrated into all IB units</p>	Multilingual Learners are in need of support in English language acquisition to move them toward English Proficient and to access the curriculum	5,000 3010 – Title 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Reading and math Tier 2 interventions will continue.</p> <p>Additional home supports for language acquisition will be presented by the Community Parent Liaison to the parent community.</p>		
2.2	<p>Teachers and staff will continue to participate in professional learning to provide culturally responsive and equitable practices that support all learners.</p> <p>Teachers, Staff, and parents will continue to implement the Program Development Plan to support the continued growth of the IB/PYP (Primary Years Program) at Bel Aire Park. This will include an emphasis on targeted English Literacy for our MLL students., and concept based instruction</p> <p>Teachers and staff will continue to participate in professional learning in inquiry-based instruction and planning, teaching, and assessing transdisciplinary units of inquiry as outlined in the IB/PYP framework.</p> <p>Teachers and staff will participate in the Self-Evaluation in preparation for the upcoming IB evaluation in 27-28.</p> <p>Teachers will be provided collaboration time within the school day for work on IB units, transdisciplinary integration, and ELL focus.</p>	All students will be served by teaching staff that is prepared and trained in providing the International Baccalaureate primary years program.	0000 – No Reporting Requirements

## 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.

Reading and math small group interventions were established, and scores showed growth in these areas. These interventions will continue. English Language Arts and language acquisition are the areas of greatest need for our struggling students, and school goals include strategies to target the acquisition of language for MLL students, and targeted reading, writing, listening, and speaking instruction across disciplines for all students. The Program Development Plan for IB was implemented using the strategies in the SPSA and PDP.

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 differences.

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

The Community Parent Liaison will work with teachers and families to help support literacy and language acquisition at home. Stated in Goal 2, Strategy 1.1, teachers will be provided collaboration time within the school day.

# 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.

**Grow and strengthen family engagement in support of improvements in student achievement for all student groups.**

MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

### 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.

Multilingual Learners continue to perform below other student groups in both ELA and Math on State and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for MLLs.

### 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
Attendance at parent/family engagement meetings and program education events	Attendance sheets for parent meetings and engagements Baseline: 5-10 total participants in ELAC meetings	Engagement for all parents and caregivers will increase by 30% as indicated by attendance sheets.
SWIFT FIA Domain 9.1, 9.2 Parent survey, needs assessment	Baseline SWIFT FIA--"installing" in this area, only 6 responses to parent survey for Spanish Speaking families. These families felt they had a say in decision-making by choosing "agree" or "strongly agree" to these questions. There were 45 responses for English Speaking families.	increase from "installing" to implementing in Swift FIA. Parent Needs assessment: increase participation to 25% of Spanish speaking families with all choosing "agree or strongly agree" to questions about inclusion in decision making at the school.

### 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	Principal and Community Parent Liaison will conduct at least four structured ELAC meetings per year specific to advising and providing input on school matters specifically designated for MLL students	All students will benefit from the advisory body made up of parents to help guide school matters	
3.2	A full-time Community Parent Liaison and the Principal will continue to provide training and support to parents to use digital apps not only to communicate with their student and the school but	All students will be served by increased parent involvement and communications	1,000 3010 – Title 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>also to engage with their student in learning throughout an IB unit.</p> <p>Supplies will be purchased to support parent community events and parent learning opportunities.</p> <p>The Principal and Community Parent Liaison will create and implement opportunities for parents to learn more about IB through communication and media programs and to elicit their feedback on the implementation.</p> <p>Parent training will be provided to increase feedback and interactive communication between students and parents about unit concepts, skills, and the IB Learner Profile</p> <p>Outside agencies will be brought in to present on community resources for parents and families.</p> <p>Students will present their reflections and learning goals at student-led conferences</p> <p>Student agendas for 4th and 5th grade will be used to assist in school/home communication, and other weekly communication grades k-4 will occur</p> <p>Parent education will be provided for parents of Multilingual Learners in helping to support English Language Development as well as progress in International Baccalaureate and other academic areas by the principal and parent liaison</p> <p>Grade levels will host a parent involvement night once per year to highlight an inquiry unit</p>	<p>between parents and school</p>	
3.3	<p>Additional clerical support will be provided to support families of English Learners.</p>		<p>500 0003 - Supplemental</p>

## 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 Community Parent Liaison and the Principal hosted 8 ELAC meetings throughout the year. In addition to advice on the school goals and budget, outside agencies presented on services for parents. We also included tips for homework and the acquisition of English. There was an increase in attendance at ELAC meetings. There are a core group of involved parents who now attend, and they are interested in finding ways to recruit more participation. ELAC members have also become members of the Family Faculty club. Members are also participating in the planning of our World's fair.

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

The expenditures and implementation matched.

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

For 2026-2027 additional attention will be on recruitment and involvement in more school functions and activities. A focus on bridging the participation in all school groups will continue to be addressed (Strategy/Activity 3.2).

# 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.

Regular, on time attendance will increase, resulting in a reduction in chronic absenteeism.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

### 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.

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State Dashboard: Students with Disabilities.

The following student groups have been identified as needing additional support in suspension rates based on the California State Dashboard: Students with Disabilities, White.

### 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
Strengths and Difficulties Questionnaire Attendance Rates Suspension rates	13% of 4th graders identified an area of social-emotional high concern. Chronic Absenteeism rates are at 15.1% for 25-26 Suspension rates are high amongst Students with Disabilities and White demographics.	Decrease the areas of concern by 10%. Increase attendance to 95% Decrease suspension rates by 20 %

### 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	All teachers, staff, and students will continue to develop the attributes of the IB Learner Profile through classroom instruction, school meetings, and positive behavior supports. All teachers and staff will continue to implement the Toolbox program to help students learn to regulate and manage their social-emotional needs.  All classrooms will continue to hold class meetings/community circles and create essential agreements for the ways the students want the classroom to function, supporting student voice and agency	All students will be served by tier one instruction to support social-emotional needs.	No Cost

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>All teachers will continue to collaborate and build capacity for using restorative practices Principal will continue to hold school meetings once a month on community building and the learner profile traits COST team will continue to provide a safety net for those students who need support, including ongoing communication with families who have excessive absences through Educlimber. Sub release time will be provided for Teacher collaboration and professional learning communities.</p>		
4.2	School social worker will provide services as students are referred through the COST process.	All students identified by the MTSS process as needing additional support will be provided with interventions to meet their needs.	No Cost
4.3	Principal, social worker, parent liaison, and support staff will create a safety net by offering resources to families from both the community and school to assist in reducing absenteeism. SART meetings will be held for those students with chronic absenteeism.	All students, specifically students who show chronic absenteeism including Students with Disabilities, will be supported	No Cost
4.4	<p>Visual and Performing Arts classes will be offered to students to increase emotional and behavioral well-being.</p> <p>Outside music and Performing Arts Agencies will come in to perform and educate students</p>	All students	<p>60,000 6770 - Prop 28 1000-1999: Certificated Personnel Salaries</p> <p>25,000 6770 - Prop 28</p>

## 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.

Toolbox strategies were implemented in K-2. Teachers used SEL curriculum and saw a decrease in high social emotional concern in this year's fifth grade (last year's 4th grade) by 30%.  
Chronic absenteeism has declined 2%.

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

Our Social Worker worked with groups of students who were referred on social skills, anger, and sensory needs.

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.

Teachers will focus on the well-being of the whole child through LP traits, VPA, and curriculum (Strategy/Activity 4.1, 4.4).

# 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	\$184,297.00
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 (\$)
0003 - Supplemental	\$7,500.00
3010 – Title 1	\$91,797.00
6770 - Prop 28	\$85,000.00

Subtotal of state or local funds included for this school: \$184,297.00

Total of federal, state, and/or local funds for this school: \$184,297.00

# 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
0000 – No Reporting Requirements	31632.00	31,632.00
0003 - Supplemental	41990.00	34,490.00
3010 – Title 1	83948.00	-7,849.00

## Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	7,500.00
3010 – Title 1	91,797.00
6770 - Prop 28	85,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	39,500.00
1000-1999: Certificated Personnel Salaries	127,797.00
None Specified	17,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	7,500.00
	3010 – Title 1	7,000.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	67,797.00
None Specified	3010 – Title 1	17,000.00
	6770 - Prop 28	25,000.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	60,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	92,797.00
Goal 2	5,000.00
Goal 3	1,500.00
Goal 4	85,000.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kim Title	Principal
Heidi Meinke	Classroom Teacher
Shanti Hernandez	Parent or Community Member
Dawn Raines	Other School Staff
Deana Diemoz	Classroom Teacher
Cheryl Rainville	Classroom Teacher
Lucas Harris	Parent or Community Member
Brenna Morman	Parent or Community Member
Kim Tarap	Parent or Community Member
Krista Beach	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**



English Learner Advisory Committee

Compensatory Education Advisory Committee

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 May 14, 2026.

Attested:



Principal, Kim Title on 5/14/2026



SSC Chairperson, Lucas Harris on 5/14/2026

# 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](mailto: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](mailto:TITLEI@cde.ca.gov).

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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