



PUEBLO VISTA
MAGNET SCHOOL
Dual Immersion and Environmental Sciences

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pueblo Vista Magnet Elementary School	28662666026918	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 Pueblo Vista Magnet Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement

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 Pueblo Vista Magnet Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

Educational Partner Involvement

How, when, and with whom did Pueblo Vista 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 co-developed by the principal and site leadership team and shared with teaching staff for input. 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 during the 2025/2026 school year.

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 Progress

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.

English Language Learners in ELA, Math, and ELPAC

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 Pueblo Vista 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	%	%	0.22%			1
Asian	0.45%	0.44%	0.22%	2	2	1
Filipino	%	%	0.22%			1
Hispanic/Latino	71.59%	69.40%	70.15%	320	313	322
White	23.94%	26.16%	24.62%	107	118	113
Multiple/No Response	4.03%	3.99%	4.58%	18	18	21
Total Enrollment				447	451	459

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	20
Kindergarten	72		74
Grade 1	73		75
Grade 2	68		68
Grade3	87		72
Grade 4	58		66
Grade 5	65		84
Total Enrollment	447		459

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	152	149	143		34.0%	31.2%
Fluent English Proficient (FEP)	38	32	49		8.5%	10.7%

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	60	88	67	60	86	66	60	86	66	100.0	97.7	98.5
Grade 4	67	57	85	67	57	84	67	57	84	100.0	100	98.8
Grade 5	60	65	57	60	65	56	60	65	56	100.0	100	98.2
All Grades	187	210	209	187	208	206	187	208	206	100.0	99	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2389.	2420.	2440.	13.33	19.77	31.82	18.33	27.91	18.18	31.67	31.40	22.73	36.67	20.93	27.27
Grade 4	2455.	2454.	2476.	17.91	19.30	26.19	25.37	28.07	26.19	25.37	15.79	20.24	31.34	36.84	27.38
Grade 5	2559.	2509.	2500.	35.00	21.54	23.21	45.00	38.46	26.79	11.67	18.46	26.79	8.33	21.54	23.21
All Grades	N/A	N/A	N/A	21.93	20.19	27.18	29.41	31.25	23.79	22.99	23.08	22.82	25.67	25.48	26.21

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	11.67	20.93	19.70	58.33	54.65	54.55	30.00	24.42	25.76
Grade 4	19.40	21.05	19.05	61.19	50.88	64.29	19.40	28.07	16.67
Grade 5	26.67	18.46	14.29	66.67	67.69	67.86	6.67	13.85	17.86
All Grades	19.25	20.19	17.96	62.03	57.69	62.14	18.72	22.12	19.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.33	10.47	30.30	58.33	67.44	51.52	33.33	22.09	18.18
Grade 4	11.94	8.77	9.52	62.69	59.65	72.62	25.37	31.58	17.86
Grade 5	31.67	15.38	19.64	63.33	64.62	58.93	5.00	20.00	21.43
All Grades	17.11	11.54	18.93	61.50	64.42	62.14	21.39	24.04	18.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.00	11.63	15.15	66.67	77.91	72.73	18.33	10.47	12.12
Grade 4	8.96	8.77	13.10	68.66	70.18	82.14	22.39	21.05	4.76
Grade 5	15.00	16.92	14.29	78.33	70.77	66.07	6.67	12.31	19.64
All Grades	12.83	12.50	14.08	71.12	73.56	74.76	16.04	13.94	11.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.00	11.63	28.79	61.67	74.42	60.61	28.33	13.95	10.61
Grade 4	22.39	19.30	20.24	62.69	68.42	58.33	14.93	12.28	21.43
Grade 5	35.00	18.46	14.29	60.00	73.85	69.64	5.00	7.69	16.07
All Grades	22.46	15.87	21.36	61.50	72.60	62.14	16.04	11.54	16.50

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	60	88	67	59	88	67	59	88	67	98.3	100	100
Grade 4	67	57	85	67	57	84	67	57	84	100.0	100	98.8
Grade 5	60	65	57	60	65	57	60	65	57	100.0	100	100
All Grades	187	210	209	186	210	208	186	210	208	99.5	100	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	2422.	2449.	2439.	15.25	21.59	25.37	23.73	39.77	28.36	33.90	23.86	17.91	27.12	14.77	28.36
Grade 4	2467.	2486.	2493.	8.96	26.32	28.57	32.84	28.07	27.38	38.81	24.56	29.76	19.40	21.05	14.29
Grade 5	2549.	2484.	2458.	33.33	7.69	7.02	23.33	18.46	21.05	33.33	44.62	26.32	10.00	29.23	45.61
Grade 11															
All Grades	N/A	N/A	N/A	18.82	18.57	21.63	26.88	30.00	25.96	35.48	30.48	25.00	18.82	20.95	27.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.12	27.27	28.36	47.46	55.68	49.25	25.42	17.05	22.39
Grade 4	14.93	28.07	25.00	61.19	40.35	57.14	23.88	31.58	17.86
Grade 5	33.33	6.15	8.77	53.33	50.77	38.60	13.33	43.08	52.63
Grade 11									
All Grades	24.73	20.95	21.63	54.30	50.00	49.52	20.97	29.05	28.85

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.25	36.36	28.36	50.85	50.00	46.27	33.90	13.64	25.37
Grade 4	8.96	26.32	29.76	64.18	54.39	54.76	26.87	19.30	15.48
Grade 5	28.33	10.77	8.77	63.33	64.62	57.89	8.33	24.62	33.33
All Grades	17.20	25.71	23.56	59.68	55.71	52.88	23.12	18.57	23.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.95	18.18	23.88	57.63	70.45	53.73	25.42	11.36	22.39
Grade 4	11.94	28.07	19.05	70.15	56.14	66.67	17.91	15.79	14.29
Grade 5	25.00	7.69	5.26	65.00	66.15	64.91	10.00	26.15	29.82
All Grades	17.74	17.62	16.83	64.52	65.24	62.02	17.74	17.14	21.15

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1401.6	1393.2	1397.2	1414.9	1412.6	1417.4	1370.2	1348.0	1349.8	33	32	29
1	1429.6	1387.4	1388.2	1471.8	1421.9	1401.5	1387.0	1352.4	1374.6	25	29	23
2	1457.1	1461.8	1415.6	1489.0	1490.8	1440.7	1424.6	1432.4	1390.0	30	24	29
3	1482.5	1501.2	1477.5	1491.7	1505.2	1473.5	1472.8	1496.7	1481.0	19	30	22
4	1514.4	1509.8	1523.0	1502.7	1511.5	1519.1	1525.6	1507.6	1526.1	15	15	22
5	1561.0	1543.1	1512.5	1557.3	1543.9	1512.4	1564.2	1541.6	1512.0	11	11	12
All Grades										133	141	137

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	12.50	10.34	39.39	12.50	34.48	12.12	40.63	27.59	30.30	34.38	27.59	33	32	29
1	4.00	0.00	0.00	8.00	6.90	0.00	68.00	48.28	43.48	20.00	44.83	56.52	25	29	23
2	3.33	4.17	0.00	33.33	25.00	27.59	43.33	62.50	37.93	20.00	8.33	34.48	30	24	29
3	10.53	16.67	0.00	21.05	50.00	36.36	52.63	26.67	54.55	15.79	6.67	9.09	19	30	22
4	20.00	20.00	31.82	40.00	46.67	45.45	40.00	26.67	13.64	0.00	6.67	9.09	15	15	22
5	45.45	27.27	8.33	45.45	63.64	41.67	9.09	9.09	50.00	0.00	0.00	0.00	11	11	12
All Grades	13.53	11.35	8.03	30.08	29.08	29.93	38.35	39.01	36.50	18.05	20.57	25.55	133	141	137

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	18.75	17.24	45.45	18.75	34.48	12.12	31.25	24.14	24.24	31.25	24.14	33	32	29
1	24.00	20.69	4.35	56.00	37.93	26.09	12.00	6.90	30.43	8.00	34.48	39.13	25	29	23
2	23.33	45.83	13.79	50.00	20.83	48.28	20.00	33.33	13.79	6.67	0.00	24.14	30	24	29
3	36.84	46.67	9.09	36.84	40.00	50.00	15.79	6.67	22.73	10.53	6.67	18.18	19	30	22
4	26.67	33.33	45.45	60.00	46.67	40.91	13.33	13.33	13.64	0.00	6.67	0.00	15	15	22
5	72.73	63.64	41.67	27.27	36.36	41.67	0.00	0.00	16.67	0.00	0.00	0.00	11	11	12
All Grades	28.57	34.75	19.71	47.37	31.91	40.15	13.53	17.02	20.44	10.53	16.31	19.71	133	141	137

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		3.13	0.00		6.25	6.90		50.00	55.17		40.63	37.93		32	29
1		0.00	0.00		0.00	4.35		13.79	4.35		86.21	91.30		29	23
2		0.00	0.00		16.67	20.69		25.00	6.90		58.33	72.41		24	29
3		10.00	0.00		23.33	13.64		46.67	68.18		20.00	18.18		30	22
4		0.00	18.18		40.00	27.27		40.00	40.91		20.00	13.64		15	22
5		9.09	0.00		27.27	16.67		63.64	50.00		0.00	33.33		11	12
All Grades	5.26	3.55	2.92	12.78	15.60	14.60	38.35	37.59	35.77	43.61	43.26	46.72	133	141	137

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.21	15.63	31.03	57.58	50.00	44.83	21.21	34.38	24.14	33	32	29
1	36.00	34.48	21.74	56.00	31.03	47.83	8.00	34.48	30.43	25	29	23
2	36.67	20.83	31.03	56.67	75.00	51.72	6.67	4.17	17.24	30	24	29
3	26.32	40.00	4.55	52.63	46.67	63.64	21.05	13.33	31.82	19	30	22
4	20.00	20.00	50.00	73.33	60.00	45.45	6.67	20.00	4.55	15	15	22
5	36.36	18.18	8.33	63.64	81.82	91.67	0.00	0.00	0.00	11	11	12
All Grades	29.32	26.24	26.28	58.65	53.19	54.01	12.03	20.57	19.71	133	141	137

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.21	15.63	13.79	51.52	50.00	48.28	27.27	34.38	37.93	33	32	29
1	32.00	17.24	0.00	60.00	55.17	56.52	8.00	27.59	43.48	25	29	23
2	43.33	41.67	6.90	43.33	58.33	68.97	13.33	0.00	24.14	30	24	29
3	47.37	60.00	50.00	42.11	33.33	40.91	10.53	6.67	9.09	19	30	22
4	66.67	80.00	50.00	33.33	20.00	50.00	0.00	0.00	0.00	15	15	22
5	100.00	90.91	83.33	0.00	9.09	8.33	0.00	0.00	8.33	11	11	12
All Grades	43.61	42.55	27.74	43.61	42.55	49.64	12.78	14.89	22.63	133	141	137

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.03	0.00	0.00	57.58	56.25	51.72	39.39	43.75	48.28	33	32	29
1	4.00	0.00	0.00	4.00	10.34	4.35	92.00	89.66	95.65	25	29	23
2	3.33	8.33	3.45	36.67	33.33	24.14	60.00	58.33	72.41	30	24	29
3	0.00	10.00	0.00	42.11	53.33	50.00	57.89	36.67	50.00	19	30	22
4	26.67	0.00	18.18	40.00	66.67	54.55	33.33	33.33	27.27	15	15	22
5	27.27	18.18	0.00	72.73	63.64	58.33	0.00	18.18	41.67	11	11	12
All Grades	7.52	4.96	3.65	39.85	43.97	38.69	52.63	51.06	57.66	133	141	137

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.12	6.25	6.90	63.64	56.25	55.17	24.24	37.50	37.93	33	32	29
1	0.00	0.00	0.00	24.00	34.48	34.78	76.00	65.52	65.22	25	29	23
2	3.33	0.00	0.00	60.00	70.83	48.28	36.67	29.17	51.72	30	24	29
3	5.26	6.67	0.00	89.47	93.33	100.00	5.26	0.00	0.00	19	30	22
4	13.33	13.33	22.73	86.67	73.33	59.09	0.00	13.33	18.18	15	15	22
5	45.45	27.27	8.33	54.55	72.73	83.33	0.00	0.00	8.33	11	11	12
All Grades	9.77	6.38	5.84	60.90	65.25	60.58	29.32	28.37	33.58	133	141	137

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
451	55%	33%	0.0%
Total Number of Students enrolled in Pueblo Vista 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	149	33%
Foster Youth	0	0.0%
Homeless	3	0.7%
Socioeconomically Disadvantaged	248	55%
Students with Disabilities	54	12%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	2	0.4%
Filipino	0	0.0%
Hispanic	313	69.4%
Two or More Races	18	4%
Pacific Islander	0	0.0%
White	118	26.2%

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  Red		

School and Student Performance Data

Academic Performance English Language Arts

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

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 4 points above standard Increased 11.6 points 206 Students	English Learners Yellow 51.2 points below standard Increased 6.7 points 71 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Orange 35.6 points below standard Maintained 1.1 points 112 Students

Students with Disabilities  No Performance Color 78.6 points below standard Declined 41.1 points 25 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 24.4 points below standard Maintained -1.3 points 137 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 56.6 points above standard Increased 21.5 points 61 Students

School and Student Performance Data

Academic Performance Mathematics

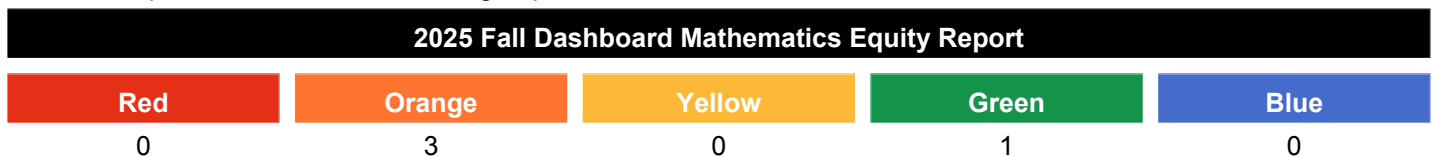
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 14.4 points below standard Declined 7.1 points 208 Students	English Learners Orange 60.3 points below standard Declined 13.6 points 72 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged Orange 47.7 points below standard Declined 16.1 points 113 Students

Students with Disabilities  No Performance Color 107.2 points below standard Declined 56.4 points 25 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 37.9 points below standard Declined 18 points 138 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  Green 29.9 points above standard Increased 7.2 points 61 Students

School and Student Performance Data

Academic Performance Science

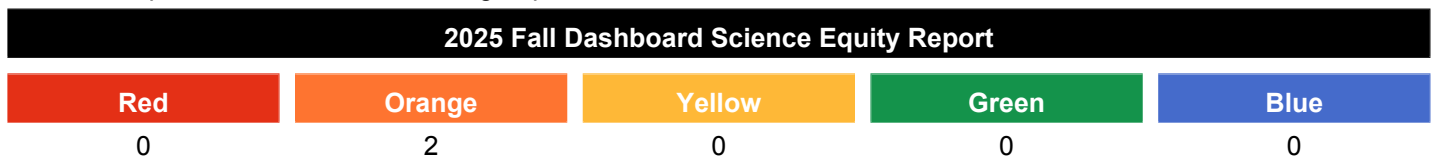
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 49.8 science points Declined 6.3 points 57 Students	English Learners  No Performance Color 33.4 science points Declined 11.4 points 18 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 37.4 science points Declined 13.5 points 31 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Orange 42 science points Declined 11.7 points 41 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 70 science points Increased 6.3 points 15 Students

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
30.8 making progress.	making progress.
Number Students: 107 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.8%	52.3%	0%	30.8%

School and Student Performance Data

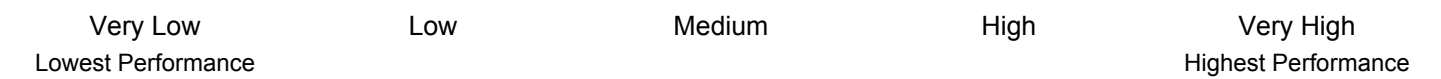
Academic Performance College/Career Report

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

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



This section provides number of student groups in each level.



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

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Green

6.9% Chronically Absent

Declined 3.4

452 Students

English Learners



Green

8.7% Chronically Absent

Declined 4.3

150 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Socioeconomically Disadvantaged



Green

10% Chronically Absent

Declined 3.5

250 Students

Students with Disabilities  Yellow 15.2% Chronically Absent Declined 1 66 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 8.6% Chronically Absent Declined 3.5 314 Students
Two or More Races  No Performance Color 0% Chronically Absent Declined 11.1 18 Students	Pacific Islander  No Performance Color 0 Students	White  Green 3.4% Chronically Absent Declined 1.3 118 Students

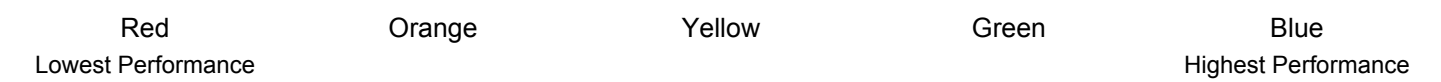
School and Student Performance Data

Academic Engagement Graduation Rate

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

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



This section provides number of student groups in each level.



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

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

School and Student Performance Data

Conditions & Climate Suspension Rate

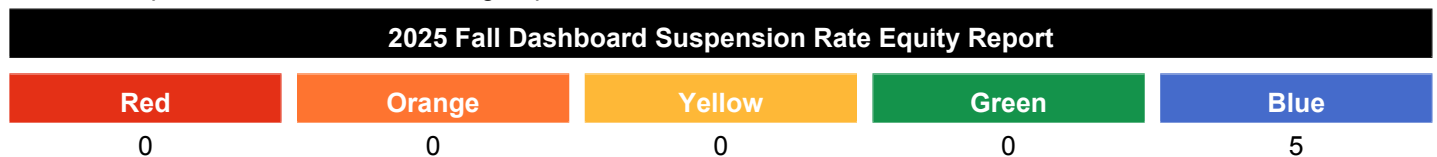
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0% suspended at least one day Declined 0.7% 454 Students	English Learners Blue 0% suspended at least one day Declined 0.6% 151 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Declined 0.4% 251 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 3.2% 66 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 0% suspended at least one day Declined 0.9% 315 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 118 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 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 Renaissance. Increase the percentage of students who meet or exceed standard in ELA and math CAASPP and CAASPP performance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or 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: English Learners
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: English Learners, Hispanic, Socioeconomically Disadvantaged

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 and Star Literacy	STAR READING (GR 3-5): Fall 2025 (State Standard) Benchmark: STAR Reading English 25% at or above benchmark 16% on watch 17% intervention 40% urgent intervention End of Year 2025-2026 (State Standard) Benchmark: AT/ABOVE ON WATCH 1 INTERVENTION URGENT INTERVENTION	By May 2027, CAASPP ELA scores will increase by 10% for all students with 70% of learners meeting or exceeding proficiency. By May 2027, End of the Year STAR ELA, scores for all students will increase by 20%.
Star Math	STAR MATH (GR 1-5): Fall 2025 (State Standard) Benchmark: 68.6% at or above benchmark 15.9% on watch 17.5% intervention 11.1% urgent intervention End of Year 2026(State Standard) Benchmark: AT/ABOVE	By May 2027, End of year STAR Math scores will increase by 23% with 75% of learners proficient towards the end of the year standards. By May 2027, CAASPP Math scores will increase by 8-10% with 63% of students meeting or exceeding proficiency.

	ON WATCH INTERVENTION URGENT INTERVENTION	
TK-5 teachers will implement 4 inquiry-based NGSS science units that include 10 hrs/week of NGSS science and language arts-aligned instruction.	TK-5 teachers will implement 4 inquiry-based NGSS science units that include 10 hrs/week of NGSS science and language arts-aligned instruction.	TK-5 teachers will implement 4 inquiry-based NGSS science units that include 10 hrs/week of NGSS science and language arts aligned instruction.

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	*Intervention Specialists and K-1 Bilingual Instructional Assistants work in small groups with our K-3 students who need early literacy skills instruction in Spanish and English. * Purchase Handwriting without Tears for 2nd and 3rd grade to continue the developmental progress of handwriting to align with our school goal of writing. *Training using Math workstations and using interventions in Bridges *Systematically implementing Number Corner part 2 with quality interactions *All students are making individualized reading and math goals to support their growth. *All grade levels are making SMART Goals in Math and SLA/ELA, incorporating Quality Interactions *Our Professional Development time on Wednesdays is focused on school goals *New teachers will participate in one day of instructional materials training in Math and Language Arts materials. *Mapping professional development activities at least twice a year with teacher input. *Additional program development time will be provided for teachers in the area of Writing and Writing Revolution and LETRS. *Teachers will be provided at least six hours per month of collaboration time. *Teachers will work with a consultant to ensure inquiry units provide rigor in language arts for students and have a focus on the Next Generation Science Standards. Teachers will be provided a substitute. *Teachers will collaborate and administer the school-wide writing assessments to ensure Spanish literacy three times a year.	All students - To address performance deficits at Pueblo Vista School, we will invest in strategic ongoing coaching and professional learning for teachers, access the knowledge and resources of our specialized staff, and create effective collaborative planning time for teachers.	1579 0003 - Supplemental None Specified 87 0003 - Supplemental
1.2	Targeting services and programs to the lowest student groups: A. Students below basic will receive daily interventions in SLA/ELA (30 minutes) and math (15 minutes). B. Students reading 1.0-1.9 years below grade level will receive strategic interventions using support materials provided by the core program. C. Students reading 2.0+ years below grade level will receive intensive interventions using SBE-adopted/district-approved intervention materials	Some students - For under-performing students who present significant learning gaps, we will access ancillary adopted supports, as well as digital programming in small-group in-day settings and extended day opportunities.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	D. English learners will receive supplemental support and additional time on Imagine Learning English and receive leveled reading material and phonics instruction as needed. E. Student learning day extended by attending before or after-school intervention classes provided by the intervention teacher		
1.3	Pueblo Vista is implementing Bridges Math instruction daily in all grades TK-5. *Teachers will maintain district pacing recommendations and focus on district-created priority standards and proficiency scales. *Teachers will use district assessments and grade-level Professional Learning Community to determine which common formative assessments in Bridges will be used to assess student achievement. *Teachers will use district-created proficiency scales to focus instruction and target instructional interventions. *District-allotted intervention funding will be used to support math instruction. *We will focus math professional development on Bridges Number Corner and workstations for intervention and acceleration. *Number Corner instruction provides math instruction, practice with number sense, opportunities to increase mathematical discourse, and opportunities for designated English Language Development. *The District Math Intervention Specialist and principal will meet along with Teachers in Professional Learning Communities weekly to plan instruction, share assessment data, and plan for interventions. *The Leadership Team will analyze data and continue to make recommendations the grade level for interventions based on school goals. * Grades 3rd-5th grade will use Number Corner as an opportunity for students to use oracy, Quality Interactions, in English, and use ELD standards for listening and speaking.	All Pueblo Vista teachers will implement the Bridges Curriculum, including Number Corner and the Dream Box software for Mathematics for grades TK-5	
1.4	Instructional planning, travel, conference, and collaboration for strategic and targeted intervention utilizing Multi-Tiered Systems of Support (MTSS) (ie. registration fees, conference, travel, certificated/classified salary) Teacher's hourly and sub release time will be provided. PD with a consultant to reflect on school goals and analyze data. Principal and Teachers will attend CAFE/ATDLE to focus on bilingual education, 15 Day challenges to ensure strategic interventions for our MLL students in Reading Comprehension, and/or the ACSA leadership conference.	Targeted Academic Intervention and Support	8100.00 0003 - Supplemental

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.

Training our K-1 Bilingual Assistants on looking at data and how to use interventions, such as our Okapi leveled readers, has increased our students' reading fluency, and we have seen better results on the STAR test and learning sprints. They also help ensure small group instruction is taking place in the classroom by working with our proficient students so the teachers can work with students needing intervention. This improved our scores for early literacy as measured by STAR and writing as measured by our own schoolwide writing assessments.

Our school focuses on SMART goals, and Learning Sprints continues to align our school. Teachers meet collaboratively once a month in a school-wide PLC to ensure an understanding of standards and analyze data around questioning and writing standards. Teachers meet weekly in a PLC to identify students who are struggling and how to continue to excel, proficient students. Grade levels look at data as a whole, not just individually, to ensure the implementation of the school's agreed-upon decisions.

Our collaborative time around NGSS and understanding process writing has allowed our teachers to create multiple opportunities for students to have exposure to literacy in a variety of ways. Students have authentic experiences that promote student engagement and use of vocabulary.

This year, 3rd-5th teachers met with the district math coach and Denise McDowell and attended math training at the district-wide PD Days. This helped ensure a deeper understanding of Bridges, rigor in lesson delivery and pacing.

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

This year our staff continued to implement and create school-wide agreed-upon strategies to ensure high student engagement, using the Reading Comprehension template from LETRS and vocabulary instruction. As a staff, we reestablished our GVC and solidified our PLCs and data cycle. We saw a need to increase students' vocabulary orally to improve their writing and reading comprehension. We have agreed as a staff to use table talk as a way to ensure students have a deeper understanding of content, and our language learners are communicating using targeted vocabulary.

Our focus on language arts and learning sprints focused on writing did not allow for a deeper conversation in Math and pacing. Next year, we will change our PD structure to ensure we are giving math equal importance in planning. Teachers will continue to track student performance using our target students as a laser-like lens. We will continue to provide release time 3 times a year to reflect and report on target students and their outcomes based on interventions.

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.

Next Year we will begin the school year with a focus on Writing Revolution and have common aligned graphic organizers to ensure students understand the purpose for pre-writing and strategies to ensure students can transfer their ideas from the G.O. to their writing. We will post all school goals on the data wall to ensure we are all in alignment and students needs are being met. This change can be found in Strategy 1.3 and 1.1

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: ELA, Math, Chronic Absenteeism

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
PLC Minutes	Evidence of student centered data conversations at all times	100% of agendas and minutes reflect student data and interventions
Math Learning Walks	no baseline	100% of teachers will participate in math learning walks to demonstrate collaboration and implementation of Number Corner and Math workplaces.

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	Provide feedback to teachers based on a percentage of teacher talk versus student talk. Choose research-based, high-impact strategies for English Learners to use school-wide with our Language Learners all day. (integrated ELD) Use quality interactions such as table talk to ensure students are engaged in a rigorous conversation Monitor multilingual students using our MTSS team. Use Translanguaging in the classroom. Teachers will have Spanish and English word/sound walls and charts to assist our English Learners. We will integrate writing into every content subject. Teachers. will use school-wide agreed-upon strategies from the writing revolution. Use Handwriting without Tears in grades K-3.	Target Mult language learners (MLL), STAR Intervention and Urgent Intervention as well as Acceleration	0000 – No Reporting Requirements

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Teachers will receive professional development by HWT for interventions K-2 IA will help support interventions in K-5 classrooms The intervention teacher will support teachers with data analysis and ELPAC information while using district-adopted material for Language Arts PD with a consultant to reflect on school goals and analyze data. Principal and Teachers will attend CABA/ATDLE to focus on bilingual education, 15 Day challenges to ensure strategic interventions for our MLL students in Reading Comprehension, and/or the ACSA leadership conference.		

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 implementation of this goal will occur during the staff collaboration time with professional development and follow-up in PLCs to ensure there is consistency of implementation. 15 teachers will attend the LETRS training this year as a way to ensure our teachers are knowledgeable about English Phonics as well as Spanish. This will increase our understanding of translanguaging and interventions that take place in both Spanish and English.

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

Teacher feedback and observations by admin indicate that these strategies have been beneficial in enhancing classroom practices. However, more time and consistent teacher analysis may be needed to fully assess their impact on student outcomes and teacher practices. We will use art classes to reinforce science units and vocabulary. Students will use art learning to support vocabulary development and writing.

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.

Next School Year: We will conduct intervention classes at the beginning and end of the day in both Spanish and English. Implementation of Language Lab (ELD) with targeted students and literacy needs. We will have training from Handwriting Without Tears to help teachers with interventions for students that are having difficulty in writing.

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 multilingual learners.

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
ELAC and Coffee with the principal engagement has increased by 10%	ELAC meetings have increased from 2 parents to 20 at the last 3 meetings	Consistent agendas and weekly Sunday messages using SMORE
Parents participate weekly in the classroom for small group instruction	50% of the classrooms have parent participation for small group instruction	95% of the classrooms will have parent participation for small group instruction or other means of parent involvement.
Multiple sources of communication through Parent Square, school website, and social media platforms to maximize outreach and parent engagement	80% of parents are on Parent Square and effectively use it as a form of communication with both teachers and school.	95% of the parents are on Parent Square and actively using it as a form to communicate with teachers and school wide events.

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	The principal will meet and engage with families during Coffee with the Principal and School Site Council, including PFC meetings and events. The meetings are being held in person, and PFC meetings are held virtually. All meetings are translated The principal and the office manager will communicate weekly with families via Parent Square messages.	All students - In order to engage all families in the education of their children, strategic and intentional outreach will be implemented.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Pueblo Vista will update the marquee weekly and send SMORE to inform families of school events/activities. We will use copy machines (including maintenance), postage, and other supplies as needed to provide information to our families. Staff will communicate with families using appropriate platforms (ie, parent square, Google Classroom, monthly newsletters) Hold a parent training on technology and interests based on the parent survey in ELAC meetings. These meetings help support parent and student connectedness around academic goals. Bilingual Liaison will continue to work with the social worker and MTSS to communicate regularly regarding attendance, especially our students with disabilities.		

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.

This year the office staff made a weekly newsletter to go home Sunday night to recap weekly highlights and a visual calendar to ensure all families were aware of school events and resources.

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 budget expenditures to this area.

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.

Based on the analysis of student achievement and family engagement data, Pueblo Vista will continue to strengthen communication systems and increase opportunities for meaningful family involvement for multilingual learner families. Next year, this goal include expanding parent engagement opportunities through additional ELAC trainings focused on technology and parent-identified topics, increasing translated communication through ParentSquare, SMORE newsletters, and school events, and strengthening collaboration between the Bilingual Liaison, social worker, and MTSS team to improve attendance and family support systems. Metrics for this goal will continue to include participation rates in family engagement activities, attendance data, communication logs, and student performance data in ELA and Mathematics for multilingual learners.

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.

PV does not have any subgroups in the orange or red categories for chronic absenteeism. We will continue to monitor Students with Disabilities, which is currently in the yellow category.

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
SDQ beginning of the year results and then the end of the year results.	Students will feel safe and supported at PV through our focus of student belonging and well being	Students will develop skills to deal with chronic stress and related mental struggles
Monthly MTSS tracker with Aeries	no base line	100% implementation of Aeries for intervention tracking
Implementation of ToolBox Project TK-5	no baseline data	100 % implementation of ToolBox Project TK-5
Monthly Attendance Reports	6.9% absenteeism	3% absenteesim
MTSS Intervention Progress monitoring identifying STAR ELA and MATH Universal Screening of our Intervention and Urgent Intervention Learners.	DATA: STAR MATH (GR 1-5): End of Year (District Benchmark): AT/ABOVE 72% ON WATCH 13% INTERVENTION 11.2% URGENT INTERVENTION 5.3% STAR READING: End of Year (District Benchmark): AT/ABOVE 53.8 ON WATCH 15.6% INTERVENTION 18.1% URGENT INTERVENTION 12.6% STAR EARLY LITERACY (GR K-1): (District Benchmark) AT/ABOVE 59.3% ON WATCH 16.7%	Student learning and progress in academic performance with an increase in English learner proficiency in end-of-the-year standards mastery as measured by the Universal STAR Screeners by at 5% in each area (ELA, Early Literacy, and Math) moving students up in performance bands toward levels of proficiency (at/above and on/watch). This data would show at least a 5% decrease in intervention by the end of May 2026

	INTERVENTION 18.7% URGENT INTERVENTION 5.3%	
2025 CA Dashboard data	6.9% chronically absent - Decline by 3.4% from 2024/2025	Reduce rate of chronic absenteeism by 3%
CHKS - School CLimate Report Card 5th grade students	School Connectedness - 2025 - 76% / 2026 - 83% Academic Motivation - 2025 - 79% / 2026 - 87% High Expectations - 2025 -89% / 2026 94% Meaningful Participation - 2025- 41% / 2026 48% School Safety - 2025-76% / 2026- 90% Parent Involvement in Schooling - 2025-74% / 2026 80%	Increase each section by 3%

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	The site Intervention specialist supports teachers in developing instructional skills that provide students with greater access to content. The Intervention teacher works alongside the Principal to plan, help facilitate and support teachers in all areas of professional development. This includes coaching grade-level teams that will provide intervention support to students. The intervention teams are responsible for determining pre and post-tests, analyzing data, determining which students will participate and exit the intervention, and communicating with the teacher and families. The intervention team will use F&P, IDEL, CAASPP, and Star Reading data to determine the focus students for intervention instruction. Mid-year and end-of-year Star Reading data will be used to monitor student progress. Additional pre- and post-assessments will be used and created to target intervention instruction further. Teachers providing intervention support will be released periodically to develop intervention and instructional plans, set student goals, and analyze data. Intervention Programs may occur before, during, and after school to ensure that the instructional needs of students are met. EWRs will be provided to both certificated and classified staff to plan, prepare and implement the before, during, and after-school intervention instructional plans.	Students in Grades TK-5 scoring intensive/below basic on the district STAR Assessment	
4.2	Students will receives small group or 1:1 counseling services based on need. The counselor assigned to Pueblo Vista will work with teachers and site staff to embed Tier I Social Emotional Learning (SEL) strategies throughout the day.	Students will be identified for counseling support services through the MTSS process. The MTSS process will be utilized to target the	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		needs of students and families experiencing chronic absenteeism, with a focus on students with disabilities.	
4.3	Professional development and training are provided twice a month from 2:45 pm-4:15 PM; As a bi-lingual Instructional Aides are strategically placed in classrooms to support the teacher with small, differentiated learning groups in kindergarten and 1st grade. Certificated teachers and Classified IA's to be given an EWR (Extra Work Agreement) for additional time devoted to data analysis and lesson design for student achievement. Teachers and IA's will attend professional development as needed.	Grade Level teams will use weekly collaborative days, in addition to after school (after contractual time) to plan instruction, analyze data and develop differentiated instructional strategies for students.	
4.4	Using Prop 28 funds we will hire an art teacher at .50 and additional art support staff hourly to ensure all students have access to art and supporting language development through quality interactions and writing. This will support multilingual learners by giving them equal access to experiences that promote vocabulary. Attendance increases when students are engaged in enriched learning beyond the core content. Art supplies will be purchased to support this new program. Monies will pay for outside agencies to come into the school to share knowledge of the arts. This will include class visits, assemblies, and after-school programs.	Target multilingual learners (MLL), STAR Intervention and Urgent Intervention as well as Acceleration	65249 6770 - Prop 28 No Cost No Cost
4.5	Implement a comprehensive attendance support system through the MTSS process by regularly reviewing chronic absenteeism data, maintaining consistent communication with families through ParentSquare, and providing academic support for students who miss instruction. Staff will continue partnering with families and connecting them to resources such as the social worker, MTSS team, or COST team using educlimber, and Migrant Education transportation services to improve student attendance and engagement.	All students	No Cost

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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.

Effectiveness

The effectiveness of these strategies was evident in measurable outcomes: We were at 7.5% absenteeism, and we reduced that to 4.0 in 25/26

There has been a notable increase in daily attendance rates over the year. We reduced our attendance significantly, using work packets as a way for students to make up missed instruction, and placing importance on instructional time so parents did not make appointments during class time.

A reduction in the number of students classified as chronically absent, particularly among targeted groups. We helped individual parents with meetings to provide resources, such as a social worker or connections with community partnerships.

Improved communication and trust between school staff and families, leading to earlier intervention and better problem-solving. Communication with parents via the parent square platform regarding absences was beneficial and helped keep parents accountable.

While some challenges persisted—such as transportation issues or health-related absences—ongoing analysis and flexible response strategies helped maintain overall progress. District resources, such as Migrant Ed, were amazing in helping get transportation or bus passes for our parents who could not drive and/or get our kids to class on time.

In conclusion, the implementation was well-executed and aligned with the stated goal. The activities were effective in creating a culture of attendance and reducing chronic absenteeism. Continued monitoring, targeted supports, and partnerships with parents will further enhance these outcomes moving forward.

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

Prop 28 funds will be used to hire a .50 FTE art teacher and additional hourly art support staff to ensure all students have access to high-quality arts instruction. The art program will support multilingual learners by providing meaningful opportunities to build vocabulary, language development, writing skills, and communication through creative expression and quality interactions. Increased access to engaging enrichment opportunities is also expected to improve student attendance and school connectedness. Funds will also be used to purchase art supplies and materials needed to support classroom instruction and student projects. In addition, monies will support partnerships with outside arts agencies to provide class visits, assemblies, and after-school programs that expand students' exposure to the arts and enrich the overall educational experience.

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.

Next year, the school will incorporate chronic absenteeism into the MTSS meetings and use strategies to help reduce chronic absenteeism from 7.5% to 4.0% back in 2025–2026. The school will continue communicating with families through ParentSquare and providing work packets for students who miss instruction. Staff will also continue meeting with families and connecting them to supports such as the social worker, MTSS team, and transportation resources through Migrant Education. The annual outcomes and metrics will continue to focus on improving attendance and reducing chronic absenteeism for all student groups. These changes are included in the SPSA sections for attendance, family engagement, and student support. (Strategy 4.5)

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	\$75,015.00
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 (\$)
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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	\$9,766.00
6770 - Prop 28	\$65,249.00

Subtotal of state or local funds included for this school: \$75,015.00

Total of federal, state, and/or local funds for this school: \$75,015.00

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
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Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	9,766.00
6770 - Prop 28	65,249.00

Expenditures by Budget Reference

Budget Reference	Amount
	8,187.00
None Specified	1,579.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	8,187.00
None Specified	0003 - Supplemental	1,579.00
	6770 - Prop 28	65,249.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,766.00
Goal 4	65,249.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Helen Rocca	Principal
Irene Lopez-Ledesma	Parent or Community Member
Margaret Minnick	Parent or Community Member
Mariesa Ploetz	Parent or Community Member
Kathy Burroughs	Other School Staff
Teresa Alcantar	Classroom Teacher
Mayra Garcia	Classroom Teacher
Megan Bryant	Parent or Community Member
Open Seat	Parent or Community Member
Open Seat	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

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, Helen Rocca on May, 14, 2026



SSC Chairperson, Irene Lopez-Ledesma on May 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.

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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